#### **CHAPTER IV**

## RESULT AND DISCUSSION

## A. Background of The School

MTsN Kedunggalar was built in 1969. Previously, this MTsN was managed by private, which its founder of initiative by elite figure which was care to Education of Islamic Religion, where at that moment, there is no school tagging of religion. The figure is Mr. Muhammad 'Aliman. Firstly, MTsN Kedunggalar only have a small number of students, but since1970 when the private school was made a state, there are many students entered in this school from year to year.

Concerning of Headmaster of MTsN Kedunggalar, it has changes nine times because of pension or mutation. The name Headmaster of MTsN Kedunggalar has mentioned as follows:

a. 1969 – 1978 : Muhammad 'Aliman

b. 1978 – 1990 : Drs. Ikhwan

c. 1990 – 1996 : Drs. Suhud

d. 1996 – 2000 : Drs. Darus

e. 2000 – 2001 : Drs. Mulyono

f. 2001 – 2003 : Junanani, S.Ag.

g. 2003 – 2006 : Drs. Moch Sjatho

h. 2006 – 2008 : Drs. M. Wahib

i. 2008-up to now : Drs. Suhudi

# 1. Geographical Position

According to the geographical position, MTsN Kedunggalar is located on the district of town center, precisely on Jl. Raya Kedunggalar No. 20. MTsN Kedunggalar is located on the Countryside of Kedunggalar, the District of Kedunggalar, and the Province of Ngawi. The regional boundaries of Countryside of Kedunggalar as follows:

• North side : Countryside of Babadan

• South side : Countryside of Plosorejo

• East side : Countryside of Tegalsari

• West side : Countryside of Polorejo

# 2. Management of MTsN Kedunggalar

The management of MTsN Kedunggalar is an effort to realize the vision of MTsN Kedunggalar:

"Madrasah yang unggul dalam prestasi baik akademik maupun non

Akademik yang dilandasi keimanan dan ketakwaan terhadap Tuhan Yang Maha Esa agar menjadi insan kamil"<sup>39</sup>

# 3. Realization of Activity

There are three kinds in the realization of activities, as follows:

- a. Teaching and Learning Process (KBM)
- b. Monitoring, and
- c. Evaluation

# 4. Teaching Method

Teaching method that developed in MTsN Kedunggalar, they are:

- a. Back top natural learning
- b. Personal Model
- c. Class Discussion
- d. The Concept of Mapping
- e. Problem solving
- f. Approachment of Practice
- g. Approachment of role play

### 5. Target of Education

<sup>&</sup>lt;sup>39</sup> Ibid., p. 102

- a. Religion
- b. Intelligence
- c. Creativity
- d. Socialization and Emotion
- e. Behavior and moral developments
- f. Discipline and motivation
- g. Upgrading program of students achievement

#### **B.** Presentation of Data

 Media and Material Used by the Teacher in Teaching Listening in the Language Laboratory to the Second Grade Students of MTsN Kedunggalar – Ngawi

After doing research by interviewing and observation in teaching learning process of listening in the language laboratory to the second grade students of MTsN Kedunggalar Ngawi, the data presentation is:

The material has needed in teaching learning process. The result data of observation showed that most of English teacher in MTsN Kedunggalar using the material from the textbook followed to the material program in curriculum. So, they will teach based on every chapter in the textbook. There

are two types of materials used by teacher in the textbook: text and task. The implementation of text by dialog or story, and the implementation of task is giving quiz. Kind of media used in teaching listening in the language laboratory: Laptop ACCER, TV, VCD player, tape recorder 2 cassette, LCD projector, small tape, headphone, microphone, VCD Teaching English. (See appendix 6)

According to the interview result, Mrs. Indri as the English teacher of the second grade students of MTsN Kedunggalar – Ngawi especially for class IIA is the subject of the research. Mrs. Indri said that language laboratory plays an important role in teaching English especially for listening subject. The material of listening has gotten from the textbook in form of text dialog, story, and questions, etc. In this subject, she taught vocabulary by drilling method to know the students' pronunciation. Vocabulary is very important for the second grade students because it makes it easier for the students to understand the material later. She tries looking for a simple, easy, familiar words, its mean the students will fast to catch the word. She said that a simple material could be interesting to the students if teacher know how to make the interesting material.

The media which used by Mrs. Indri in teaching listening is VCD player, tape recorder 2 Cassette, LCD screen, small tape for student,

headphone, microphone, VCD Teaching English. She combined all media to get a good activity in teaching listening.

Based on the interview result, Mr. Agus as the English teacher of MTsN Kedunggalar, he said that a good place in teaching language especially English is in the language laboratory. English is a foreign language, and it is not our mother tongue so it will difficult to teach student if they didn't have a greet motivation to study English. The way to teach English is not only by theory but also by practice the language. Here, he choose language laboratory as the practice place in listening subject. The beneficial of using language laboratory are to increase the student motivation, disappeared the boredom of students, knowledge, joyful learning, and others.

Listening material used by Mr. Agus is not only taken from textbook, but also his own material. He use games, songs ,and conversation in English. Moreover, the focus of his material is in vocabulary. He thinks that vocabulary is very important and he targets 400 words for the second grade students of Junior High School. The media which usually used by Mr. Agus are laptop, LCD Screen, tape recorder. Furthermore, Mr. Yasir said that language laboratory be an alternative place to eliminate the students bored in the classroom.

# 2. The Teaching Learning Process of Listening Using Language Laboratory to the Second Grade Students of MTsN Kedunggalar – Ngawi

The result data observation: the teaching learning process of listening in the language laboratory looks lively. It means that there is an interaction between teacher and students then to study English especially for listening subject. The teachers know how to manage the students, so it will make learning more enjoyable.

There are three activities in teaching learning process of listening:

- Pre-listening, at the first stage, teacher will help the learners prepare what they will hear by recognizing or discussing the vocabulary, activating any knowledge they have about the topic and making it clear to the learners what they supposed to do. In this subject, she taught vocabulary by drilling method to know the students' pronunciation.
- While listening, at the second stage, learners hear the dictation twice.
  The first time, they listen only and get a general feeling for the text.
  The second, they take notes and write down as many words possible they have heard.
- Post listening, in the third stage, the teacher will give questions by quiz then the teacher give correction for the answer. The last, teacher will give feedback to the students.

To know the percentage of teaching learning process in the language laboratory, the writer used questionnaires by purposive sampling and as the sample is class IIA consist of 40 students. The result data of questionnaires, as follows:

Table 1

About student who likes to study English (listening) in the language laboratory

No	Alternative answer	N	F	%
1.	a. Suka	40	22	55%
	b. Biasa		15	37,5%
	c. tidak Suka		3	7,5%
	Total	40	40	100%

From the table above, it showed that 55% students like to study in the language laboratory in teaching listening. The result is more than a half students who like to study in the language laboratory. According to the result of interview, some of Second Grade students said that they like to study English in the language laboratory because they can refresh their brain by listening to the song, games, or other media.

Table 2

Language laboratory was help the student in learning English (listening)

No	Alternative Answer	N	F	%
1.	a. Ya	40	24	60%
	b. Biasa		13	32,5%
	c. Tidak		3	7,5%
	Total	40	40	100%

The result data of the table above is 60% from an alternative answer of students choose that language laboratory was helps them in learning English (Listening).

Table 3

About students' motivation in learning English (listening) in the language laboratory

No	Alternative Answer	N	F	%
1.	a. Ya	40	23	57,5%
	b. Biasa		16	40%
	c. Tidak		1	2,5%
	Total	40	40	100%

The result of the table above about the students' motivation in learning English in the language laboratory is 57, 5%, means that language laboratory increase the students' motivation in learning English (listening). There are many ways to give spirit for the students, according to Mrs. Indri, to increase

the students' motivation, she has used reward in the form of value for every students were active in teaching learning process of listening. Furthermore, to increase the students' motivation, Mr. Agus usually gave an English song, English Games, etc. He did not only use reward but also punishment. It is not different from Mr. Indri, he also used reward in the form of value and the punishment was by homework, he asked the students to look for and wrote down the vocabulary on the paper.

Table 4
About teacher

No	Alternative Answer	N	F	%
1.	a. Ya, menyen <mark>an</mark> gkan	40	24	60%
	b. Biasa		14	35%
	c. Tidak		2	5%
	Total	40	40	100%

The result of the data above showed that 60% of the students are interested to the teacher. According to the interview result, Mr. Agus said that a good teacher is someone who can manage their students both inside and outside of class. She/he knows what their students want get they must be able to control it.

3. The Problem Faced to the Applied of Language Laboratory in Teaching

Learning Process of Listening to the Second Grade Students of MTsN

Kedunggalar – Ngawi

According to the result of observation and interview used by the writer, there are some problems faced in the use of language laboratory in the teaching listening to the second grade students, they are:

- 1. The heterogeneousity of class IIA, it means that every student has different levels, which has good, average, and poor students, so she/he has not the same understanding to the subject of the study, some of them can fast to catch the material from the teacher and the other more slowly to catch the material.
- 2. The big number of students, because of this, some of the students did not pay attention to the materials.
- 3. The difficulty to understand materials appropriately
- 4. The difficulty to hear materials more than once
- 5. The students lack of vocabulary and pronunciation.

According to Mrs. Indri, the way to solve the problems, are:

- a. when teaching learning process, she makes a group discussion included poor, average, and good students, the purpose is to share any knowledge, also giving familiar material to them in order to make easier.
- b. He gives more attention to student by take place around the students. She does not stand by on her place only, but also on the students' place in order to share with her students.
- c. Helping the students to catch the material
- d. She asked the students to write down every vocabulary, which have been given by teacher. The way of teacher in giving vocabulary is by drilling method. Moreover, Mr. Agus states that to solve the problem, he asked the student to study English at home themselves, he always guide the students to learn English, asked to their friends themselves, and sharing class.