

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

On this data presentation the writer describes about result of research on the field based on the observation, interview and questionnaire result as the primary data to better understand about analysis teacher's technique in teaching English at Islamic Religious Department, to know the teacher's technique in teaching English at Islamic Religious Department

#### **1. Description about, kinds of techniques are used by the teachers in teaching English at Islamic Religious Department IAIN Antasari Banjarmasin.**

To know about kinds of techniques are used by the teachers in teaching English, the writer conducted an observation 8 times on April, 27<sup>th</sup> 29<sup>th</sup>, 2015 and May 6<sup>th</sup>, 11<sup>th</sup>, 13<sup>th</sup>, 18<sup>th</sup>, 20<sup>th</sup>, 25<sup>th</sup>, 2015. There are six classes A, B, C, D, E, F, especially in forth semester at Islamic Religious Department who took English subject. Islamic Religious Department has four different teachers who tough English in fourth semester.

Based on observation result, it is known that there are four teachers at Islamic Religious Department, they are: Dr. H. HusnulYaqin, M.Ed, M. Noor

Efendi, S.Ag, SS, M.Pd.I, Drs. H. Hamdan, M.Pd and Nor IzzatilHasanah, S.Pd, M.Pd.

The writer observed 8 times, with the following details:

**Table 4.1** *list of observation*

NO	DATE	TEACHER
1.	Mon / April 27, 2015	A
2.	Wed / April 29, 2015	B
3.	Wed / May 6, 2015	B
4.	Mon / May 11, 2015	C
5.	Wed / May 13, 2015	D
6.	Mon / May 18, 2015	C
7.	Wed / May 20, 2015	A
8.	Mon / May 25, 2015	D

Based on the observation and interview, kind of techniques that the teacher uses are: *Reading comprehension questions, Translation of a literary passage, Reading aloud, Dictation, Language game, Memorization, Fill-in-the blanks, and Using word in sentences.*

According to result of eight observations and interview by the writer, describes that the teacher uses multiple teaching techniques for each meeting this can be explained as follows:

**Table 4.2 List of Techniques**

No	Date	Technique							
		RC	TL	RA	DT	LG	ME	FB	US
1.	Apr 27, 2015	-	X	X	X	-	-	-	-
2.	Apr 29, 2015	X	-	X	-	-	-	-	-
3.	May 6, 2015	X	-	X	-	-	X	-	-
4.	May 11,2015	X	X	X	-	-	-	X	
5.	May 13, 2015	X	-	-	-	X	-	-	X
6.	May 18, 2015	X	X	X	-	-	-	-	-
7.	May 20, 2015	X	-	X	X	-	-	-	-
8.	May 25, 2015	-	X	-	-	X	-	-	X

**Note:** RC=Reading Comprehension Question; TL=Translation of Literary Passage; RA=Reading Aloud; DT=Dictation; LG= Language Game; ME=Memorization; FB=Fill-in-the blanks; US=Use Words in Sentences.

After the writer did observation and interview, the writer found the book or the main material which is used by four teachers in teaching English is “English for Islamic Studies” written by Dr. Kardimin, M.Hum. The contents of the book are mainly about Islamic histories and have mainly purpose on reading skill.

The writer observed teacher A on April 27 and May 20, 2015. The teacher use different kind of techniques in each meeting at the first meeting he used

*translation of literary passage, reading aloud and dictation* in teaching English at Islamic Religious Department, for the second meeting he used *reading comprehension question, reading aloud* and also *dictation* in his teaching activities he used similar technique in first and second meeting.

After carrying twice observations on teacher B on April 29 and May 6, 2015, the teacher B used several techniques in his teaching program, the kind of techniques that he used at the first meeting are, *reading comprehension* and *reading aloud* and for the second the writer found that the techniques used by teacher B are reading comprehension, reading aloud and also memorization.

To know kind of techniques that used by teacher C, the writer did observation on May 11 and May 18, 2015. The teacher used several techniques in teaching activities at the first observation. He used *reading comprehension, translation of literary passage, reading aloud and fill in the blanks*. At the second observation in teacher C he also used same techniques for his teaching activities they are *reading comprehension, translation of literary passage and reading aloud*.

Based on writer observation on May 13 and May 25, 2015, the writer observed teacher D, teacher D also used several kind of techniques in teaching activities, the techniques are *reading comprehension, language game and using words in sentences*. At the second the teacher used *translation of literary passage, language game and using words*, those are the techniques that used by teacher D in teaching and learning activities.

## **2. Description about, how does the teacher apply the techniques in teaching English at Islamic Religious Department of IAIN Antasari Banjarmasin?**

### **1. Reading Comprehension Question**

After the writer observed teacher A he used reading comprehension for teaching about “prophet Muhammad”. In this activity the teacher asks to the students to read the text firstly based on their text book after that he involves the students to explain what they got from that text. The teacher B also uses this technique for teaching at first and second meeting the topic was “Revelation” in this activity the teacher has similar way to teacher A he distributes an article about revelation and he asks the students to read it and after that he asks them one by one to check their understanding. Reading comprehension is also used by teacher C he taught about “Holy Qur’an” after the writer did observation on teacher C he also has similarity toward teacher A and B activities. The last is teacher D he also used reading comprehension for his teaching technique his topic was “Forbidden Things in Islam” at this learning process he asks them firstly about present perfect then he asks to students to read the text, after that the students should find present perfect which contain on the text.

### **2. Translation of Literary Passage**

Based on observation, the writer observed teacher A the technique was translation of literary passage in this learning activity the topic was “Prophet

Muhammad” he gets the students to translate the text by written every student have to translate one paragraph completely. The writer found that teacher C used translation literary passage he used for both of meeting the topic still on “Holy Qur’an” for both meeting at this activity the students tried to translate a phrase which contains in text and he also asks them to translate every sentence that he gave. The last is teacher D he used this technique once the topic was “Forbidden Things in Islam” he ordered to students to make some group work then he invited them to translate every sentence which contains present perfect based on the article that he gave.

### 3. Reading Aloud

In this technique teacher A used this technique for teaching about “Prophet Muhammad” and the second he used for teaching “ Revelation” the way of his teaching he gave students’ an appropriate article then he invited a students stand up to read that text loudly, the students take a turn on it. Reading aloud was also applied by teacher B he taught about “revelation” he used this topic for twice time there is also similarity toward teacher A for applied this technique. After the writer observed teacher C the writer found that he also used this technique the topic was “Holy Qur’an” they talk about verse in holy Qur’an after he gives some explanations he also invited one student randomly. According to observation all of teachers did similarity to apply their reading aloud technique in their teaching activity.

#### 4. Dictation

According to observation and interview teacher A used this technique for teaching “Prophet Muhammad” and “Revelation” he used dictation for both meeting, following his teaching activity he read an article that related to the topic then he asks the students to write some sentences following that article, sometimes he checks students’ writing .

#### 5. Language Game

Language game only used by teacher D, the writer observed teacher D twice at first meeting he taught about “Forbidden Things in Islam” at the first he gives some explanation about present perfect which contains in article then he asks them to make some sentences using present perfect after that he invites them to make some groups, he calls that game “five finger game” in this game every students have to open their hand firstly, secondly the students have to read their five sentences that they already made if another student have to listen what his friend says if he feels that the sentences same with his friend, every finger should close until 5 finger completely close. For second meeting the topic still on “Forbidden things in Islam” but the game topic is different not present perfect anymore but the game topic about “Vacation” the rules of that game are same with first meeting.

#### 6. Memorization

Following this technique, dictation used by teacher B once, following his teaching activity the topic was “revelation” he invited the students to point some words that they do not know the meaning, after that he collects them then he translate those words one by one and he asks students to memorize them.

#### 7. Fill-in-the blanks

Fill in the blanks was used by teacher C for his teaching technique, he taught for topic “Holy Qur’an” after he finished with his explanation toward the topic he distributes some pieces of paper that he has been prepared, that paper contains 10 questions, he get the students to put appropriate words to the missing word in those questions, the question is sequenced so they have to put the correct ones.

#### 8. Using Words in Sentences

Based on observation this technique used by teacher D, following his topic was “Forbidden things in Islam” the topic was used for both meeting. It has similarity for first and second meeting. The teacher gets the students to collect the new words from the article and internet according to the topic, then he should make some sentences using that word with present perfect structure, then he invited them to make a circle after a big circle formed they have to present their



sentences, the teacher directly make a correction if they make a mistakes when they make present perfect.

### **3. The data about student's responses toward teacher's techniques in teaching English at Islamic Religious Department of IAIN Antasari Banjarmasin.**

Student's responses are very important to know to measure whether the teacher's technique to improve students' view toward teaching English. It also can be input for the teacher who teaches English nowadays. The writer conducts this research by distributing some questionnaire to 60 students to know their responses toward teacher's techniques in teaching English. The writer categorize the data bases on the questions are asked.

#### **4.3. The student's feeling toward learn English.**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Very Happy	17	28,3 %
2.	Happy	39	65 %
3.	Not Really Happy	4	6,7 %
4.	Unhappy	0	
Total		60	100 %

The table above indicates that the students who feeling very happy toward learn English are 17 students (28,3%). Students feeling happy are 39 students

(65%). While, students who not really happy toward learn English are 4 students (6,7%).

#### **4.4. Paying attention toward teacher's explanation.**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always Pay Attention	13	21,7 %
2.	Pay Attention	44	73,3 %
3.	Sometimes	6	10 %
4.	Never	0	
Total		60	100 %

Based on table above, it indicates that students who always pay attention toward teacher's explanation are 13 students (21,7%). The students who pay attention are 44 students (73,3%). While 6 students (10%). Stated sometimes pay attention.

#### **4.5. Asking question when student does not understand toward teacher's explanation.**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	16	26,7 %
2.	Sometimes	24	40 %
3.	Rarely	12	20 %
4.	Never	8	13,3 %

Total	60	100 %
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The table shows that the students who always asking question when they don't understand about teacher's explanation are 16 students (26,7%). The students who chose sometimes are 24 students (40%). 12 students (20%), who stated rarely in asking and 8 students (13,3%) who stated never asking question toward teacher's explanation.

#### 4.6. The student's feeling toward teacher's techniques.

No	Category	Frequency	Percentage
1.	Really Like	12	20 %
2.	Like	41	68,3 %
3.	Not Really Like	7	11,7 %
4.	Dislike	0	
Total		60	100 %

According to the table above, it shows that the students who really like teacher's techniques are 12 students (20%). The students who like teacher's technique are 41 students (68,3%). While, 7 students (11,7%), stated not really like toward teacher's techniques.

#### 4.7. The student's participation in classroom activities.

No	Category	Frequency	Percentage
1.	Always Active	0	
2.	Active	33	55 %
3.	Rarely Active	27	45 %
4.	Never Active	0	
Total		60	100 %

Based on the table, it shows that, students who active in classroom participation activity are 33 students (55%). While, 27 students stated that they rarely active in classroom participation activities are 27 students or (45%).

#### 4.8. The students' understanding of teacher's explanation by using English.

No	Category	Frequency	Percentage
1.	Really Understand	7	11,7 %
2.	Understand	33	55 %
3.	Not Really Understand	17	28,3 %
4.	Do not Understand	3	5 %

Total	60	100 %
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It can be seen on the table above, the students who really understand toward teacher's explanation by using English are 7 students (11,7%). The students who understand teacher's explanation by using English are 33 students (55%). While, the students not really understand are 17 students (28,3%). And 3 students or (5%), who do not understand teacher's explanation by using English.

#### **4.9. The students' feeling toward teacher's explanation by using Indonesian.**

No	Category	Frequency	Percentage
1.	Really Like	29	48,3 %
2.	Like	24	40 %
3.	Not Really Like	4	6,7 %
4.	Dislike	2	3,3 %
Total		60	100 %

The table indicates that students who really like teacher explains by using Indonesian are 29 students (48,3%). The students who like teacher explain by using Indonesian are 24 students (40%). 4 students (6,7%), who not really like teacher explains by using Indonesian and the students who dislike teacher explains by using Indonesian are 2 students (3,3).

**4.10. The students' feeling toward teacher's explanation by using English.**

No	Category	Frequency	Percentage
1.	Really Like	10	16,7 %
2.	Like	10	16,7 %
3.	Not Really Like	36	60 %
4.	Dislike	4	6,6%
Total		60	100 %

Based on the table above, students who really like teacher explains by using English are 10 students (16,7%). The students who like teacher explain by using English are 10 students (16,7%). 36 students (60%), who not really like teacher explains by using English and the students who dislike teacher explains by using English are 4 students (6,6%).

**4.11. The student's feeling when they practice using English.**

No	Category	Frequency	Percentage
1.	Very Happy	15	25 %
2.	Happy	39	65 %
3.	Not Really Happy	0	
4.	Unhappy	6	10 %

Total	60	100 %
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The table denotes that, the students who feeling very happy when they practice using English are 15 students (25%) and the students feeling happy when they practice using English are 39 students (65%). While, the students feeling unhappy when they practice using English are 6 students or (10%).

#### **4.12. Student's feeling when they are invited to speak English.**

No	Category	Frequency	Percentage
1.	Very Happy	27	45 %
2.	Happy	27	45 %
3.	Not Really Happy	6	10 %
4.	Unhappy	0	
Total		60	100 %

Based on the table above, students who really like when they are invited to speak English one by one are 27 students (45%). The students who like when they are invited to speak English one by one are 27 students (45%). While, 6 students (10%), not really like when the speak English.

#### **4.13. The student's feeling toward the teacher gives various techniques.**

No	Category	Frequency	Percentage
1.	Really Like	36	60 %
2.	Like	23	38,3 %
3.	Not Really Like	1	1,7 %
4.	Dislike	0	
	Total	60	100%

According to the table, the students really like when the teacher has many technique in teaching, based on the table the students who really like teacher gives various techniques in teaching are 36 (60%) students and the students who like teacher has various techniques are 23 (38,3%) students. While, 1 (1,7%%) student thinks that he is not really like that teacher gives various technique in teaching.

## **B. Discussion**

After all of the data has been completed and are presented in data presentation, then the writer wants to analyze them.

### **1. Kinds of techniques and application used by teacher in teaching English at Islamic Religious Department of IAIN Antasari Banjarmasin.**

From the result of research that the writer done toward the techniques the teacher uses in teaching English at Islamic Religious Department it can be said that the techniques used by teacher in teaching English are eight techniques.



According to writer observation and interview from April 27<sup>th</sup>, 2015 until May 25<sup>th</sup> 2015 the writer found that the techniques are, *reading comprehension question, translation of literary passage, reading aloud, dictation, language game, memorization, fill-in-the blanks and using word in sentence.*

### 1. Reading Comprehension Question.

Reading comprehension is being able to perceive the meaning of words, comprehension is the goal of reading, they must be able to understand and make use of information that they read for a variety of purposes, Lydia Breiseth (2001). Reading comprehension was used by teacher A, B, C and D, after the writer conducted this research they have similarity purpose toward reading comprehension question theory, following their statement they taught this technique to improve student's comprehension and also the students are able to read literature written in the target language. Benefit of using reading comprehension it is to help students recognize and define a new word which contains in reading passage and also help them to improve their ability in defining meaning from the context. Reading comprehension is also difficult to master, especially for student's who learn second language because reading comprehension needs skill and ability to understand the context of the passage.

### 2. Translation of Literary Passage

Translation of literary passage focuses on the student's attention on vocabulary and grammatical structures that are studied in subsequent lessons, Larsen and Freeman (2000). This technique used by teacher A, he used this

technique to make student's understand the meaning from the text and also he used this technique for improving students writing. Teacher C and D have similar purposes they taught this technique to improve student's vocabulary. Using this technique in teaching English perhaps help the students understand the structures of the text and also help the student to impress and develop student's vocabulary, this technique also difficult to apply for students who learn English first time it will be make student's confused when they try to translate the passage without guiding and helping by teacher.

### 3. Reading Aloud

Reading aloud helps English language learners develop student's pronunciation, new vocabulary and syntactic awareness. It stimulates imaginations and emotions, Sawyer (1972). Following this technique, teacher A, B and C used this technique in their teaching activities. Teacher A, B and C also has similar purpose used technique to check student's ability in speaking and develop their speaking ability. By using this technique it can be enriches students' vocabularies help them with pronunciation and expression, reading aloud also can help them to make connections between written and spoken language. This technique also has weaknesses when the student's read aloud they perhaps don't understand the content, little attention is on meaning. When the activity is done by one student, the other students are passively listening and also it is a huge waste of precious time.

### 4. Dictation

According to Davis, dictation is a useful and flexible activity to introduce a new structure, to present the first paragraph of a text, to revise an area of vocabulary, to provide a summary of reading or listening exercise and to provide practice in different areas of grammar. For teaching activity teacher A used this technique for his teaching activity, he used this technique to give new vocabulary and to improve student's listening and writing. Dictation has benefits they are help them to develop short time memory. Students practice retaining meaningful phrases or whole sentences before writing them down. Applying this technique also has weaknesses this only good for student who has basic listening ability if it uses for beginner students they will have problem to follow up the teacher.

#### 5. Language Game

The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice, Larsen and Freeman (2000). According to this theory using this technique has purpose to make students enjoyable and become communicative when they learn. After writer observed teacher D, he used this technique for teaching English his goals used this technique to provide fun classroom and to engage students' interest toward the materials that he has given to them. Using game in teaching activities can increase students' motivation toward learning and also make them more active, using game when learning help the teacher to transfer information without make students getting bored. By using this technique also has disadvantages when student's very enthusiast play it will make the students out of control and also the main purpose of learning can not be transferred, it is perhaps make the classroom being noisy.

## 6. Memorization

According to Hartmut (2002), memorization serve as models of sentences structure and word choice, vocabulary items and grammar rules which provides a basis for students own proper use of language. Based on interview and observation the writer found that teacher B used this technique for his teaching technique he said this technique useful to provide some important vocabularies that is needed by students. Memorization is the easier way to improve student's vocabularies and to practice their memory but it is painful difficult to students to do it, not all students in good condition to apply this technique perhaps they have difficulty on memorize whole of words that the teacher gave.

## 7. Fill – in- the blanks

According to Larsen (2000), Student's fill in the blanks with prepositions practice in the lesson. Grammar should be taught inductively. There may never be an explicit grammar rule given. From that statement grammar should be a main purpose when do this technique. After the writer did observation and interview the writer found that the teacher used this technique to check students' comprehension about the material that he gave. So, he used this technique to know student's comprehension about content of the text, this technique appropriate to check student's vocabulary and student's grammar skill. This technique only focuses on one season and this technique is only appropriate to use at the end of teaching and learning activity to give student's self correction.

## 8. Using words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words, Larsen & Freeman (2000). Based on observation and interview, teacher D used this technique according to him, why he used this technique to provide student new vocabulary by finding it themselves and also to teach grammar implicitly. Following this technique it can be useful for teaching native language form by given the student grammar rules for the use of a direct object with two-word verbs. It also can be difficult for beginner level student to achieve this technique.

## **2. The students' responses toward teacher's techniques in teaching English at Islamic Religious Department of IAIN Antasari Banjarmasin.**

To know students' responses toward teacher's techniques in teaching English at Islamic Religious Department of IAIN Antasari Banjarmasin, the writer gives students some questionnaire which consists of several questions that identifies student's personal feeling toward the teacher's techniques. The responses of questionnaire are presented in the percentage, then they will be interpreted with the table 3.1.

The students' feeling toward learn English. From the table 4.3., It can be known that there are 17 (28,3%) out of 60 students who feel really happy when

they learn English in their class and 39 (65%) students feel happy when they learn English. While 4 (6,7%) students choose that they are not really happy when they learn English in their class. It means that the students' response toward this category is in the low category for really happy and high category for happy when they learn English in their class. It shows that the students give positive response to the teacher who teaches English in their class following happy (65%) in high category.

Paying attention toward the teacher's explanation, according to table 4.4., It can be known that there are 13 (21,7%) students from 60 students stated always paying attention when teacher gives explanation. There are 44 (73,3%) students pay attention when teacher gives explanation and also there are 6 (10%) students feel sometimes they are paying attention when teacher gives explanation. Students give positive response in high (good) category there are 44 (73,3%) students stated that they pay attention when the teacher gives explanation and for 13 (21,7%) students they always pay their attention it is in low category. While, there are 6 (10%) in the lowest category stated that sometimes they pay their attention to the teacher.

Asking question when students do not understand toward teacher's explanation. There are 16 (26,7%) always asking question when they do not understand from the table (26,7%) it is in low category. From the table 4.5 there are 24 (40%) students stated that they sometimes asking question (40%) it is in middle (average) category and also there are 12 (20%) students assumed that they rarely asking question it is low category, only for 8 (13,3%) students assumed that

they never asking question to the teacher. It is still good to students and also the teacher, the students still active in asking question.

The students' feeling toward the teacher's techniques in teaching English, from the table 4.6 it can be seen that there are 12 (20%) students really like teacher's techniques (20%) can be low category. 41 (68,3) students feel they like teacher's techniques in teaching English it can be said that (68,3%) can be put into high category. Only 7 (11,7%) students stated that they are not really like toward teacher's techniques (11,7%) is in the lowest category. It can be good for the teacher the students give response that they like the teacher's techniques in teaching English at their class.

The students' participation in classroom activities, it can be seen from table 4.7., the students active in participate there are 33 (55%) students in average category and the others students said rarely active in classroom activities there are 27 (45%) it is also indicates average category, from the table the writer conclude that the students still active category and also positive because they are still in average category from the table result.

The students' understanding toward teacher's explanation by using English, according to the table 4.8., it indicates that the students really understand toward teacher's explanation there ere 7 (11,7%) students in the lowest category. and 33 (55%) students indicate that they ere understand in average category. not really understand 17 (28,3%) low (poor) category and also there are 3 (5%) students do not understand about teacher's explanation by using English.

Students' feeling toward teacher's explanation by using Indonesian, the table 4.9., shows that 29 (48,3%) average category students really like when the teacher explains by using Indonesian. 24 (40%) students like teacher explains by using Indonesian it is also in average category. there are only 4 (6,7%) who are not really like and 2 (3,3%) dislike the teacher explains by using Indonesian both of them in lowest category, from that table it can be negative result from students' feeling because they are more really like to use their native language when the teacher gives explanation.

Students' feeling toward teacher's explanation by using English, according to table 4.10, there are 10 (16,7%) students the lowest category who really like teacher explain by using English and 10 (16,7%) students who like teacher explains by using English, it is also in lowest category. Most of students they are not really like teacher explain by using English 36 (60%) high category. the lowest category there are 4 (6,6%) students feel that they are dislike teacher explain by using English. The writer concluded that from table 4.9. And table 4.10 both of them have strong connection, most of them like teacher explains by using their native language than second language.

The students' feeling when they practice using English, table 4.11., shows that the students who are very happy 15 (25%) low (poor) category using English when they are practice. 39 (65%) high (good) category students feel happy when they are practice using English language. And others 6 (10%) feel unhappy lowest category when they are practice by using English language. This is good for the teacher get involve the students to be active in classroom activity.



The students' feeling when they are invited to speak English, table 4.12., indicates 27 (45%) students feel very happy when they are invited to speak second language average category. There are also 27 (45%) students feel happy when they are invited to speak English it is also average category. 6 (10%) lowest category of students who feeling not really happy. From that table the teacher should more involve students to be active in speaking activity.

The students' feeling toward the teacher gives various techniques in teaching activity, table 4.13., denotes that there are 36 (60%) high category really like teacher always changes his technique. 23 (38,3%) students feel like the teacher gives various techniques when the taught it is in low category. there is only 1 (1,7%) student feel that the teacher should not changes his technique, lowest category. the result from the table it can be seen most of students like the teacher who always changes his techniques it can be more interest and the students not getting bored if the teacher always has new technique in their classroom activity.

After the writer analyze, the student's responses toward the teacher's techniques in teaching English. The writer concludes that, most of students give positive responses toward the teacher's techniques, following the table above, it can be seen that high percentage for choosing like the teacher's way in teaching English or like the teacher's techniques in teaching English, it means that the students give positive response for it.