

CHAPTER IV

FINDINGS AND DISCUSSION

The findings and discussion are the fourth chapter in this study. It contains two important parts, such as findings and discussions. The findings consist of the results of research obtained in the field with observation, interview, and documentation techniques. The discussion consisted of analyzing the data described in the findings by comparing it with the theories that had been collected in this study.

A. FINDINGS

In presenting data carried out by researcher here showed a qualitative descriptive method that was a method that aimed to provide a systematic, factual, and accurate description. The presentation of this problem related to the attempts of English teachers on the success of their students in learning English. The data was presented based on the results of research obtained in the field with observation, interview, and documentation techniques.

Based on the results of the research was conducted in two months started on 17 September 2018 until 17 November 2018 with three English teachers in MAN 4 Banjar that the attempts done by English teachers to help students succeed in learning English such as:

1. Making Learning Planning

Based on the results of interviews with the three English teachers, preparation before starting the learning process was designed learning tools such as lesson plans and syllaby, materials to be used in the learning process, media that will assist in delivering the material, and evaluating books.

Based on the documentation of lesson plans that have been made by the teachers included the following subject identity, class and semester, time allocation, basic competencies, core competencies, indicators, learning materials, methods and strategies, learning steps, and tools or media.

Then, from the results of observations during the learning process the teachers was took the learning process in accordance with the learning plan that has been designed. The teachers used material that has been self-made in the form of module and media used in the form of power points that contained concept maps of the material presented.

2. Giving Motivation

Based on the results of observations and interviews with English teachers, every time in the learning process they always provided motivation to students, motivation was given in several ways such as:

- a. The teachers taught enthusiastically and gave an example to students by teaching using English. This method aimed to provide stimulation and enthusiasm to students to be interested in communicating in using English.
- b. The teachers went around the class and invited students to communicate like a question and answer, so students can focused on the learning process.
- c. The teachers gave a prologue in the form of motivational words at the beginning of the learning process and provided guidance so that all students were not discouraged and embarrassed in using English.
- d. The teachers gave a gift in the form of praise and additional value to the students who have succeed, for example, getting high scores during the evaluation of learning. Prizes were given so students were more confident and more enthusiastic in learning.
- e. The teachers gave a punishment to students who made a mistake. This punish consisted of several variations according to the type of problem made. An example of the punishment given by teacher B to the students were told to find the meaning of vocabulary translations along with examples of sentences in a certain amount. Punishment here aimed to be a lesson for other

students did not repeat such mistakes and the nature of this punishment was educated rather than gave torture.

3. Using and Choosing Curruculum, Approach, Method, and Technique.

Based on observations with teacher A in the eighth grade in reading about asking and giving suggestion, the curriculum was used the 2013 curriculum with a saintific approach, then the methods and techniques were used task-based learning and IRC (Cooperatice Integrated Reading and Comprehension) which varied with question and answer method and discussion. The implementation of these three methods such as, in pre activities, the teacher used the question and answer method to discuss the subject matter that has been learned and that was studied. Then when the while activities, the teacher used the IRC method to discuss or deliver material and used the method of discussion, when students were gave a test in the form of analyzing a video related to the subject matter displayed via LCD to test their understanding of the learning they have learned.

Then, based on the results of observations with teacher B in the seventh grade in speaking learning about expressions of giving and asking for information related to identity and family relations, the curriculum was used the same as teacher A's 2013 curriculum with a saintific approach, but the methods and techniques were used different. The methods and techniques were used question and answer,

discourse, demonstration in the form of role plays, and discussion. The implementation of these methods and techniques such as, in pre activities the teacher used the question and answer method to made students remembered the material they have learned in the previous meeting and the teacher associated the material with the material to be studied. When the while activities, the teacher used the discourse method to conveyed the subject matter to students then the teacher used the demonstration method to provided examples of the expressions they have learned. In conducting the assessment the teacher asked the students did role play with their friends in front of the class.

Based on the results of interviews with the three English teachers, the curriculum was used K 13 with saintific approach. While the methods and techniques were used not monotonous because they were adapted to the material being taught and the current situation and conditions. Then, the methods and techniques were often used by the teachers in teaching all aspects of English learning such as the question and answer method, interview, discourse, discussion, presentation, demonstration or role playing. Methods and techniques were used based on each stage in the learning activities. Then, from the results of the documentation in the lesson plan, all components were made and planned in accordance with what the teachers has done in the learning process.

4. Making and Utilizing Learning Resources and Media.

Based on the results of observations with teacher A when the learning process was took place in eighth grade. The teacher taught used module that have been designed by the teacher, the module was shared to the students in the form of photocopies. It contained learning material along with questions that was used to evaluate learning outcomes. Then the media used by the teacher was power point media, but the teacher more often used the whiteboard to write the theme of learning, explained the material and also the vocabulary in the material discussed.

While, based on the results of observations with teacher B when the learning process took place in seventh grade. The teacher taught used module that have been designed by the teacher, the module was shared to students in the form of photocopies. It contained learning material along with questions that was used to evaluate learning outcomes. Then the media often used by teacher B in teaching was only the whiteboard and pictures.

Then, based on the results of interviews with the three teachers, the material used was formulated by itself. So that the material was in the form of module. The material was self-designed because sometimes the material in the textbooks and worksheets did not match with the material specified in the lesson plan. So the material was made to fit with the target set. Then the media was used

such as power point, whiteboard and picture. Because the media was felt right to use and can attracted students' attention.

5. Doing Learning Management

Based on the results of observations with teachers A and B, both showed the same way of dealing with the learning process, but also had little difference in terms of teachers characteristics in teaching. The equation of the way of the teachers in managing the class such as, at the beginning of the learning process, the teachers attracted the attention of students by inviting students to interact, the interaction was a question and answer to discuss the material that has been studied and related to the material to be studied. Provided motivation to students about the material to be learned. When the learning process in while activities, the teachers explained the material slowly and clearly, the teachers also asked questions and answers to students when finished explaining the material and went around the class to accompany students in turns, so students can learned actively. Then in managing time, the teachers used the time according to the lesson plan such as, the pre-activities 10 minutes, while activities 30 minutes, and post activities 5 minutes for one lesson.

Then the differences of teachers characteristics in teaching which were intended here such as, teacher A managed the class by inviting students to interact such as, conducting question and answer and sharing stories with the students to focus students' attention in the

learning process. The way of teacher A was classified be patient and attentive. So the learning atmosphere was very calm. While teacher B managed the class by reprimanding students who were still noisy and giving adviced to focus students' attention. Teacher B always controlled students in the learning process if there were students who did not pay attention, the teacher approached him and immediately given questions about the material being studied. So that the learning atmosphere looks very focused.

Based on the results of interviews with the three English teachers, in managing and controlling the activities of students during the learning process by the way of the teachers tried to assist and supervise students in turn. So, that students active in the learning process and learning atmosphere become conducive. Then, in delivering the material the teachers tried to give explanations slowly and clearly or easily understood and used good intonation. When giving examples to students, the teachers used examples that were often encountered by students in daily life. When the explanation of the material has been completed, then continue with the questioned and answered to students to ensure students' understanding of what has been learned, if there was still material that was not understood by students, then the explanation was repeated. In managing teaching time, the teachers tried to adjust the learning time with the plan set in

the lesson plan. It was done in each meeting, so the learning process can run according to the set targets.

6. Making Learning Evaluation

Based on the results of observations in the class in several meetings, the teachers conducted learning evaluations at the end of each lesson. The instrument test was used the instrument test in the module that has been designed by the teachers. The form of the instrument tests such as multiple choice, fill in the blanks and essays.

Then based on the results of the interview, the teachers evaluated students at the end of the learning process, midterms, and final examinations. Test were used to evaluate students based on the material students have learned. Instrument tests were used such as multiple choice and essays. Assessment aspects were obtained from all aspects of assessment which included skill, knowledge, and attitude in accordance with the assessment rubric that has been made.

7. Providing Remedial Learning

Based on the results of observations and interviews, the teachers repeated the explanation of the material that was considered still not understood by students and made a remedial learning program to increase students grade. This program contained a repetition of explanations about the materials or questions that were difficult or not understood by students, after that the students were given new test for remedial.

8. Resolving Problems or Difficulties of Students in Learning

Based on the results of observations and interviews, the teachers tried to take a learning approach to students who have different learning abilities or methods, so that the teachers can provided learning according to their needed. When students cannot focus on the learning process or situation and condition was not match with the methods and techniques used, the methods and techniques was replaced with those that were appropriate to the situation and conditions that occurred. In repetition of material that was considered important, it always done at the end of the lesson before the exam was done. Then, if there were students who have problems in learning, the teachers did counseling with the students to discuss about the difficulties or problems they faced, after understanding the problems faced by students then the teachers provided a solution of the problem.

B. DISCUSSION

After the data was presented in the form of a description, then the next step was to analyze the data that has been described by comparing it with the theories that have been collected in this study.

The attempts of English teachers at MAN 4 Banjar in helping their students success in learning English consisted of several types such as making learning planning, making and utilizing learning resources and media, using and choosing curriculum, approaches, methods, and techniques, giving motivation,

doing learning management, making learning evaluation, providing remedial learning and resolving students' problems or difficulties in learning.

1. Making Learning Planning

According to Rohani (2004) explained, planning was preparation for preparing a decision in the form of steps to resolve a problem or the implementation of a work directed at a certain achievement. Based on the theory can concluded that with the preparation of teaching the teachers was solid in front of the class, careful planning can led to many initiatives and the creative power of the teachers during teaching, can improved teaching and learning interaction between teachers and students. Teachers must master the subject matter as well as possible, so that they can made lesson plans well, thought about variations methods, how to solved problems and limited material, guided students towards the expected goals, without losing confidence in themselves.

Based on the findings, teachers preparation done by the teachers such as designing learning devices that were in accordance with applicable guidelines, designing learning materials (modules), making media relevant to the material to be delivered, and making evaluation books. Then, the lesson plans that have been made by the teachers included subject identity, class / semester, time allocation, basic competencies, core competencies, indicators, learning materials, methods and strategies, learning activities, and tools or media. The

lesson plan made by the English teachers here was very good, because it already contained components in the guidelines that have been implemented.

The findings above in line with the theory by Rohani (2004), because attempts to plan for learning carried out by English teachers at MAN 4 Banjar were really mature. So that during the learning process the teachers can taught smoothly and directly to achieve the desired goals.

2. Giving Motivation

According to Pasaribu (2003: 51), Attempts that was used in the framework of reinforcement were: a) To ask questions, b) Reward and c) Punish. In line with this statement Kuslan and Rusyan in Suadi (2008: 47) explained that motivation always determined the intensity in learning for teachers and students, so that learning outcomes was achieved optimally. With good motivation in the sense that with diligent attempts and especially based on the motivation of a person doing the learning activities was able to produce good results.

Based on the findings, the attempts made by English teachers in providing motivation were taught diligently and became a model for students, It was to attract the interest and attention of students, teachers always provided motivation at the beginning of learning related to material to be studied, communicated with questions and answers to students. So that students stay focused on ongoing lessons.

The teachers gave reward in the form of praise to students who got success and provided educational punish for students who made mistakes.

Overall, attempts in giving motivation by English teachers here was said to be in accordance with several theories that have been stated above, because with good motivation that was constantly given by the teachers to students, was able to produce good results.

3. Choosing and Using Curriculum, Approaches, Methods and Techniques

According to Subandijah (1996: 20), Sanjaya (2010: 17) and Sujana (1991: 3), curriculum and teaching were links that cannot be separated. The curriculum was a plan, while teaching was a curriculum application. The implementation of the curriculum must be comprehensive, meaning that it started from knowledge, planning, development, innovation, changed both by the principal, teachers and personnel from the curriculum participants.

National Science Teacher Association (NSTA) (in Musfiqon & Nurdyansyah, 2015: 47) show that science learning using the STC approach has some differences when compared to the usual way. The differences were in the aspects of the relevance and application of learning materials, creativity, attitudes, processes, and concepts of knowledge. Through this approach STC educators considered as facilitators and information received by learners was longer

remembered. In this approach has been designed that learning was a process of searching knowledge, attitude, and skills that must be done systematically according to scientific rules and steps. It was based on the human nature that was always curious by way of proof of what were seen, heard and felt. Therefore, in the learning also applied scientific steps.

To choose and to use a method, there were several principles of used of language learning methods that must be considered as stated by Bernd Voss were as follows: (1) All learners were different, so there was no one method suitable for everyone, (2) Every person has a purpose of learning a different language, so there was no one method that was suitable for all purposes; (3) Learning a language was so complex that no method can covered all aspects of language learning; (4) Language learning was not the result of a process comparable to mathematical equations, chemical reactions or other laws of natural science, so there was no single method that can guaranteed successful language learning; (5) Success in language learning depended on the factors affecting each other: the learner-teacher methods, so no method can expressed as the exclusive key to the success of language learning (Bernd Voss in Arifin, 2016: 119).

If you were only acquainted with approaches and methods you were actually just learning theoretical lesson delivery (Hidayat et al,

2000: 60). Because there was another tool that was used directly by the teacher to achieve the purpose of the lesson, that was technique.

Thus, it was concluded that the learning technique was a tactic or a way done by teachers in carrying out teaching and learning activities to be able to obtain optimal results. The learning technique was determined based on the method used, and the method was prepared based on the approach adopted. In other words, the approach became the basis of determining the method, from the method was determined technique. Therefore, the techniques teachers used can vary greatly. For the same method was used different learning techniques, depending on various factors.

Based on the findings, English teachers at MAN 4 Banjar used the 2013 curriculum with a saintific approach. While, the methods and techniques were used not monotonous because they were adapted to the material taught and depended on the situation and conditions that were in progress. The methods and techniques that were often used by teachers in teaching all aspects of English language skills such as the question and answer method, interview, discourse, discussion, presentation, demonstration or role playing. The learning process carried out by the teachers when teaching was in accordance with the plans contained in the lesson plan.

Overall, the attempts of English teachers in choosing and using curriculum, approaches, methods and techniques was said to be good,

because the teachers really understand about the procedures they used and the attempts by teachers were almost in line with several theories. In addition, the methods and techniques were used not monotonous or varied and relevant to the material and learning objectives, namely to help students understood the material taught more easily.

4. Using and Utilizing Learning Resources (Materials and Media)

According to Rohani and Ahmadi (1995: 154 - 155) explained that, learning resources were all that can supported teaching activities effectively and can facilitated the achievement of learning goals. Power was everything that was utilized for the achievement of expected learning objectives. In utilizing learning resources one must held on to: 1) Utilization of these learning resources in order to motivate learning, the learning resources used should be able to stimulate the user's motivation. 2) Utilization of learning resources in order to achieve learning goals, the learning resources used should have a purpose to achieve the expected results. 3) Utilization of learning resources in order to support the learning process, learning resources used should be to facilitate the learning process. 4) Utilization of learning resources can solved problems (Solehan, et al. 1998: 228 - 229).

From the descriptions above it was concluded that aspects of the use of learning resources conducted by the teachers was seen from the aspects of: 1) Knowledge of the benefits of learning resources, 2)

The intensity of the use of learning resources, 3) The reason for choosing learning resources, and 4) The need for learning resources, 5) Perceived obstacles in choosing learning resources.

Based on the findings, the attempts of English teachers in making materials and media were designed their own materials and media used. The learning material was used a module and the learning media were used power point, picture and whitedboard. The underlying aspect of media designed by teachers in designing materials and media based on several factors such as based on analysis of needs, uses, benefits, reasons, and constraints that was faced.

In an attempts to design and to use learning resources by English teachers here said to be in accordance with several theories that have been stated above, because the teachers first considers learning resources to be created and used to obtain benefits that can made the learning process became more efficient.

5. Doing Learning Management

Reigeluth and Gertinkel (1994) described teachers as a manager in the class organization, as a manager, activities of the teacher included activities planning, organizing, leading, and evaluating the activities of the results of teaching and learning they managed. The professional teacher's task was to carry out teaching activities, and then students provided responses called learning. The interaction of these two activities, namely teaching and learning in the

classroom was called the teaching process. Here the main role in teaching was to create a strong / tough learning process. The learning process was understood as an environmental arrangement in which students can interacted and learned how to learn.

Encouraging student involvement in the teaching and learning process was one of the important competencies possessed by the teachers. Teachers were expected to be able to carry out activities that can made students active both physically and mentally.

The competency aspect of encouraging student involvement in the teaching and learning process consisted of several activities such as, (1) Using procedured that involved students early in teaching (2) Providing opportunities for students to excel (3) Maintaining student attention in lessons, (4) Strengthening students' efforts to maintain order, (5) Managing teaching time (Abdullah, 1983: 1990-1992).

Based on the findings, the ways of the teachers managed the learning process and controlled the activities of students during the learning process by trying to accompany students alternately and made students active in the learning process. So students can focused on learning and the learning atmosphere became conducive. Then, when delivering the material the teachers tried to give explanations slowly and clearly. When the explanation of the material has been completed, it was followed by a question and answer session with students to ensure students understanding of what has been learned, if

there was still material that did not understood by students, then the explanation was repeated. In managing the teaching time the teachers tried to adjust the teaching time with the predetermined plan in the lesson plan, such as pre activities 10 minutes, while activities 30 minutes, and the post activities 5 minutes for one lesson. This done in each meeting. So the learning process can ran according to the set targets.

Overall, the teachers attempts in managing the learning process was said to be very good and in accordance with the theory by Abdullah, et al. (1983). Because the teachers tried to run all aspects in managing the learning process and controlling students well. With attempts like this can made the learning process ran conducive and active.

6. Making Learning Evaluation

There were three commonly used terms in evaluation: test, measurement, and assessment. A test was a way to estimate how much a person's ability to question or stimulus. The test was one tool to make measurements, namely tools to collect information characteristics of an object either in the form of ability, attitude, interest, and motivation. Measurements was expressed as assigning numbers to individuals in a systematic way to state the individual ability. The essence of measurement was the quantification or assignment of figures on the characteristics of individual ability

according to the certain rules. Assessment has a meaning as a formal attempts to determine the status of learners with regard to various educational interests (Widoyoko, 2009: 2) quoted from thesis by (Utami, 2013: 24).

According to Imron (2011: 119-120), the principles of implementation of the evaluation of learning outcomes such as implementation of the evaluation on an ongoing basis, comprehensive evaluation, evaluation objectively, used of good assessment tools in evaluation.

Based on the findings, the teachers evaluated students at the end of the learning process, midterms, and final examinations. Test were used to evaluate students based on the material that the students have learned. The instruments test were used multiple choice and essays. Assessment was obtained from all aspects of assessment which included skill, knowledge and attitude in accordance with the assessment rubric that has been made.

Overall, the attempts made by the teachers in evaluating students in accordance with the theory by Imron (2011: 119-120), because the teachers used test that in accordance with the material that has been taught and used an objective type of instrument test. In assessing students, the teachers also assessed all aspects of the assessment that have been included in the assessment rubric.

7. Providing Remedial Teaching

Remedial teaching was a form of teaching that was treating, healing, correcting the teaching and making it better in order to achieve the goal of maximum teaching, remedial was a learning system based on the comprehensive diagnosis, deficiencies experienced by students in learning (Utami, 2013: 24).

Remedial was an activity to analyze the results of learning, doing repaired for students or students that have not been successful or provided additional lessons for students who have been successful in the assessment process by implementing improvement programs for students who have not succeeded, improvement of learning methods or other obstacles in the learning process.

Based on the findings, the teachers repeated the material if there were still students who were considered not to understand and made a remedial learning program to increase students grade. This program contained repeated explanation of material or questions that were difficult or not understood by students, after that students were given new test for remedial.

In an attempts to provide remedial learning, the teachers applied it very well and in accordance with the theory proposed by Utami, 2013: 24, because all aspects of the remedial learning program have been carried out by the teachers. With this program, it was expected to achieve maximum teaching goals.

8. Resolving Problems or Difficulties of Students in Learning

As an attempts to overcome the learning difficulties of students in English learning, needed to be done in a planned and purposed. This was in the opinion of Sunaryo Kartadinata that "students who experience learning problems needed to get help so that the problem was not protracted which can later affected the development process of students" (Rahmatiah, 2014: 224-225).

According to Mulyadi (2010: 41-43), as for the steps in solving learning difficulties included:

- a) Estimating the possibility of assistance.

When the difficulties faced by students were understood both the type and nature of the difficulties with various backgrounds.

- b) Establish possible ways of resolving the problem.

In this step it was necessary to hold a counseling and counseling staff meeting if necessary. After the matter was implemented it was necessary to develop a plan that contains several alternatives that might be done to overcome the difficulties experienced by students.

- c) Follow-up

Was a remedial teaching activity that was expected to be appropriate in helping students who have learning difficulties.

Based on the findings, the teachers tried to make a learning approach to students who have different abilities and learning

methods, so that they can provided learning according to the needs of students. If there were students who have problems in learning, the teachers counseling students such as discussing with the students concerned about the difficulties or problems they faced, then the teachers provided a solution of the problem.

When the students cannot focused on the learning process or situations and conditions did not match with the methods and techniques used, the methods and techniques was replaced with those that were appropriated to the situation and conditions that occurred. In repetition of material that was considered important, it always done at the end of the lesson before the exam was done.

In this attempts, the teachers did very well and in accordance with the theory by Mulyadi (2010: 41-43). Because the teachers not only provided guidance, but also provided material repetition and improved teaching methods and techniques. So the learning process can ran smoothly.