

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data about findings that have been collected thorough the research. It is divided into three parts which include the general description of research location, research findings and discussion. Each part is described as follows:

A. General Description of the Research Location

In this sub chapter the researcher will describe about brief general description of the research location, teaching and learning of English subject in MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin and the last MTsN Banjar Selatan 2 Banjarmasin.

1. MTsN Kelayan Banjarmasin

The first place is MTsN Kelayan Banjarmasin that located on Jl. Kelayan A, Gang Setuju No 4 RT 12, Kelayan Dalam district, Banjarmasin Selatan subdistrict, Banjarmasin City, South Kalimantan Province.

English is one of subjects that is taught in MTsN Kelayan Banjarmasin, and it is also important subject because it is a part of examination subject in middle test or final test at the school. There are two English teachers in MTsN Kelayan Banjarmasin, Mrs. Raudhatun Nisa, S.Pd.I, M.Pd and Mrs. Hj. Ida Sulastri, S.Pd.I. They teach English subject for all grades in MTsN Kelayan Banjarmasin,

Mrs. Raudhatun Nisa only teach in all of seven and some eight grade then Mrs. Hj. Ida Sulastri teach some eight and all of nine grade.

A few years ago, MTsN Kelayan Banjarmasin still use curriculum KTSP but since 2014 year ago the school use curriculum 2013, exactly in first semester of academic year 2014/2015 ago. The English learning and teaching in the school is work well. The students is enough enthusiasm in learning English because the teacher enough creative to make the students enjoy in the process, sometimes the teachers uses cartoon as media in process of teaching, sing a song, etc. But the process of teaching and learning English still lack in some case, like lack in infrastructure, lack in students' books and beside that the some teachers have some complains about implementation of the new Indonesia's curriculum (K-13).

2. MTsN Banjar Selatan 1 Banjarmasin

The location of MTsN Banjar Selatan 1 Banjarmasin in Jalan Bakti Pemurus Dalam, Banjar Selatan. MTsN Banjar Selatan has two locations there are at Jalan Bakti Pemurus and Jalan Mahligai Banjarmasin but the researcher only does research for English teachers in Jalan Mahligai.

English subject is one of important thing in this school because it is one of prime subject in middle and final test that the students have to study it. There are three English teacher that teach English in the school, the first is Mrs. Karmila Yanti, S.Pd, the second is Mrs. Hj. Hertini, S.H, and the last Mrs.Sofa, S.Ag. For

this research, the researcher only does research for two teachers because one of them teach in nine grade that it is not use curriculum 2013 (still curriculum KTSP).

The students is enough like the subject because the English teachers also makes a good relationship with the students to make them closer each other and teachers is also enough creative in teaching English subject. The English teachers often using some media in process of teaching and learning, like using LCD projector, sometimes using poetry, sing a song, etc. Although, they still get some difficulties in learning English subject, like lack in vocabulary, lack in grammar, etc. And English teachers also has some complain when they use curriculum 2013 especially in assessing or evaluating process of the students' score.

MTsN Banjar Selatan 1 Banjarmasin since a few years ago also use curriculum 2013 as curriculum of the school in seven and for use curriculum 2013 for eight grade on this year, although there are some schools back to use curriculum KTSP since Mr. President Jokowi Era exactly in 2015 year. They still use it because they have held the curriculum more one semester and almost the state Islamic Junior High Schools shelter by Minister of Religious Affairs (KEMENAG) still use the new curriculum. But, English teachers in MTsN Banjar Selatan 1 Banjarmasin also has some complains when they use curriculum 2013 at the class especially in assessing or evaluating process of the students' score.

3. MTsN Banjar Selatan 2 Banjarmasin

The third place that the researcher does the research is MTsN Banjar Selatan 2 Banjarmasin that located on Laksana Intan, No 21 RT 12, Pekauman, Pemurus district, Banjarmasin Selatan subdistrict, Banjarmasin City, South Kalimantan Province.

Beside English is one of an important subject in middle and final test of the school. English in MTsN Banjar Selatan 02 Banjarmasin is one of students' favorite subject especially students who learning by using curriculum 2013, because it also enough easy for students to understand the lesson, then the students enjoy in the English subject class, and the English teachers is enough creative. There are 2 English teachers subject in MTsN Banjar Selatan 02 Banjarmasin. There are Mr. Fajar, S.Pd. and Mr. H. Mabruri, M.Pd.

Same with the other schools above MTsN Banjar Selatan 02 Banjarmasin use the new curriculum in Indonesia education (curriculum 2013) but only in seven and eight grade, for nine grade still use curriculum KTSP too. In this school the students' responses about the new curriculum 2013 (curriculum 2013) is good, almost of the students in the school enough like English subject especially in seven and eight grade. They says "the material of English book by curriculum 2013 is enough easy and it is not more complicated than the curriculum before". But the school still get some the difficulties in process teaching and learning English, like lack of students' book especially curriculum 2013's book for eight

grade, lack in media for doing implementation curriculum 2013, and the teachers also get the problems in using the curriculum (K-13).

B. Research Findings

Research findings in this explanation are got by observation and interview techniques. For observation technique, the researcher makes one observation sheet for teachers to know how the assessing process of curriculum 2013 by English teachers. For interview technique, the researcher makes interview guide to ask the teacher about the things that have relationship with curriculum 2013 especially in their problems and effort to solve them. Observation and interview techniques has been held for two months, from November 30th 2015 until January 30th 2016. For observation the writer had observed each teachers one times when they taught in the class, so for five English teachers the writer had to observe five times.

Based on the technique of data collection in Chapter III, to get the information that related with this research, the researcher observes the English teachers subject that got some problems in assessing process of students' attitude aspect (Social and Spiritual) by curriculum 2013 at The State Islamic Junior High School (MTsN) in Banjarmasin city (MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin, and MTsN Banjar Selatan 2 Banjarmasin).

All of the English teachers observed in this research are the teachers who teach at seven or eight grade that used curriculum 2013 in English subject. The Researcher uses an initial for each to be A, B, C, D, and E to call the English teachers who become the subjects of this research in all The State Islamic Junior High Schools (MTsN) in Banjarmasin city (MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin, and MTsN Banjar Selatan 2 Banjarmasin).

1. The process of English teachers assessing students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016.

The first problem of statement is how the process of English teachers assessing students' spiritual and social attitude at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016 is. The researcher uses two technique of data collection to answer the first statement. The first is observation technique that use observation sheet during teaching and learning process in the class and the second is interview to the English teachers. According to the result of this research by researcher, there are some findings in answering that problem statement and the researcher also got any aspects that are evaluated by the English teachers to the students.

Based on the result of the observation sheet when the English teachers teach the students in the class, there are some steps to do evaluation or assessment for the students' score by using observation of curriculum 2013.

The first step or process before the teachers does evaluation for students' score in assessing process by teachers' observation or get the score by self-assessment and peer assessment from the students. The teachers prepared the instrument of assessing in curriculum 2013 or observation sheet for the students' score (teachers' observation, self-assessment and peer assessment). The teachers bring the students' observation sheet on their subject during the teaching process and learning process in the class.

The second step in assessing process of students' spiritual and social attitude in curriculum 2013 is by observation to the students in the class. During the teaching process and learning process in the class the teachers does evaluation about the students' scores, it don't use a test or assignment but only by doing observation for every student in the class or the English teachers give the students self-assessment sheet or peer assessment sheet for they fill it.

The third step is doing assessment by the teacher. In the last step after the teacher did observation to the students in the class, the teachers filled in the observation sheet to know and gave students' attitude scores especially about students' spiritual and social attitude or the teachers ask to the students to filling the self-assessment sheer and peer assessment sheet.

According to the result of the interview with the English teachers in The State Islamic Junior High Schools / MTsN in Banjarmasin (MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin, and MTsN Banjar Selatan 2

Banjarmasin). The assessing process to evaluate students' spiritual and social attitude in curriculum 2013, TA says, "do the assessing process with journal and observation". Then TC says "the assessing process of students' spiritual and social attitude in curriculum 2013 is with doing observation to the students directly, during process of teaching and learning in the class" and "do assessment with using observation to the students, after that to get the students' score is from self-assessment and peer assessments from the classmate" TE says.

More detail TB says "monitored / observed by teachers as a representation of the assessed attitudes. In other words, it can be observed at the time of the teaching and learning process". TD says "the process is with using observation directly against to the students in the class and using peer assessments".

Then the researcher also got any aspects that are evaluated by the English teachers to the students. For the aspects of spiritual attitude, there are some aspects that English teachers does as an evaluation usually, they are praying, running the worship on time, and care for the environment.

Praying activities in spiritual attitude is an activities from the students in the class that will start the lesson in the beginning and stop the lesson in ending by teachers' command, for example like saying "*basmallah*" before start the lesson and saying "*hamdallah*" to close the lesson, etc. the running worship on time is students' activities in doing their worship on time when the time is coming and does it together with the others, for example doing dzuhur praying on the time in

school mosque together with other teachers and students. And the last, care for the environment is students' attitude in keep clean and maintain their environment especially in the school environment, for example don't dump trash anywhere, etc. In other opinion of some English teachers "the aspects of spiritual attitude and the aspects of social attitude are related each other. Because in spiritual or religion also teach to respect for other people, honest, care, and social awareness so for those aspect the teachers also can get the students' score in the aspects of spiritual attitude".

For the aspects of social attitude, there are some aspects to be evaluation by English teachers usually. There are honest, confident, discipline, and responsibility. Honest aspect is trustworthy behavior in word, action, and jobs. For the example is the students doesn't cheat in exams, not being plagiarism etc. Then, confident is a mental or psychological condition is someone who gives a strong belief to do or act, for example is the student Argue or engage in activities without hesitation, can make decisions quickly, not awkwardly in the act, etc.

Discipline aspect in social attitude is an action that demonstrates the behavior of the orderly and obedient at various conditions and regulations, for the example is come on time, obey the rules etc. the last is responsibility aspect is the attitude and behavior of a person to perform the duties and obligations, which he should do, towards oneself, society, environment (natural, social and cultural), country and God Almighty. For the example is the students implement the individual tasks

well, accept the risk of the action being performed, return when they borrow the item, etc. those are the aspects of spiritual and social attitude that evaluated by the English in teachers in assessing their students' score.

According the result of the observation and the interview, the researcher gets information about the assessing process students' attitude aspect (spiritual and social attitude) that the process is done during process of teaching and learning in the class and how the English teachers does the assessment and any aspects of spiritual and social attitude which to be evaluation by the English teachers. The process of English teachers assessing students' spiritual and social attitude of Curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016, there are three steps in assessing it and some ways to do it.

The first is the English teachers prepares the instrument of assessment by using curriculum 2013 (teachers' observation sheet, self-assessment and peer assessment), the second is doing evaluating with observation or gives the students the self-assessment sheet and peer assessment sheet to evaluate their friends. And the last is give the score to the students with fill in the observation sheet during in process teaching and learning at the class or asks the students to fill the self-assessment sheet and peer assessment sheet, beside that the teacher can use journal.

And the researcher also get the data of any aspect in assessing process of spiritual attitude and social that become evaluation from the English teacher. There are praying, running the worship on time, and care for the environment, respect, honest, and social awareness for spiritual attitude and also honest, confident, discipline, and responsibility aspect for social attitude.

2. Problems are faced by English teachers in assessing the students' spiritual and social attitude of Curriculum 2013.

The second problem of statement is problems faced by English teachers in assessing students' spiritual and social attitude of curriculum 2013 are. The data collected through interview with the English teachers from The State Islamic Junior High Schools / MTsN in Banjarmasin city (MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin, and MTsN Banjar Selatan 2 Banjarmasin) about the teachers' problem in assessing students' spiritual and social attitude of curriculum 2013 during do the process in the class. And the English teachers get some problems when they teach English with using curriculum 2013.

According to result of the interview, TB says "there are so many assessing columns that should be filled by the teacher to evaluate all of the students" and sometimes the teacher more focus on students' knowledge aspect because the students' attitudes will change anytime", TA says "one teacher will get hard to observe all of the students in the class because their limited ability on full observation". And TC says about the problems "I find some trouble in assessing it

is because the aspects of the assessment is a bit tricky especially for an old teacher like me and it's pretty difficult as well as lack of time to observe the students”.

Teacher D (TD) says “I faced problems when I do assessing process, it is lack in infrastructure to application of teaching or learning style uses curriculum 2013, so sometimes the teacher still using curriculum KTSP in teaching and learning although for the assessing process they use curriculum 2013, then the teacher get trouble because still hard to ask the students one by one about their classmate because the students still get difficult for assessing their classmate, and lack of time in observing the students’ attitudes (social and religious).” And almost same with TB above, TE also says “there are so many criteria or categories who have to be evaluated by the teacher from both of the aspects so it can spend more the time only in assessing process and there are so many students in the class that should I observe with one by one so need more time”.

Based on the result of the interview above, the English teachers get some problems in doing assessment about students’ spiritual and social attitude during using curriculum 2013 in the school. The problems are that the evaluating process will be hard and not effective, efficient and also the validity of the students’ score will be confused.

According to the result, the Problems are faced by English teachers in assessing the students’ spiritual and social attitude of Curriculum 2013 are lack of the time to observe the students, for a teacher is hard for observing all of the students or so many students to observe one by one, the assessment is so many

columns or so complicated to evaluate cause spiritual and social attitude has many aspect in evaluation, then the students still get hard in assessing their classmate especially in attitude aspect (spiritual and social attitude).

3. The English Teachers' efforts to solve the problems in assessing students' spiritual and social attitude of curriculum 2013.

The third problem of statement is the English teachers' efforts to solve the problems in assessing students' spiritual and social attitude of curriculum 2013. According to the result of the interview from the English teachers in the State Islamic Junior High Schools (MTsN) in Banjarmasin city that using curriculum 2013 especially in the schools that be the location of this research. They get some problems in assessing process students' attitude aspect (spiritual and social attitude), so the teachers should have the way out of those problems or teachers' effort to make the teacher easier in doing assessment. Based on the interview the five of English teacher have some efforts to solve it.

TA (teacher A) says "by recognizing the characteristics of the students in the class but not only when teaching and learning activities, but also outside of the teaching and learning activities and the assessment by their classmate". TB's efforts to solve them based on she said "to get students' score about attitude aspect (spiritual and social attitude) is by doing more observation in the class and asking to the students to know about their classmate attitude in the class or out of class". Then TC says "to solve the problems I make it simple in the assessment or the assessing process students' score".

And from other teacher, TD says "to solve the problems is by way of a more intense approach to the our students, comparing my assessment with other teachers, and do more observations." And the TE says "to make me easier in assessing process or my effort in solve the problem is for the first I will make it simple with doing evaluation once a month or on middle and final test, and also I ask to the other teachers about the students that I will give score then asking to the students about their classmate attitude in the school".

According to the result of the interview above, the researcher get some information about teachers' efforts to solve the problems or troubles in assessing process students' spiritual and social attitude of curriculum 2013 in the class. The efforts is so very helpful in assessment process students' score especially for curriculum 2013 and the efforts will be the way out or a tips for other teachers that got some problems or same troubles in using curriculum 2013 too.

Base on the explanation above, the teachers' efforts are by recognizing the characteristics of the students, doing more observation, do more intense approach to the students, asking to the students about their classmate, comparing the result of assessment or asking to the other teachers about the students' attitude not only when teaching and learning activities taking place, but also outside of the teaching and learning activities in progress, and make the assessment be a simple like doing evaluation about students' attitude aspect (spiritual and social) once a month or on middle and final test only.

C. Discussion

After the writer presented with collected and edited data, the writer analyzes data as follows:

1. The process of English teachers assessing students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016.

In the manual book curriculum 2013 for the teacher (teachers' handbook for 7 class and 8 class) in part of evaluating the students. Especially the English teacher to evaluate the students in the class and give scores to their students. There are some steps and some ways to do the assessment, among there are by using the task, teachers' observation, portfolio, self-assessment and peer assessment from the students' classmate.

the assessing process of students' spiritual and social attitude of curriculum 2013 in some State Islamic Junior High Schools (MTsN) in Banjarmasin city especially in the three schools. They have three steps with some techniques to do the assessment.

The first is the English teachers prepares the instrument, the second is doing evaluating, and the last is giving scores. And the techniques are observation by the teachers with filling the sheet (teachers' observation sheet, self-assessment sheet, and peer assessment sheet) beside that the teacher can use journal. It showed almost all of the process or technique in handbook is used by the English teachers.

So based on the result of this research and compared with teachers' handbook, the English teacher in some State Islamic Junior High Schools (MTsN) in Banjarmasin city have understood about apply the curriculum 2013 or how to assess the students' spiritual and social attitude in the class that using curriculum 2013 is.

2. Problems are faced by English teachers in assessing the students' spiritual and social attitude of Curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016.

Everyone will always get the problems when do something new or still lack in understanding something, and sure in process teaching and learning. And the problems can be caused by the internal factor (teachers' themselves) and the external factor (the environment, the students, the education systems or program, the media, the schools, etc). The teacher will get some the problems in teaching the subject or the students will get hard or some problems in learning process at the class.

And based on the title of this research, the all of English teachers that have interview by the researcher, then the teachers that using curriculum 2013 have some problems in assessing process students' spiritual and social attitude (attitude aspect of curriculum 2013). Those problems makes teacher hard in give the scores to their students and makes the scores is not valid yet.

The problems that the English teachers get in evaluate their students are lack of the time in observation, it is so hard to observe all of the students by 1 teacher, the assessment is so many columns or so complicated, then the students still get hard in assessing their classmate especially in attitude aspect (spiritual and social attitude).

If we look on the result above, almost the problems are caused by complaining to the implementation of new curriculum (educational program), it is appropriate with Mrs. Roestiyah's Book "*Masalah Pengajaran sebagai Suatu Sistem*" pages 77-84.

3. The English Teachers' efforts to solve the problems in assessing students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016.

Every troubles or every problems in this world has the efforts to solve them as a way out or the solution to make them easy and minimize the mistakes. And also the teachers' problems in the school when they teach one subject at the class, especially the teachers' problems in assessing process of students' spiritual and social attitude (attitude aspect of curriculum 2013). They should know the solution or their efforts to solve the problems because with it they will make the process be easy and get the score validly.

The English teachers' efforts to solve those problems are by recognizing the characteristics of every students in the class, doing more observation in the class,

doing more intense approach to the students because with it the students will share about their activities, character, and themselves, asking to the students about their classmate beside using peer assessment sometimes teachers ask their students about their classmate to get the information more about their students too, comparing the result of assessment between a teacher and other teacher to get the valid data about students' score.

After that with asking to the other teachers about the students' attitude not only when teaching and learning activities at the class but also outside of the teaching and learning activities in progress, and the last is making the assessment be more simple than usual because it is so complicated for the teachers to observe all of their students in the classroom, and the example is doing assessing the attitude aspect once a month or when doing middle test of final test.

From the English teachers efforts to solve the problems above the English teachers make the students' score valid with those ways. So that, it is easier for the teachers to assess their students or to evaluate students' spiritual and social attitude in applying new curriculum in Indonesia's education (curriculum 2013).