

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Finding**

This chapter explained the findings based on observation, interview, and documentary. The observation, interview, and documentary answer the statement of problems which consist of : The first problem statement was about what kinds of media used by English teachers' at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan) and the second problem statement was about What are the English teachers' problem in using media in the classroom while teaching English at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan).

To collect the data related to the first problem statement, the data would be analysis from the result from observation and to collect the data related to the second problem statement, the result from interview would be analysis. The observation was conducted on 28<sup>th</sup> April 2016 until 16<sup>th</sup> June 2016. The interview was conducted on 17<sup>th</sup> June until 18<sup>th</sup> June 2016 and documentary was conducted on 18<sup>th</sup> June 2016.

This chapter then explained the finding based on the data that found in the field (come directly to the school). The first finding was about observation and it was done 7 (seven) times observation in the class X with teacher A and 7 (seven) in the class XI with teacher B, while the English teacher in the classroom. Based on observation there are kinds of the media that used by English teachers' while teaching English.

1. What kinds of media used by English teachers' at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan).

To know about kinds of media used by English teachers' at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan). For more detail data information, the data can be saw in the table below.

Table 4.1. Media used by English teacher A in class X

No	Day/Date	Class	Material	Media Used
1	2 <sup>nd</sup> May 2016	X	Tenses/speaking	Teachers' Books
2	9 <sup>th</sup> May 2016	X	Review Tenses/speaking	Teachers' Books
3	16 <sup>th</sup> May 2016	X	Complete a song lyrics Listening	Sound Speaker
4	23 <sup>th</sup> May 2016	X	Translated a song lyrics/ /writing	LCD Projector
5	30 <sup>th</sup> May 2016	X	Translated a News/ writing	LCD Projector
6	6 <sup>th</sup> June 2016	X	Narrative text/Reading	LCD Projector
7	13 <sup>th</sup> June 2016	X	Guessing game/speaking	Teachers' Books

Based on the observation result in table 4.1 with English teacher A in class X, in first observation, the English teacher used teachers' books as media in teaching tense material with speaking skill, and in the second observation the English teacher used teachers' books as media in teaching English with the same material (tense), in the third observation the English teacher used sound speaker as media in teaching listening skill with complete a song lyrics material, in the fourth observation the English teacher used LCD projector as media in teaching writing skill with translated a song lyrics material, and in the fifth observation the English teacher used LCD projector in teaching writing skill with translated a news material, and then in the sixth observation the English teacher used LCD

projector as media in teaching reading skill with narrative text material, and at the end of observation the English teacher used teachers' books in teaching speaking skill with guessing game material.

At first observation on 2<sup>nd</sup> May 2016 with English teacher A in class X, the English teacher used teachers' books as media in teaching tense material with speaking skill, where there the English teacher asked students directly in the class, the English teacher asked students to make a sentences by used one tense and then the other students would be change that tense with tense would be gave by the English teacher and so on until students got their turn.

At the second observation on 9<sup>th</sup> May 2016 the English teacher used teachers' books as media in teaching English with the same material (review tense), at the second observation the English teacher reviewed again about tense because the students less understood about tense, and then the English teacher explained in detail about tense and kinds of tense, after the English teacher finished to explain about tense, the English teacher asked students again to make a sentences used a tense which gave by from English teacher and the other students corrected the sentences whether the sentences was appropriate with the tense or not.

At the third observation on 16<sup>th</sup> May 2016, the English teacher used sound speaker and LCD projector as media in teaching listening skill with complete a song lyrics material, in teaching learning process the English teacher used sound speaker as the media where the English teacher asked students to listen carefully

since the song just play for three times, and for the fourth time all students one by one completed and spelt the correct word in the blank song lyrics.

At the fourth observation on 23<sup>th</sup> may, the English teacher used LCD projector as media in teaching writing skill with translating a song lyrics material. At this learning process time the English teacher presents a song that lyrics was long enough and did not had much repetition word. To warm up before starting the translation activity the English teacher asked all the students to sing the song together and the English teacher displayed the song lyric on LCD projector, after finished singing the English teacher asked her students to translated the song lyrics into bahasa.

At the fifth observation on 30<sup>th</sup> May 2016, the English teacher used LCD projector in teaching writing skill with translating a news material. In this session the English teacher displayed a news about the sophistication of the technology today in the LCD projector, where the students asked to read over and over again to understood about the meaning which contained in the news, so that way can help students to be good translator because they already had a basic understanding of the meaning from the news.

At the sixth observation on 6<sup>th</sup> June 2016, the English teacher used LCD projector as media in teaching reading skill with narrative text material, narrative text was a material which interesting enough to be taught and at the learning process the English teacher chose stories about the beauty and the beast. Then the English teacher asked students to read this story slowly by looking at the spelling,

here students asked to read this stories alternately and one student was only required to read one paragraph and then followed by other students.

The last of observation was on 13<sup>th</sup> June 2016, with teacher A in class X, here the English teacher used teachers' books in teaching speaking skill with guessing game material. Students in this class was very enthusiastic when the English teacher told them about their material today that was guessing game, in this teaching process the English teacher showed the class some of picture games in the book and explained to students about that picture, unlike the students expect because they could not directly involved in the guessing games because the English teacher just only used book and did not involved students directly in guessing games so students sat silent and listened to an explanation from the English teacher.

Table 4.2 Media used by English teacher B in class XI

No	Day/Date	Class	Material	Media Used
1	4 <sup>th</sup> May 2016	XI	(Past continuous tense )when and where/speaking	Teachers' books and LCD projector
2	11 <sup>th</sup> May 2016	XI	Give a conclusion in harry potter movie/writing	Sound speaker and television in language laboratory
3	18 <sup>th</sup> May 2016	XI	Expressing like or dislike/speaking	Cartoon with some word
4	25 <sup>th</sup> May 2016	XI	Expression opinion/ speaking	LCD Projector
5	1 <sup>st</sup> June 2016	XI	Translated narrative text/writing	Printed materials
6	8 <sup>th</sup> June 2016	XI	Find some news about sport in the magazine and presented in the front of class/ speaking	Magazine
7	15 <sup>th</sup> June 2016	XI	Speech/speaking	Teachers' books

Based on the observation result in table 4,2 with English teacher B in class XI in first observation, the English teacher used teachers' books and LCD projector as media in teaching speaking skill with when and where material, in the second observation the English teacher used sound speaker and television in language laboratory as media in teaching writing skill with gave a conclusion in Harry Potter movie material, in the third observation the English teacher used cartoon as media in teaching speaking skill with expression like or dislike material, in the fourth observation the English teacher used LCD projector as media in teaching speaking skill with expression opinion with material, and in the fifth observation the English teacher used printed material as media in teaching writing skill with translating narrative text material, and then in the sixth observation the English teacher used magazine as media in teaching speaking skill with found some news about sport in the magazine and presented in the front of class, and at the end of observation the English teacher used teachers' books in teaching speaking skill with speech material.

At the first observation on 4<sup>th</sup> May 2016, the English teacher used teachers' books and LCD projector as media in teaching speaking skill with past continuous tense (when and where) material, in this teaching learning process the English teacher at first gave some examples of past continuous tense which displayed on LCD projector and then gave some explanation about past continuous which had in the teacher book, after explaining the English teacher provided opportunities to his students to asked if they don't understood and if they

need the other example, after it all the English teacher asked students to give an example about past continuous tense.

At the second observation on 11<sup>th</sup> May 2016, the English teacher used sound speaker and television in language laboratory as media in teaching writing skill with gave a conclusion in Harry Potter movie material, at this time learning the English teacher invited students to study in language laboratory, where there the English teacher used television and sound speaker as media, in that room the English teacher turn on the television and connected the sound speaker with the television and then the English teacher played Harry Potter movies that has been cut shortly by the English teacher where only took an important part only, that movie played until 3 times and the English teacher asked students to find and wrote some important message from that movie.

At the third observation 18<sup>th</sup> May 2016, the English teacher used cartoon as media in teaching speaking skill with expression like or dislike material, in this teaching learning process the English teacher provided some cartoon with several different expression. There English teacher explained first about the learning material than gave some example, after that the English teacher asked students to give students opportunity to come forward in pairs then gave an example through a conversation by used cartoon.

At the fourth observation on 25<sup>th</sup> May 2016, the English teacher used LCD projector as media in teaching speaking skill with expression opinion with material, on LCD projector English teacher showed some example of expression opinion and how to express that opinion as it should be, after finish gave example,

the English teacher then asked students to work in group to did expression opinion, where in group all students had the same opportunity to did it.

At the fifth observation on 1<sup>st</sup> June 2016, the English teacher used printed material as media in teaching writing skill with translated narrative text material, in this learning process the English teacher provided printed material for students, at first the English teacher told students about their material today, then the English teacher showed an example of narrative text followed by explained material, there the English teacher also described the contained elements in narrative text. After students understood the material today, then the English teacher gave the printed material (narrative text) to every students, the English teacher asked students to worked individually to translated that text into bahasa, after finished the translated individually, the English teacher then combined a few students into one group and within that group all students was asked to share their difficulties and in which parts are considered the most difficult.

At the sixth observation on 8<sup>th</sup> June 2016, the English teacher used magazine as media in teaching speaking skill with found some news about sport in the magazine and presented in the front of class, at this time learning the English teacher used magazine as media in teaching English, where there the English teacher brought some magazines and gave to students, the students distributed first into several group, then the English teacher explained about the material and asked students to found some news about sport where each group would looked for a different news about sport.



The last of observation with English teacher B in class XI was on 15<sup>th</sup> June 2016, the English teacher used teachers' books in teaching speaking skill with speech material. Material today is about speech where the English teacher explained the material first, then asked students who wants to come forward to gave an example of how to speech well, after a student gave an example how to speech, the English teacher gave an example again where there the English teacher gave an example with the intonation, language style and faced expressions. Then the English teacher asked students to come forward one by one to speech.

Based on the observation above can be saw kinds of media used by English teacher are variation enough, media used different between teacher A in class X and teacher B in class XI. Media chose based on the gap material that would be taught and had believed that the media used was suitable and able to support the successfull of that material.

The second finding was based on interview, where the data about teachers' problem in utilizing instructional media in teaching English at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan) found from interview with English teachers and it was done 1 (one) time with teacher A in the class X and 1 (one) time with teacher B in the class XI while the English teacher in the classroom. The interview was done on 17<sup>th</sup> June until 18<sup>th</sup> June 2016.

2. What are the English teachers' problems in utilizing instructional media in teaching English at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan).

To know the English teachers' problem in utilizing instructional media in teaching English, the result getting from interview, where there writer asking the same question for English teacher A in class X and English teacher B in class XI and in this case both of English teachers has same problem in utilizing instructional media in teaching English, that can be seen below:

Madrasah Aliyah Negeri Laung Tuhup has two (2) English teachers where both of them graduated from English education which has a basic requirement to become an educators. English teacher A in class X graduated from Antasari State Institute for Islamic Studies and Teachers Training English Education Department Banjarmasin and English teacher B in class XI graduated from English Department Palangkaraya University.

The English teachers' problem in utilizing instructional media in teaching English getting from interview question no 10 (ten) where the question is what are your problem when you use media in teaching?. In this question English teacher A and English teacher B has same answer that is:

The English teachers answer for question no 10 (ten), the English teachers experience that she/he did not has much time to make a lot of media and it was waste of time , and there is no budget for the media of their own, like the English teachers wanted to make pocket chart, first the English teachers must buy cardboard, plastic sheeting, cards and that hefty costs, and then the English

teachers move to the new material and they had make other media also and to buy the materials for make the media the English teachers took a far enough way to get it. Consequently the English teachers there chose to use the media which provided in the schools such as whiteboard, LCD projector, and teachers' books.

## **B. Discussion**

The data has been collected from the observation, interview and documentary are processed and presented on the table and described in findings. Then the data also need was analyzed and reported based on the order of issues that had introduced earlier in this study. The discussion would be also divided in two parts based on problem statement in previous chapter:

The first problem statement was about what kinds of media used by English teachers' at Madrasah Aliyah Negeri Laung Tuhup (Central Kamlimantan) and the second problem statement was about What are the teachers' problem in using media in the classroom while teaching English at Madrasah Aliyah Negeri Laung Tuhup (Central Kamlimantan). For further description, is known from analysis below:

1. What kinds of media used by English teachers' at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan).

From the observation, in teaching and learning process, previously teachers always prepared what she/he need for teaching English in the class room by using some media in teaching English. Before starting teaching and learning

process, the English teachers prepared learning material which she/he need in teaching learning process, learning goal and students condition.

English teaching media are very important to help students acquire new concepts of the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when chose media. In this discussion will show kinds of media used by English teacher teachers at Madrasah Aliyah Negeri Laung Tuhup (Central Kalimantan).

Based on the finding, can be saw from the observation it was done 7 (seven) times on 2<sup>nd</sup> May until 13<sup>th</sup> June2016, where the English teacher A in class X wore some kinds of media in teaching English, the media as follows: teachers' books, sound speaker and LCD projector, During the 7 (seven) meetings with different materials. English teacher A in class X used the same repeatedly media where 3 (three) times used teachers' books, 1 (one) time used sound speaker and 3(three) times used LCD projector. English teachers A in class X chose to utilized media which existed in the classroom or provided by the school, where the media has been installed permanently.

Unlike the English teacher A in class X in used of media in teaching English, where English teacher B in class XI more varied in used media, can be saw from the finding that the results of observations conducted from 15<sup>th</sup> May until June 4<sup>th</sup> 2015, where the kinds of media used by English teachers B in class XI while teaching English was teachers' books, LCD projector, sound speaker, television, cartoon, printed material and magazine.

It concluded from the results that the English teacher B in class XI used different media on every meeting where the media be selection first to adapted with the material which taught by English teacher B in class XI. English teacher B in class XI was not only used media which provided by school but also took advantage of other media that can be used to improve the material that would be taught.

2. What are the English teachers' problem in utilizing instructional media in teaching English at Madrasah Aliyah Negeri Laung Tuhup ( Central Kalimantan).

Problem statement no 2 (two) the data getting from interview with English teachers A and B with 10 (ten) question. In the interview the English teacher A in class X and English teacher B in class XI has some answer which can be seen in findings and analyzed in discussion as follows:

The English teachers there has same reason to their problems in using media, in this case English teachers does not has sufficient time to make media and also to make the media is not easy for teachers, the English teachers here also has the other thing to do, by making fairly complicated media would be a waste of time, and the cost used to make the media is also a cost incurred by their own.

Schools does not provide special funds for the media which made by the teacher concerned, the school also does not provide a enough media that can be used to support the material being taught.

So the problem here are the English teachers (1) English teachers does not has enough time to create a media, (2) there is no special funds for the manufacture of varied media (3) school does not provide enough media which can be used to support learning process.

English Teachers' at Madrasah Aliyah Negeri Laung Tuhup has problem as outlined in Wibowo theory which related the description in no two (2) and five (5) can be saw in chapter II. Teaching is not easy thing for most people, the teachers educational background influences their profession as educator. Being a teacher is not easy, being a teacher not only master in teaching and learning method and techniques, but also should has wide knowledge in many aspects, such as; how is use of media, how to manage the time and how to control classroom. Has appropriate education background does not guarantee that one can carry out their duties as well as possible. Like case in this school the English teachers already has a education background which suitable to be educators, but English teachers here can not start the learning process is very attractive for students in accordance with the development era, that is the used of media. Beyond that school should has facilities of media which needed by English teachers in teaching learning process, has enough media in school can support students increased interest in learning, students will study well and teaching learning process also will be more effective.