

## **CHAPTER IV**

### **REPORT OF RESULT RESEARCH**

#### **A. GENERAL DESCRIPTION OF OBJECT THE RESEARCH**

##### **1. Brief History of MTsS Hayatul Islam Pemurus**

The researcher took place at MTsS Hayatul Islam Pemurus, which is located on Jl. Pemurus Rt.01 Kec. Aluh-aluh Kab. Banjar. This school was established on 1977 in Aluh-aluh. This school established by society foundation aspiration to give Islamic education in Pemurus.

MTsS Hayatul Islam Pemurus has large enough area that enable students to learn and also playing. Generally, the physical condition of MTsS Hayatul Islam Pemurus is good and the building is semi permanent. According to interview result with the headmaster, this school always improves year by year not only in the building condition, number of students, teaching quality but also the facilities. The location of MTsS Hayatul Islam Pemurus is described as follow:

- a. The north of the building borders is Farming Land.
- b. The south of the building borders is Jl. Pemurus and MIN Pemurus.
- c. The east of the building borders is inhabitants' house
- d. The west of the building borders is inhabitants' house

MTsS Hayatul Islam Pemurus has three classrooms with good condition for 54 students and 12 teachers. Based on the interview result with the headmaster, there are 7 headmasters that he told, there are: H. M. Hanafiah, H.

Mahlan. Drs. Rustam Effendi, Maturidi, Aliansyah, A. Mursyada, Ummi Mahmudah, S.Ag and Rusmi Habibi, S.Pd.I (still lead).

## **2. The Description About Teachers, Students and Facilities of SDN Gambut 1**

### **a. Teachers and Administration Staff**

In academic year 2012/2013 at MTsS Hayatul Islam Pemurus have 12 teachers that include headmaster and teachers. Detail information can be seen in the appendix.

The subject of this research is English teachers of MTsS Hayatul Islam.

Table 4.1 Description of English Teachers at MTsS Hayatul Islam

No	Name	Latest Education	Class	Subject
1.	Rusmi Habibi, S.Pd.I	S1 English education at IAIN Antasari	VII,VIII,IX	English

Source: interview and document of administration of MTsS Hayatul Islam Pemurus, Kec. Aluh-aluh, Kab. Banjar

### **b. Students**

The students at for the year 2012/2013, students at MTsS Hayatul Islam Pemurus are 74. They consist of 30 students from seventh grade, 21 students from eighth grade, and 23 students from ninth grade. To be clearer it can be seen in the appendix.

### **c. Facilities of MTsS Hayatul Islam Pemurus**

MTsS Hayatul Islam Pemurus have some available facilities, which have purposed to support the teaching and learning process such as in appendixes.

## **B. DATA PRESENTATION**

### **1. Teaching English Preparation at MTs Hayatul Islam Pemurus Kec.**

#### **Aluh-aluh Kab. Banjar**

Actually, we have known to be an English teacher is so difficult, because we have to beyond many process and procedure to become a good English teacher. Improving teaching preparation for successful teaching in the school will help the school. Teacher were more willing to stay in the school the school when they experience success in raising students achievement, become classroom manager, and partnering with teachers, parents, and the community.

The English teacher preparation in teaching learning like made lesson plan, syllabus, and especially prepared the English book. Nevertheless, in this school just prepared the English book and lesson plan. Actually, in the teaching learning as teacher the case for preparation such as can arrange the program of the lesson, make a preparation teaching and planning in teaching-learning, to prepare the media, and prepare the media of evaluation. In teaching learning based on SBC the English teacher did not free to choose the material to be taught to the students. The English teacher had guidance in his teaching. Teaching English was based on SBC the English teacher gave the material not only for their subject but also for their skillful in the school.

To know the English teacher preparation in implementing the SBC, such as knowing the English class of SBC. The English teacher was an important factor that important for education with education, teaching, knowledge, and guidance. The teacher guide was developed on these principles: children learn most

naturally and effectively through play, learning a language and should be a pleasant experience. The activities were designed to promote cooperation, participation and some friendly competition that did not exclude less able students in favor of the more able ones. The students were discouraged from reverting to their mother tongue. It was much easier to get students to do something because they wanted to rather than to force them.

In addition to being knowledge about the subject they teach, the English teacher should have the ability to communicate, confidence, and motivate students. Many teachers naturally teach in the same way that they were taught, and their students became teachers who teach in similar manner. As well as the English teacher understand with curriculum of SBC. Therefore, the preparation the English teacher of SBC the teacher should make the students to build their skill to study hard and like with English subject. In the teaching and learning more emphasized in students involvement to active learning in the teaching-learning process. Therefore, the students can get direct experience and try to find any knowledge that has been studied by self.

Based on the observation, the preparation of English teacher at MTsS Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar the English teacher did not master the material. Before teaching learning he checked the present list, the teacher greeted the students, asked the last material and introduced the new material. In this case, the teacher did not emphasize of preparation. Actually, in

curriculum preparation of English teacher was one of the step content of program of curriculum.<sup>1</sup>

In addition, the planning of English teacher, he prepared the English book. However, when he teaching English he not made syllabus, just make lesson plan, but it just general guidelines in his teaching. He just teaches the students, however he understands of curriculum SBC, he did not implementing it, because not only in the lesson, but also in curriculum they should understand about it and be good teachers. To know the goal of an intention learner, the English teacher helped the students to become integrative thinkers and connected among disciplines, reflect on their acquired knowledge and their learning to learn skills.<sup>2</sup>

The preparation of English teacher at MTsS Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar, especially for English subject the English teacher preparation does not see in lesson plan, syllabus and curriculum. When the English teachers teach the students he just sees the indicator on the English book. Through using a particular curriculum with their students, reporting on what happens, and reflecting with others on different ideas and activities, teachers learn about their own teaching and their students' learning.<sup>3</sup>

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<sup>1</sup> Observation at school, Thursday, 18-10-12, 10.00 am.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*

## **2. Teaching English Process at MTSs Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar**

In teaching and learning activities at MTSs Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar, the students have the English book. But, when the English teacher explained the material, the students just listen to teacher. Because they do not try to learn by selves study at home. Nevertheless, in teaching learning activities, the English teacher used media like playing the games and singing. The meaning of media form something that has been a characteristic to giving the massage and can excite the mind, filling and wish of students until can push happen study process to them. Media refers to various means of communication. For example, television, radio, and the newspaper are different types of media. The term can also be used as a collective noun for the press or news reporting agencies. Using the media in a creative manner will enable the students to study well and can increase they performance appropriate with the purpose that want to reach.<sup>4</sup>

In addition, in teaching learning activities, the English teacher always gave motivation to the students. In teaching learning the teacher used English to communicate to the students and made good situation in the class. So, made the students did not bore if they studied English.

In teaching learning process, a teacher should have known the habitual before doing the teaching learning. This matter to connect with the factors of interest, motivation, and opinion of the students to studied English. In this case the

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<sup>4</sup> Observation at school, Monday, 29-10-12, 09.30 am.

students did not have initiative and strategy to use another method that oral or written communication because compensation strategy is strategy to study the second language to used English. A part of the students studied English from elementary school, the students like the manner of practice of English, they always studied about reading, translate, memorize, and read always as their task in the class. So to make the students did not feel bored the teacher should have variation in teaching learning process.

Such as making teaching planning that pour in a unit of lesson is planning namely project about what the teacher should be done in teaching learning process. Then, a teacher has realized that they should do for creating the teaching learning condition that can deliver the students to their objective.

### **3. Evaluation of Teaching English at MTsS Hayatul Islam Pemurus Kec.**

#### **Aluh-aluh Kab. Banjar**

Based on the observation at MTsS Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar, it could be analyzed the teacher made the students to feel confidence to speak English loudly in front of the class, when students told the 'part of body'. Beside that the teacher corrected their pronunciation when spelling the word. Then the teacher ordered the students to memorize it. After that the teacher made a song of 'part of body', and then they were singing together in the class. Then, the evaluation has been done in teaching learning process to know the result of the teaching, to know the students ability and to motivate the students to study hard.<sup>5</sup>

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<sup>5</sup> Observation at school, Thursday, 3-11-12, 09.00 am.

Evaluation was also used by the teacher and education supervisor to measure or to assess how far the affectivity of teaching experience, learning process, the method used in teaching and it done to support the effort in improving the quality of learning activity. The teacher always evaluates the students oral like spell the word example the part of body' like finger = fingger, hand = hænd, foot = fut, hair = hær, etc. The standard of evaluation in this school also uses SBC that Standard Graduated Competency (SKL) on English lesson for SMP or MTs.<sup>6</sup>

## **C. DATA ANALYZING**

### **1. Educational Background of Teacher**

The teacher is one of the most support factors in teaching and learning English using SBC, it is not only enough for teacher mastering the English subject, but the teacher should prepare the appropriate to Standard contents (SI) and Standard graduated Competency (SKL) in order implementing SBC.

The English teacher is Rusmi Habibi, S.Pd.I, who has graduated from scholar 1 English education at Antasari State Institute for Islamic Studies or IAIN Antasari Banjarmasin. He graduated in 2007. He has taught English around eleven years, he is also headmaster there. After he graduated, and teaching in the school sent him to some training center and some programs conducted by the school to develop the teacher ability in teaching use SBC.

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<sup>6</sup> *Ibid*



From the description above, it can be seen that the teacher has appropriate education graduated with his task as an English teacher. So his educational background is appropriate to his teaching subject and it means the teacher should have good educational background about how to teach and presenting lesson, to give the right technique and can decide the suitable with SBC.

## **2. The Teacher Problems of School Based Curriculum (SBC) of English**

### **Lesson at MTsS Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar**

Table 4.2 Description of SBC Implementation at MTsS Hayatul Islam

<b>NO.</b>	<b>SBC Implementation</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1.	Material	√		In this school the English teacher prepare the material based on English book and SBC. However, the teacher did not prepare before teaching the students.
2.	Lesson Plan	√		The English teacher preparation in lesson plan has been ready, and then the teacher taught the students based on the lesson plan.
3.	Syllabus		√	In this case the syllabus of English teacher did not prepare by himself, the English teacher preparation in syllabus he only saw in the English book.

4.	Media		√	The English teacher preparation in this school only used the whiteboard as media of teaching learning.
5.	Source	√		The source of English teacher preparation like English book, and comprehend of the material
6.	Home assignment	√		In this school after teaching learning process the teacher give the home assignment to the students to know the result of teaching learning.
7.	Evaluation	√		In evaluation the preparation of English teacher are the teacher gave some suggestion to the students, to make the students active learning and able to study English.

Source: Data observation.

Based on the observation it could be analyzed, SBC implementation in this school is still minimum. Therefore, in this school the English subject only in the local content because just introduced about environment, people, thing, etc. Evaluation was also used by the teacher to assess how far the preparation, teaching process and the affectivity of teaching experience.<sup>7</sup>

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<sup>7</sup> *Ibid*

According to interview with Mr. Rusmi Habibi, S.Pd.I, the problem that he found in teaching English depended on the students' interest, ability, desire to study English, less of students' listening and speaking ability. Beside that the teacher did not make syllabus. However the teacher graduate from education background, but he said the qualification of SBC in this school is cannot be done, because less of facility and to implementation there is not background from level elementary school that the school using SBC.<sup>8</sup>

Based on the observation, another problem to implement SBC are like media, method, evaluation, process or product, and content. It is also important to recognize that there is a considerable overlap between the strategies listed below. As teachers become comfortable with these strategies several may be very effectively employed simultaneously. Teachers can use a variety of assessments to determine a student's ability or readiness. However, readiness is constantly changing and as readiness changes it is important that students be permitted to move between different groups. Activities for each group are often differentiated by complexity. While there is much to be said about the influence of school cultures and communities on how people think and act as teachers, we will focus for now on teachers. The reality of changing classroom practice is monumental even where there is vision and commitment. As teachers we learn habits and develop rules for the classroom. Much of learning to teach is about learning to make classrooms more predictable, so that we feel that we are in control.

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<sup>8</sup> Interview with Mr.Rusmi Habibi, Thursday, 1-11- 2012.

According to interview with Mr. Rusmi Habibi, S.Pd.I, the strategy of implementing SBC in English lesson is from the first meeting till the last meeting like introduced the material, the planning of teaching English, etc. His problem sometimes used the same media when taught the students like explained the material. The teacher becomes a facilitator, assessor of students and planner of activities rather than an instructor. The problem that he found in teaching English, less of students' listening and speaking ability. Besides, the teacher did not make syllabus.<sup>9</sup> In brief, teacher got much constraint in teach English in classroom because his preparation and teaching process not synchronize at all.

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<sup>9</sup> Interview with Mr.Rusmi Habibi, Saturday, 3-11- 2012