

CHAPTER IV

FINDING AND DISCUSSION

This chapter mainly consists of two parts; finding and discussion. The first presents the data gained from the observation and questionnaires descriptively. Following the first section is a discussion on the data to accomplish the objectives of this study.

4.1 Voice Note on BBM used in Listening Comprehension

In this thesis, the observer researched a voice note from BBM to the observation that was done on May 19th and 20th 2015. It has been done at SMP Muhammadiyah 16 Surabaya a junior high school of B accreditation. The seventh grade class consists of twenty seventh students with equal number of male and female students. The teacher feels a voice note from BBM that is very exact for listening comprehension in this school. The teacher is divided two kinds of voice note. The first is sentence and the second is conversation. Two kinds of it will send to the students for implementation listening comprehension in their home.

The teacher is used voice note for the student's learning process in their home. It is made the students easy to applied listening section in the class. So that, the teachers is used voice note for exploited the students' learning process before listening section will done in the class. The teacher is used imperative sentence material for teaching learning listening. Then, the teacher is sent two sentences that had twenty second duration, it is done during three days. The sentence is

made from native speaker. There are the lists of imperative sentence that are listened by the students through BBM's voice note. The sentences are:

First day:

- Listen carefully for the first group. The Imperative Sentence are :

1. Open the door please...!

2. Open the door please...!

Thank you.

- Listen carefully for the second group. The Imperative Sentence are :

1. Open the windows please...!

2. Close the windows please...!

Thank you.

- Listen carefully for the third group. The Imperative Sentence are :

1. Turn on the lamp please...!

2. Turn off the lamp please...!

Thank you.

- Listen carefully for the fourth group. The Imperative Sentence are :

1. Please help my mom...!

2. Please help my dad...!

Thank you.

- Listen carefully for the fifth group. The Imperative Sentence are :

1. Keep silent, please...!

2. Keep smile, please...!

Thank you.

- Listen carefully for the sixth group. The Imperative Sentence are :

1. **Keep your eyes open...!**

2. **Keep your eyes close...!**

Thank you.

- Listen carefully for the seventh group. The Imperative Sentence are :

1. **Give me your love...!**

2. **Show your true love...!**

Thank you.

- Listen carefully for the eighth group. The Imperative Sentence are :

1. **Think faster...!**

2. **Wash your shoes...!**

Thank you.

Second day:

- Listen carefully for the first group. The Imperative Sentence are :

1. **Forget about her...!**

2. **Forget about him...!**

Thank you.

- Listen carefully for the second group. The Imperative Sentence are :

1. **Please help my parents...!**

2. **Read my book please...!**

Thank you.

- Listen carefully for the third group. The Imperative Sentence are :

1. **Be quiet please...!**

2. Please be honest...!

Thank you.

- Listen carefully for the fourth group. The Imperative Sentence are :

1. Be patient, please...!

2. Be carefully, please...!

Thank you.

- Listen carefully for the fifth group. The Imperative Sentence are :

1. Pour me a glass of coffee...!

2. Pour me a glass of tea...!

Thank you.

- Listen carefully for the sixth group. The Imperative Sentence are :

1. Give me your pen...!

2. Give me your pencil...!

Thank you.

- Listen carefully for the seventh group. The Imperative Sentence are :

1. Give me five...!

2. Give me your hand...!

Thank you.

- Listen carefully for the eighth group. The Imperative Sentence are :

1. Wait a minute...!

2. Wait me 1 hour...!

Thank you.

Third day:

- Listen carefully for the first group. The Imperative Sentence are :

1. Don't do that...!

2. Don't sleep...!

Thank you.

- Listen carefully for the second group. The Imperative Sentence are :

1. Don't be lazy...!

2. Don't be crazy...!

Thank you.

- Listen carefully for the third group. The Imperative Sentence are :

1. Don't be jealous to me...!

2. Don't be angry to me...!

Thank you.

- Listen carefully for the fourth group. The Imperative Sentence are :

1. Do not write here...!

2. Do not cross...!

Thank you.

- Listen carefully for the fifth group. The Imperative Sentence are :

1. Don't take too long...!

2. Don't cry...!

Thank you.

- Listen carefully for the sixth group. The Imperative Sentence are :

1. No smoking...!

2. No climbing...!

Thank you.

- Listen carefully for the seventh group. The Imperative Sentence are :

1. Don't be shy...!

2. Don't be afraid...!

Thank you.

- Listen carefully for the eighth group. The Imperative Sentence are :

1. Do not tell him...!

2. Do not tell her...!

Thank you.

That is the sentence of listening that has been sent by the teacher in through voice note. The teacher sends 8 imperative sentences to the 8 groups of students from first day until third day. The teacher sends different sentences to 8 groups. (See Appendix 2)

In the fourth day or last day is the last section. It is a short conversation. It is done by the teacher and the native speaker. They do this section on outdoor class a week before. After having a short conversation, the teacher sends it directly onto the students in students' BBM. The students can receive the material while the teacher sends in that time.

Based on the explanation above, the time interval of delivering the material is quite enough because the students can learn the material as well as possible in a week. The students can also prepare the material which will be learnt in the class. The material can be known below:

- **Listen carefully to the short conversation....'!**

For the first group:

A : Hi Fandy.

B : Yes Mom.

A : Open the door, please...!

B : Ok.

- **Listen carefully the short conversation....'!**

For the second group:

A : Zela... '!

B : What?

A : Close the windows, please...!

B : Yes Dad.

- **Listen carefully the short conversation....'!**

For the third group:

A : Turn off the lamp, please... '!

B : Yes Dad.

A : Thank you.

B : You are welcome.

- **Listen carefully the short conversation....'!**

For the fourth group:

A : Andi... '!

B : Yes Mom.

A : Be quiet please...’!

B : Ok Mom.

- **Listen carefully the short conversation....’!**

For the fifth group:

A : Sinta...!

B : Yup Bram...

A : Think Faster, Please...!

B : Of course.

- **Listen carefully the short conversation....’!**

For the sixth group:

A : Iffa...!

B : What’s up?

A : Keep Smile, please...’!

B : I will try it.

- **Listen carefully the short conversation....’!**

For the seventh group:

A : Hi Juliet.

B : Yes Romeo.

A : Give me your love, please...’!

B : Ok. I will give you my love.

- **Listen carefully the short conversation....'!**

For the eighth group:

A : Son...!

B : Yes Mom...

A : Wash your shoes...!' It's very dirty.

B : No, I'm lazy

That is the short conversation of listening that has been sent by the teacher in the voice note. The teacher sends 8 short conversations to the 8 groups of students. One group is different sentences. Then, the teacher sends different short conversations to every group. (See Appendix 3)

In addition, the teacher is used mobile phone for sending the voice note to the students and used audio in the classroom to practice their voice note that had been sent by the teacher, and the students will have familiar learning by using voice note in teaching learning listening in classroom. It makes the students always exploited a mobile phone for learning listening in everywhere and enjoyed teaching learning listening in the class.

4.2 The Implementation of Voice Note in Teaching Listening

As suggested by Vandergrift (1999) and Richards (2008), the listening comprehension lessons are divided into three typical lesson sequences: (1) pre-listening activity, (2) while-listening activity, and (3) post-listening activity.

At the pre-listening phase, the teacher prepared the material for the students which will be heard and they are expected to teacher's instruction to do it. In short, this phase is for preparation therefore this is critical phase in listening comprehension. Before the listening activity begins, the teacher divides the students to be eight groups, one group has four students, and the teacher had already sent the material to every group of students by using voice note for their learning activity in their home by using their phone. Then the students received its material in their mobile phones. So, the students could play and listen the material wherever, whenever, whatever, and however they wants. It could be refreshed the students' listening and memory on imperative sentence material. After that the teacher asks to the students to learn what they had been heard from the teacher's material that had been sent in the student's phones by voice notes before. The mechanism of using voice note only BBM. (See appendix 4)

The teacher had already sent the material to the students in their mobile phone by using voice note. The material is imperative sentence. Then, the students had already learnt about the material. So the teacher only played the topic that related to the material in voice note for teaching learning listening in the class. Then, the teacher asked the students what did them already to teaching learning listening that time. During the teachers' instruction, the students were enthusiastic to participate and they felt enjoy to learning listening in their home. All of material will be done and learned by the students in their home. After that, it will be discussed in the class for the next meeting. For instance, the topic was being

familiar by the students because they have known about the material which was played by their teacher.

The teacher suggests the students to play and comprehend the voice note during fourth times at students' home. Three of them are imperative sentence and one of the balances is short conversation about imperative sentence. The first, the teacher is sent the material of voice notes to the groups in three days. It is imperative sentence. The teacher asked the groups of students to listen the voice note about imperative sentence that had been sent by the teacher during three days. The second, the teacher asked the groups of students to listen the voice note about short conversation that had been sent. After that, the teacher is asked the groups of students for discuss and learn the material of voice notes that had been sent during four days, the three days were imperative sentence and the four or last day was short conversation. Thus the implementation of listening by voice note activities and the learning listening activity by voice note continued in the class used audio as the media.

At the while-listening activity, the researcher conducts the observation on Monday 19th of May 2015. At this meeting, before the lesson begins, the teacher is used few minutes to calm the students down that they will be ready for the lesson, and asked the researcher to help him for the preparation and operation of Audio and Laptop. Then the teacher still calls the roll of the students by attendance. All of students were present that day. After the teacher is finished checking on the students' attendance, he begins the lesson by telling the students that they are still going learn about imperative sentence in the voice note before

and the teacher is asked the students to join with their group which had been already arranged by the teacher.

The teacher does the listening comprehension and played the material in the class, which is aimed at reviewing and discussion the material of voice note. The teacher used the material of voice note for doing listening comprehension in the class by using audio. Then, the teacher is asked the leader of the groups to prepare their group to listen the material that would be played by the teacher. The students is received the teacher's instruction, and then the teacher is made the discussion on the meaning of Imperative sentence that had been sent in voice note.

The teacher continued the next material which had been already prepared for the class. It is listening section by using audio and the students were heard the material. After that, the teacher is asked the students to hear the material and rewrite the material that was heard in audio, but not all of the students, only one assignment one group. It is doing to know the students' skill in listening comprehension after they were heard the voice note in their home before. This was done until the material in listening section finished. The teacher gave the score when the students are doing listening activity and expressing the sentence.

After listening section was finished, the teacher asked each group to exchange their assignment to another groups in order to the students were not only able to do the assignment which was given but also the students were able to identify the correct one and the wrong one. Then, the teacher discussed the assignment in front of the class and the students are asked to collect the

assignment which had been discussed. In other hand, the teacher is asked to the students about their difficulties in the material because the teacher is wanted to know the specific problem which is faced by students during teaching learning process. Then, the teacher gave the answer some words that was the students asked.

In the post-listening activity, the teacher concluded the hold material which had been explained and gave them some question to know their understanding toward the listening comprehension. The teacher also is asked to the students what they felt about the listening learning that day. The students are felt easy to hear the material. Because they had been heard the material in their smart phone that the teacher had been sent by voice notes before. After that, the students asked the teacher some vocabularies that they do not know. The teacher gives the answer and showed the meaning of it. The last, the teacher gives them the motivation in order to the students does not get bored and boredom faced during teaching learning process in the class.

Based on the result of observation checklist, it showed that the material used in this study was understandable and was able to give motivation for the students to learn listening. In addition, the technique was used in this study also gave increasing the students ability in listening comprehension. Not only for the students, but also the teacher obtained many benefits such as the teacher could teach listening easily through Voice Notes on BBM as media in teaching listening.

4.3 The Students' Responses toward by using Voice Note

The questionnaire is handed out to the students at the last of second meeting, on Tuesday 20th May 2015. Then, the close-ended questionnaires were analyzed descriptively. The result of questionnaires is used to support the data through the observation. In the questionnaires, the students are asked to answer the questions about teaching learning process by using voice note.

The questionnaires sheets are distributed to the 27 students of seventh grade. It aims to know the students responses toward the implementation of teaching listening by using voice note. The question consists to fifteen questions. In the questionnaire, the students are asked to answer the questions about teaching learning listening process by using voice note. It could be known that the result and the percentage of the students' responses below:

Table 4.2

The result of students' questionnaire

Number of Question	Number of Answer			
	A	B	C	D
1.	15	7	5	-
2.	-	2	8	17
3.	9	13	5	-
4.	8	13	6	-

5.	10	11	6	-
6.	7	15	5	-
7.	-	3	4	20
8.	-	2	3	22
9.	5	15	5	2
10.	5	14	7	1
11.	7	15	3	2
12.	6	14	7	-
13.	12	13	2	-
14.	7	17	3	-
15.	9	15	3	-

Table 4.3

The percentage of students' questionnaire

Number of Question	Number of Answer			
	A	B	C	D
1.	55,5%	25,9%	18,5%	-
2.	-	7,4%	29,6%	62,9%
3.	33,3%	48,1%	18,5%	-
4.	29,6%	48,1%	22,2%	-
5.	37%	40,7%	22,2%	-

6.	25,9%	55,5%	18,5%	-
7.	-	11,1%	14,8%	74%
8.	-	7,4%	11,1%	81,4%
9.	18,5%	55,5%	18,5%	7,4%
10.	18,5%	51,8%	25,9%	3,7%
11.	25,9%	55,5%	11,1%	7,4%
12.	22,2%	51,8%	25,9%	-
13.	44,4%	48,1%	7,4%	-
14.	25,9%	62,9%	11,1%	-
15.	33,3%	55,5%	11,1%	-

The first question is about the benefit of voice note for learning listening. The use of voice note of learning listening is interested to the students, because it makes the students feel easy to learn listening and do not get difficult in teaching learning. Most of students are interested to the topic of teaching listening by using voice note that is given by their teacher. It is indicates that 55,5% or 15 students choose A in the questionnaire that is very benefit, 25,9% or 7 students choose B that is benefit, 18,5% or 5 students choose C that is enough benefit, and 0% students choose D that was not benefit.

The second question is about the difficulty of learning listening by using voice note. Most of students get enthusiastically to learn listening. The students feel they can hear the material of listening very easy because before the listening section in the class was done, the teacher has been sent the material in voice note. It indicates that 62,9% or 17 students choose D in the questionnaire that is not

difficulty, 29,6% or 8 students choose C that is difficult enough, 7,4% or 2 students choose B that is difficult, and 0% or nothing students choose A that is very difficult.

The third question is about the experiences of learning listening before uses voice note. Most of students do not know and did not understand to learn listening. The students feel bored that the learning listening is monotonous. It indicates that 48,1% or 13 students choose B in the questionnaire that is bored, 33,3% or 9 students choose A that is very bored, 18,5% or 5 students choose C that was bored enough, and 0% students choose D that is not bored.

The fourth question is difficult to learn listening before uses voice note. Most of students do not know that the material or the topic of listening. The students are difficult to rewrite and understand the main of speaker in listening section. It indicates 48,1% or 13 students choose B in the questionnaire that is difficult, 29,6% or 8 students choose A that is very difficult, 22,2% or 6 students choose C that is difficult enough, and 0% students choose D that is not difficult.

The fifth question is the study of listening by using voice note that is easy to done. Most of students are like the voice notes' material that given by the teacher because it is motivated them in teaching learning process. It is also made the students easy to study because they can use their hand phone that they bring every day. It indicates 40,7% or 11 students choose B in the questionnaire that was easy, 37% or 10 students choose A that was very easy, 22,2% or 6 students choose C that was easy enough, and 0% students choose D that was not easy.

The sixth question is the study of listening by using voice note can help the students to learn listening. According to the students opinion about the use of voice note in teaching learning listening, there are many students are happy and enthusiastically. Most of students are used their mobile phone to study. The students feel they can learn listening wherever and whenever they want. It indicates 55,5% or 15 students choose B in the questionnaire that is help, 25,9% or 7 students choose A that is very help, 18,5% or 5 students choose C that is help enough, and 0% students choose D that is not help enough.

The seventh question is the difficulty of material comprehensibility. Most of students had been received the material by voice note in their mobile phone. The students can play and hear the material everyday though there are some of vocabularies that do not understand by them. But, it makes the students was can be familiar in the class of teaching learning listening. It indicates 74% or 20 students choose D in the questionnaire that is not difficult, 14,8% or 4 students choose C that is difficult enough, 11,1% or 3 students choose B that is difficult, and 0% students choose A that is very difficult.

The eighth question is the material that had been heard was odd. Most of students though that they can never heard the material before. The teacher is made the students familiar in the material teaching learning listening by using voice note. It indicates 81,4% or 22 students choose D in the questionnaire that is not odd, 11,1% or 3 students choose C that is odd enough, 7,4% or 2 students choose B that was odd, and 0% students choose A that is very odd.

The ninth question is the material that had been heard by students related to the students' daily activity. The teacher sends imperative sentence by using voice note as the material of listening. After that, the teacher more explains to the students of the material of voice note in the class. So, the students feel the voice note that has been sent by teacher is understandable. It indicates 55,5% or 15 students choose B in the questionnaire that is related, 18,5% or 5 students choose A that is very related, 18,5% or 5 students choose C that is related enough, and 7,4% or 2 students choose D that is not related.

The tenth question is the explanation of teacher to extend the material. Most of students has already learnt and heard the material in voice note that has been sent by the teacher. Then, the teacher is explained imperative sentence in the class and the teacher is played the material of voice not for teaching learning listening in the class. It indicates 51,8% or 14 students choose B in the questionnaire that is clear, 25,9% or 7 students choose C that is clear enough, 18,5% or 5 students choose A that is very clear, 3,7% or 1 student choose D that is not clear enough.

The eleventh question is the students can be following rule of teacher's material. The teacher gives the rule of listening in the voice note. The material has been send to the students for their study at home. Most of students had already received the material that had been sending by their teacher. It indicates 55,5% or 15 students choose B in the questionnaire that is easy, 25,9% or 7 students choose A that is very easy, 11,1% or 3 students choose C that is easy enough, and 7,4% or 2 students choose D that is not easy enough.

On the twelfth question is the teacher helps to teach learning listening by using voice note. The teacher gives more explanation to the students in the classroom. The teacher gives meaning of material in the voice note that has been send to the students before. Then, most of students are already done to learn listening in the class. It indicates 51,8% or 14 students choose B in the questionnaire that is help, 25,9% or 7 students choose C that is help enough, 22,2% or 6 students choose A that is very help, and 0% or nothing students choose D that is not help enough.

The thirteenth question is the study of listening by using voice note had clearly for understand the material of listening in the class. Most of students can play the material of voice note every time. The material has been received and learnt by the students at home. After that, the material is used continue in the class. It indicates 48,1% or 13 students choose B in the questionnaire that is clear, 44,4% or 12 students choose A that is very clear, 7,4% or 2 students choose C that is clear enough, and 0% students choose D that is not clear enough.

The fourteenth question is the voice note helps the students on learning English easier. Most of students are enthusiastically for study English language by using voice note because the students can benefited their gadget or hand phone for study. So the students feel easy to learn English whenever and wherever they are. It indicates 62,9% or 17 students choose B in the questionnaire that is easy, 25,9% or 7 students choose A that is very easy, 11,1% or 3 students choose C that is easy enough, and 0% students choose D that is not easy enough.

The fifteenth question is the voice note which had been built students' motivation to learn English language. Most of students feel enjoy and happy with the plan of the teacher that is used gadget or hand phone to teach learning listening by using voice note. The students had just known the voice note can be done directly conversation with the other person and make the students had done practice in real listening and real speaking with foreigner. It indicates 55,5% or 15 students choose B in the questionnaire that is motivate, 33,3% or 9 students choose A that is very motivate, 11,1% or 3 students choose C that is motivate enough, and 0% students choose D that is not motivate enough.