

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data and the research findings. The data presented in this study were obtained from preliminary study and the implementation of flipped learning to enhance students' listening achievement through song.

A. Research Findings

The classroom action research carried out in 2 cycles, and the procedures in this study cover four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it is imitated by presenting the preliminary study. Preliminary study was done before the action research was conducted. It was done to know the students' problems in the process of teaching and learning in the English subject.

1. Preliminary Study

The classroom action research in this research carried in two cycles, cycle 1 and cycle 2. And the procedures of the study cover four stages planning, action, observing, reflecting. The first step which has been done by the researcher before doing the phase of the classroom action research is the preliminary study. It was done to know the students' problems in learning English especially in listening skill, and it was conducted on March 9, 2019. Based on the result of observation and interview the English teacher which were conducted in the preliminary

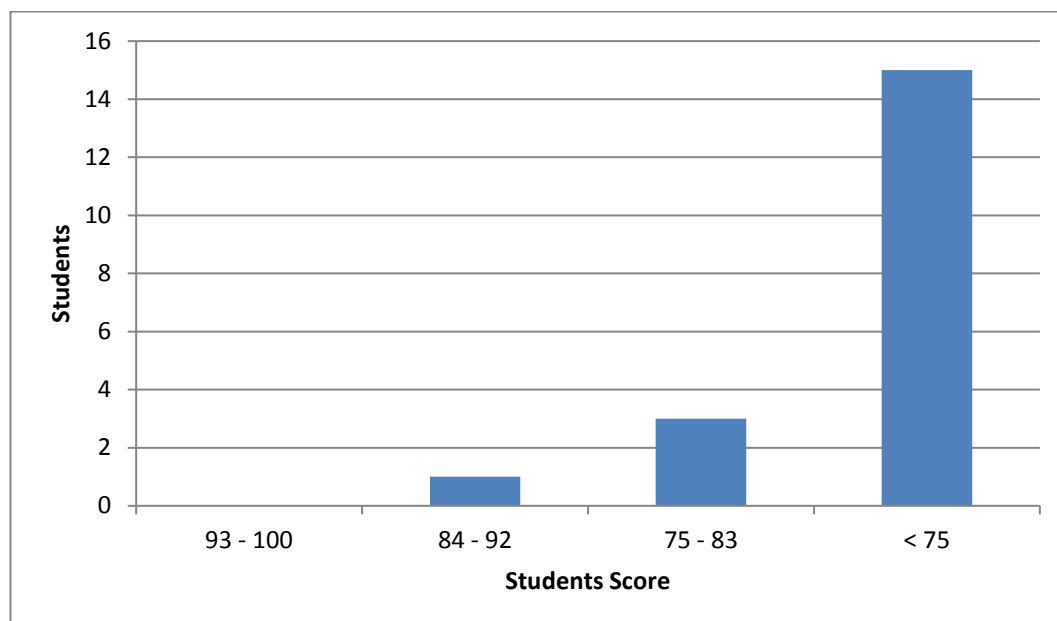
study, the researcher concluded that the students had some difficulties to comprehend listening skill. Most of the students are poor in listening and they were not concentrated, they seemed bored to follow the class. As a result, some students are talking with their friends in the process of teaching and learning. Then when the teacher asked the students in English about the content of listening text, they were not able to answer.

The preliminary study was conducted on Saturday, March 9th 2019. From the preliminary study, the researcher knew that the students in eleventh grade at MA Darul Huda Wonodadi Blitar in the academic year 2018/2019 had a problem to enhance listening skill. Many students got a low score than the criteria of success (KKM), the criteria of success of English in MA Darul Huda Wonodadi Blitar is 75. Due to the students were less motivated to follow the process of teaching and learning listening. The researcher also gave a pre-test before implementing flipped learning as the method in teaching and learning listening.

The data of the students' listening test score in preliminary study was shown, 4 students passed and 15 students failed. The table 4.1 and graphic explained the result of preliminary study.

Table 4.1
The Result of Preliminary Test

No	Score Interval	Interval	Frequency	Percentage
1	93 – 100	Very Good	0	0%
2	84 – 92	Good	1	5,26%
3	75 – 83	Fair	3	15,79%
4	< 75	Poor	15	78,95%
Total			19	100,00%



Graphic 1 Graphic of the students' preliminary test

The data of the students' listening test score which they were got in the preliminary study indicated that listening score of many students were below criteria of success. There were only 4 students got good score, it was higher than criteria of success, and there were 15 students got the poor score. So, the students got success was 21,05%.

2. Findings from Cycle 1

a. Planning

Before doing the action in first cycle in this research, the researcher designed the lesson plan. It should be made in order to help the teacher to know the students' need and to motivate the students to follow lesson in the class. The lesson plan was arranged and developed based on the second semester program. Besides, the researcher needed to prepare instruments of listening skill and get information of criteria

of success from the English teacher. There were 19 students joined in the class.

For designed the lesson plan, the researcher and the collaborator discussed about the strategy, the materials, teaching media and research instrument that will used in action, the researcher also determined core competence, basic competence and indicator aim of teaching learning process, and assignment. In action, researchers will use time in two lesson hours, there are forty-five minutes in each lesson. .

For preparing the materials, the researcher used the song from cassettes or MP3 which given by the collaborator teacher. The researcher also taken the materials from internet, because there were more option song that could be chosen by the researcher. The method which used by the researcher here is flipped learning.

The researcher used some instruments to collect the data there were observation sheet, and listening test. All instruments were applied to obtain the data in teaching and learning listening using flipped learning. After obtaining the data, the researcher analyzed them as the reflection to decide the successful of the action using flipped learning in this research.

b. Action

In this phase, the researcher acted as the teacher, and the real English teacher of the school acted as the observer. Cycle I was administered according to the schedule, that was on Saturday, May 16th 2019. The teacher opened the class by greeting to the students, checking the students' attendance, and also motivating the students to follow the teaching and learning process seriously. The teacher started the lesson by giving questions about the material in order to stimulate the students. The teacher asked the students about what they know related to song lyrics. From the students' answer the teacher knew that some of them had understood about the song lyrics, but they could not mention the song lyrics in English correctly. Then, the teacher explained how to understand the song lyrics to them.

After that, the teacher plays an English song for example, in this case the teacher plays the song slowly. Then, the students pay attention and listen to the lyrics of the dialogue in the song. After listening to the song, the teacher asks students to write the song lyrics they have listened to. In this cycle, researchers take student grades. .

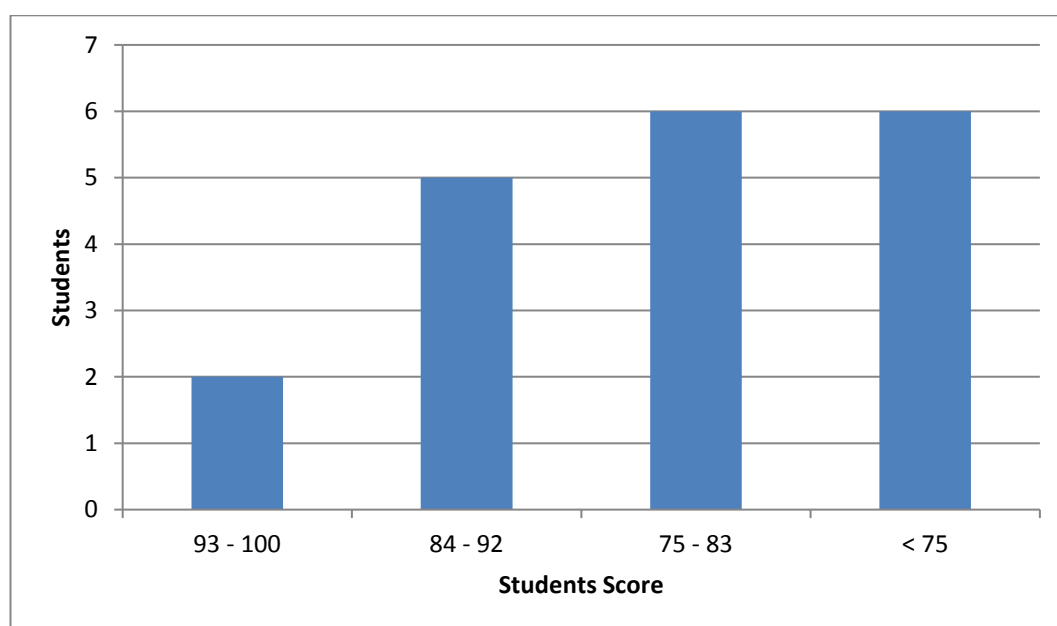
Before closing the class, the teacher asked the students' difficulties during teaching and learning process, the students could ask their difficulties to the teacher. The reinforcement by giving the conclusion about the material also was done by the teacher to the

students. Then, she closed the class by praying and saying goodbye to the students.

The data of the students' listening test score in cycle 1 was shown. The table and graphic shown the data of cycle 1

Table 4.2
The Result of Cycle 1

No	Score Interval	Interval	Frequency	Percentage
1	93 – 100	Very Good	2	10,53%
2	84 – 92	Good	5	26,32%
3	75 – 83	Fair	6	31,58%
4	< 75	Poor	6	31,58%
Total			19	100,00%



Graphic 2 Graphic of the students' cycle 1

Based on the result of the post test in this cycle, the students score improved. There were 6 students got less score than criteria of

success, and 13 students passed. It can be said, there were 68,43% students having success. It means that this cycle were unsuccessful, because the target of the criteria of success were 85% among the whole member of eleventh class who as the sample of this research. Some of students could not write English song correctly and the students' participation in teaching and learning process less seriously.

So, they could not submit their answer on time based on the time given. Some of them false in wrote the song lyrics because they have problems in understanding the song so the researcher continued in the next cycle.

c. Observing

The observation of the action process of cycle I was conducted using observation sheet to evaluate the technique applied by the teacher, to observe the teacher's activities and the students' activities in the instructional process. The result of observation in cycle I showed that the teacher followed the step completely, and the students learned enthusiastically in the class. But some students looked confuse understanding the song.

d. Reflecting

Based on the obtained data from test result on cycle 1, the researcher made reflection because the criteria of success had not been achieved. Reflection was analyzed main teaching concluded to find the strength and the weakness of the first cycle with 68,43% students

passed the test, means that the research was unsuccessful. Actually, the positive responses were given by the students on teaching learning process. The students were excited when they listened the song. But, they could not completely understanding the song lyric. It was because some of students still confused about the content of song. And the students' responds about this method still low, because after listening the song, they were still confuse. Based on the weakness found in implementation of cycle 1, the study was continued to cycle 2.

e. Revision

On the first cycle, the teacher asked the students to listened the song. And, the teacher just played a song once time. Then, it maked students still confuse and difficult to understand the song lyric. The result of it the students did not able to finish question correctly. Next, in cycle 2 the teacher played a song twice.

3. Finding Cycle 2

This part discusses the finding of the second cycle. The result of the action in the first cycle had already shown that using flipped learning could improve the students' ability in learning listening. But there were several weaknesses that should be overcome. It is because the students had difference intelligent, so, only the students who were clever were able to finish the researcher's instruction in a short time.

a. Planning

The reflecting in the first cycle is used as a guidance to make and revise planning in the second cycle and the different design between Cycle 1 and Cycle 2 as follows : Cycle 2 was carried out through the same procedure and time allocation as the cycle 1. But, the researcher designed it with different strategy. On the first cycle, the teacher asked the students to listened the song. And, the teacher just played a song once time. Then, it maked students still confuse and difficult to understand the song lyric. The result of it the students did not able to finish question correctly. Next, in cycle 2 the teacher played a song twice so students easier to understand the song lyric.

In this stage, the researcher prepared a lesson plan, material for teaching listening using flipped learning about song lyric, and test to be given in the end of cycle.

The researcher prepare a lesson plan with determined core competence, basic competence, indicator aim of the teaching learning process, the time allotment was same in cycle 1.

In the cycle 2, the researcher still used the song from cassettes or MP3. The researcher used the material with different song from in the first cycle, the researcher took the song from internet, because the materials more interest and has more option to choose by the researcher.

The researcher used some instruments to collect the data there were observation sheet, and listening enhance test. All instruments were applied to obtain the data in teaching and learning listening using flipped learning. after obtaining the data, the researcher analyzed them as the reflection to decide the successful of the action of using flipped learning in this research.

b. Action

The administration of cycle II was on Saturday, March 23rd 2019. The teacher opened the class by greeting to the students, checking the students' attendance, and also motivating the students to follow the teaching and learning process seriously. The teacher asked students to arrange their seat appropriate their group discussion. The teacher started the lesson by giving questions about the material in order to stimulate the students. The teacher asked the students about what they know related to song lyrics. From the students' answer the teacher knew that some of them had understood about the song lyrics, but they could not mention the song lyrics in English correctly. Then, the teacher explained how to understand the song lyrics to them.

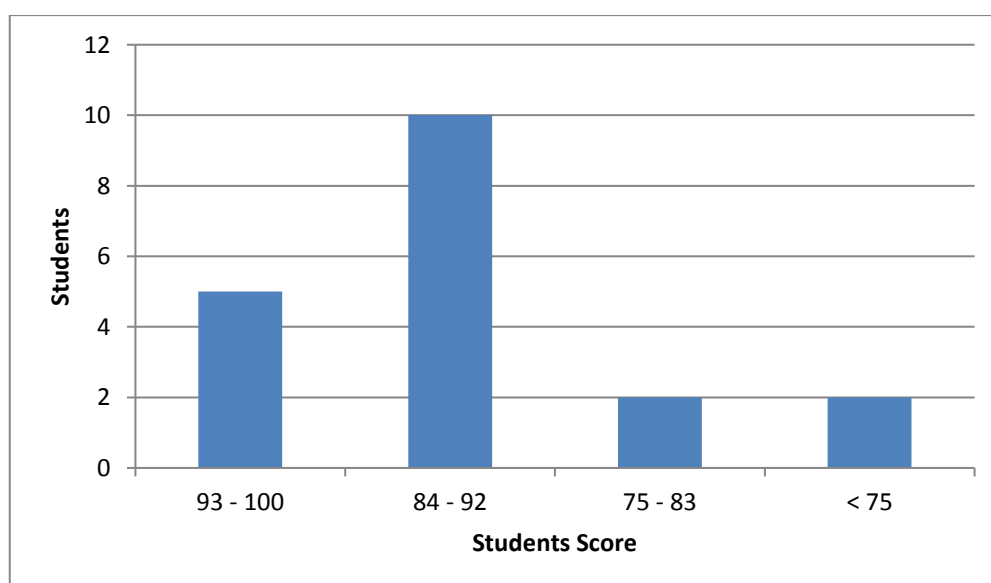
Next, teacher switch on MP3, the teacher start to play a song. Then, students attention and listening the lyric in the song. Then, the teacher replayed the song one again. After listening to the song, the teacher asks students to write the song lyrics they have listened to. In this cycle, researchers take student grades

Before closing the class, the teacher asked the students' difficulties during teaching and learning process, the students could ask their difficulties to the teacher. The reinforcement by giving the conclusion about the material also was done by the teacher to the students. Then, she closed the class by praying and saying goodbye to the students.

The data of the students' listening score in cycle 1 was shown. The table and graphic shown the data of cycle II

Table 4.3
The Result of Cycle 2

No	Score Interval	Interval	Frequency	Percentage
1	93 – 100	Very Good	5	26,32%
2	84 – 92	Good	10	52,63%
3	75 – 83	Fair	2	10,53%
4	< 75	Poor	2	10,53%
Total			19	100,00%



Graphic 3 Graphic of the students' cycle 2

Based on the graphic above, post-test of cycle II shows that there were any improving the students' listening skill. In fact, there were 2 students failed and 17 students passed. It means, there were 89,48% students got success. During the action, observation was also conducted to collect the data about teacher's and students' activities. Based on the observation of the teacher's activities, the teacher can implemented the media in teaching learning listening was very good based on the prepared planning.

And based on the observation of the students' activities, it was found that there was a good result. The students were more interesting with the lesson and they could listen comprehension, and they listened the teacher's explanation carefully. By the observation above, the second cycle indicated that the students looked more serious and active joining the teaching and learning process.

c. Observing

In this research, the researcher also took on observation in the data collection. The findings from the observation were the researcher found information about the condition of the class, the students' responds about this media and also how the researcher implement the flipped learning in teaching and learning listening enhance.

In cycle 2 the students interested were increased, they felt enjoy and happy with using flipped learning to improve their listening enhance. After teacher played song twice, the students looked easier

understanding the lyric of song. And the condition of the class more active and seriously. So, their achievement can better than before.

d. Reflecting

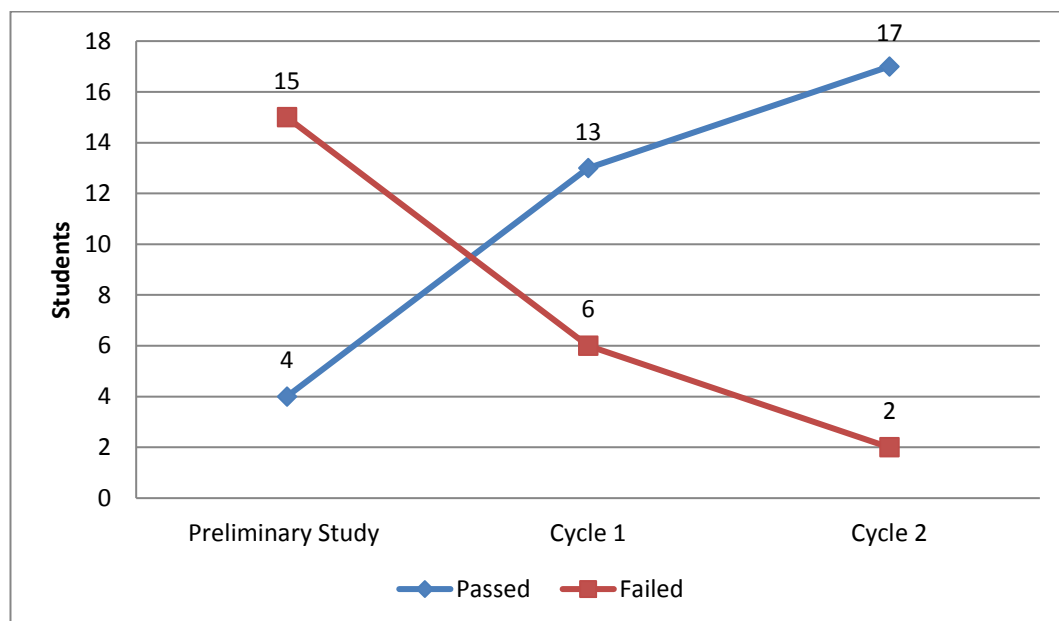
From the analysis of the teaching and learning result, it could be concluded that there were some evidences showing that the criteria of success were achieved. First, the students were more active in class during the implementation. Second, all of the students could finish the listening test based the time was given. Third, based on the cycle II, there was 89,48% among the whole member of the eleventh grade students passed, it means that the research was achieved.

The improvement in students' listening enhance by using flipped learning indicated this research was successful, and the students' listening enhance can be improved. The researcher concludes that there was significant enhance on the eleventh grade students' skill in listening using flipped learning at MA Darul Huda, Wonodadi, Blitar. The students' skill indicated that using flipped learning in two cycles were effective to increase the students' listening enhance. So, the cycle was stop.

B. Discussion

From the data of the preliminary study, cycle I, and cycle II were shown that the students' listening enhance improved. In the preliminary study, there were 15 students could not reach passing grade, and 4 students got good

score. It means, there were 21,05% students got success. Then in cycle I, there were 6 students could not reach the passing grade, and 13 students passed. It means, there were 68,43% students got success. And in cycle II, revealed that there were 2 students could not reach the passing grade, and 17 students reach the passing grade. It means, there were 89,48% students got success. So, it was clear that flipped learning can improve students' listening achievement. And teaching listening by using flipped learning attracts the students' attention in improving their listening enhance.

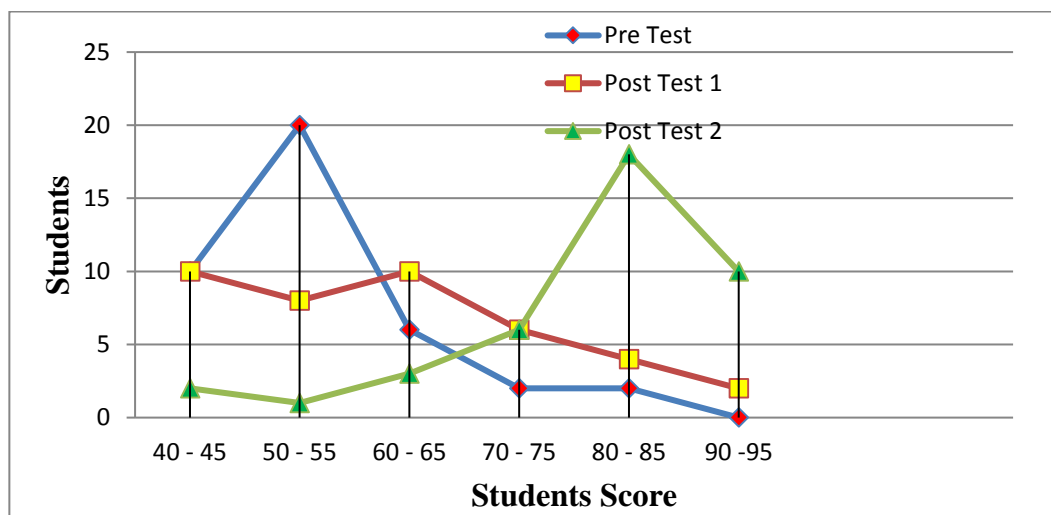


Graphic 4

The Students Score In Preliminary Study, Cycle 1, Cycle 2

Comparing the result of Firjons' study the data of preliminary study, cycle I and cycle II the students' listening comprehension were improved. There were 36 students could not passed the test, and 4 students got good score. It means, there were 10% students got success. Then in cycle I there were 28 students could

not passed the test, and 12 students could passed. It means, there were 30% students got success. And in cycle II, revealed that there were 6 students could not reach the passing grade, and 34 students reach the passing grade. It means, there were 85% students got success. So, it was clear that audiovisual media can improve students' listening comprehension. And teaching listening by using Audio Visual media attracts the students' attention in improving their listening comprehension.



Graphic 5

The Students Score In Preliminary Study, Cycle 1, Cycle 2