

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher explains about the implementation of English day in MAPK Martapura Academic year 2018/2019. The researcher uses three instruments observation, interview and questionnaire for gathering all information below.

1. The implementation of English Day in MAPK Martapura Academic Year 2018/2019

The researcher came to the school and met the official of MAPK Martapura and asked to the official MAPK Martapura to clarify that English day was implemented until now. After that, the researcher was known with caretaker of the student that called as Mahkamah, and made a promise to determine the next observation.

The first observation, the researcher came to class and observed the class about implementing English day. The students spoke English among them except another people that not the students of MAPK Martapura, they used Bahasa or Banjaris. Researcher met caretaker to explain how to the implementation English day in MAPK Martapura. Caretaker explained to the researcher that English day in MAPK Martapura was implemented for 3 days, English day starts from Monday, Tuesday and Wednesday. This was a rule for the students to communicate using English with other students, caretaker, and

English teacher. There was a punishment for the students who did not apply English. The punishment was memorizing three vocabularies and the sentences or memorizing Alquran ½ sheet. English teacher evaluates the student who memories vocabularies and the sentences whereas caretaker evaluates the student who memories Alquran ½ sheet. MAPK Martapura applied English day to develop students comprehension in learning English. The detail about time schedule and place about this program displayed in table 4.1.

Table 4.1. English Day Program Activities in MAPK Martapura

No.	Day	Place	Activities
1	Monday	Class and Domirtory	Daily activities in English, Qoran translation or thematic discussion
2	Tuesday	outside	Daily activities in English or thematic discussion
3	Wednesday	Class, terrace mosque, and Domirtory	Daily activities in English

Based on the result of the observation of MAPK Martapura on 26th September, 2018. The teacher give activities in the class room for this day. The activity is called “Salad Bowl”. For this activity, teacher tells everyone to think of a person, place or thing and write it down on a piece of paper. Collect the pieces of paper and mix them around in a big bowl. Then, divide the club into two teams. Each team then takes turns having one person go to the front of the room to take a piece of paper. The person must then describe the word to other team members. As soon as a team member correctly guesses the word, the

person then selects another word from the bowl. Each team has 30 seconds to guess as many words as possible.

In this activities researcher observed students. All of student applied English day well without spoke Bahasa. They has actived to do the activities but researcher saw some students like difficulties to spoke English based on the activities. Although the students have problems but they kept the explaining what they meant without used Bahasa. There were some students used body language and some another students utilized dictionary, because not all of the students have sufficient vocabulary.

On 9th October, 2018. Researcher came to dormitory and observed at 14.30 PM – 16.30 PM. They implemented English day like in the class, but they were not as active as in the class. The students often silence and only some students that communicated like greeting. They were more use time for rest like eating, sleeping, and there were the students reciting Alquran. Then after Ashar pray the caretaker has task for improved the students vocabulary. Students had to submit their draft to the lecturer and friends at least one day before the discussion was held. This gave the lecturer and friends enough time to read and give comments on the draft. Seven students submitted their draft on time and one student submitted her draft at the metting time.

The discussion was attended by all dormitory members to listen eight students presented their essay. This meant that all students listed in the schedule participated in the tematic English Day. During the discussion, every participant

presented his first assignment on speaking a *process essay* or a *'how to' essay*. The presentations were done in turn. Each student read his draft and the other students listened then gave comment related to the content and purpose. Based on content and purpose, most students' presented met the criteria of the given assignment. The students' essays were titled How to Make Cheese Omelet, How to Make Chocolate Cake With Strawberry Cream, How to Make Dawet Ayu Ice, Blood Type Diet, How to Make A Free Yahoo E-Mail, How to Increase Your Height, How to Burn MP3 Files, and How to Study English Truly. The essay entitled How to Make *Dawet Ayu* Ice was a good process essay, but at the presentation session, the writer said that she never tried to make Iced *Dawet Ayu* he got the recipe from the internet then translated it into English

The students spend their time having discussions by sitting on the floor without any chairs (as there are no chairs) in the area next to the mosque. The discussion lasted for one hours from 15.30 until 16.30. However, the students were still motivated and enthusiastic about the discussion. This was indicated by their active participation for an hours.

Based on the result of the observation of MAPK Martapura on 22th October, 2018. Based on the English day schedule before they will discuss about milenial activities in different group. There should have been five students in group A will presented their discussion before. But only four students submitted their draft one day before the English day thematic time held. The discussion was attended by all members dormitory to listen the presentation of four students.

During the discussion, every participant shared his *process essay* or a “*how to*” *essay*. Each student presented the essay by explaining the main points of their essays. Based on the aspects in focus (content and purpose), two students’ essays did not meet the criteria of the given assignment, and the other two students had to make many revisions. The students’ essays were titled How to Make Chicken Tikka Masala, The Causal Factors and How to Treat and Prevent Acne, How to Be A Clever Student, and How to Anticipate The Existence of Virus in A Computer. Of the four titles, two essays entitled How to Be A Clever Student and How to Anticipate The Existence of Virus in A Computer met the assignment criteria. The essay entitled How to Make Chicken Tikka Masala was a good process essay, but in the presentation session, the writer said she got the recipe from a magazine then translated it into English. As this was plagiarism, it was not accepted. The essay titled The Causal Factors and How to Treat and Prevent Acne was too broad because it presented three big ideas, the causal factors of acne, how to treat acne, and how to prevent acne. The essay needed to be narrowed and focused on one idea that is, how to treat acne or how to prevent acne. By the end of the conference, the students got their drafts back and were given a chance to revise their work. The revised work had to be submitted to the lecturer the following day. All four students submitted the revisions on time.

Based on the schedule of next English day, there should have been six students in group B. They had to submit their draft to the lecturer and friends at least one day before the conference was held. This gave the lecturer and friends

enough to read and give comment on the drafts written by the students. Only two students submitted their drafts on time; the other four students did not submit the essay draft before the conference. The conference was attended by only five students; one student did not participate. During the conference, every participant presented his first assignment on speaking a process essay or a “how to” essay. The presentations were done in turn. Each student read his/her draft and the other students listened; then gave comments related to content and purpose.

Based on the aspects in focus (content and purpose), the students' essays did not meet the criteria of the given assignment. The students' essays were titled The Scenery of National Examination 2018, How to Know about Sabyan Nasyid group, Sport in Our Life, How to Be an Educated Student, and Get Your Motivation. Among the five titles, only one essay which was a how to essay, it was How to Be an Educated Student. The other four titles were not accepted as they were not based on to the assignment. The Scenery of National Examination 2018 and How to Know about Sabyan Nasyid Group were descriptive essays, Sport in Our Life was an explanation essay, and Get your motivation was a confusing essay. It talked about the meaning of motivation and kinds of motivation, only the last paragraph showed how to get motivation.

By the end of meeting, the students got their drafts back and were given chance to revise their work. The revised work had to be submitted to the lecturer on the following day. Of the five students attending the conference, only one

returned her revised work on the following day. Two of them returned the revision the following week, and the rest did not submit any revisions.

In group C students had to submit their discussion draft to the lecturer and friends at least one day before the conference was held. This gave the lecturer and friends enough time to read and give comments on the draft. Seven students submitted their draft on time and one student submitted her draft at the conference time. The conference was attended by eight students. This meant that all students listed in the schedule participated in the conference. During the conference, every participant presented his / her first assignment on speaking *a process essay* or a *'how to' essay*. The presentations were done in turn. Each student read his/her draft and the other students listened then gave comment related to the content and purpose.

Based on content and purpose, most students' essays met the criteria of the given assignment. The students' essays were titled How to Make Cheese Omelet, How to Make Chocolate Cake With Strawberry Cream, How to Make Dawet Ayu Ice, Blood Type Diet, How to Make A Free Yahoo E-Mail, How to Increase Your Height, How to Burn MP3 Files, and How to Study English Truly. The essay entitled How to Make Dawet Ayu Ice was a good process essay, but at the presentation session, the writer said that she never tried to make Iced Dawet Ayu.

By the end of the conference, the students got their drafts back and were given a chance to revise their work. The revised work had to be submitted to the

lecturer on the following day after the conference. Four students submitted the revisions on time and the other four students submitted a day later (two days after the conference).

Beside that researcher came to the school for the next observation. researcher tried to observe in the class and researcher got the same result, researcher tried again to observe in the dormitory and the same result too. So, it was making the researcher wanted trying to observe in the another place like library and canteen. When researcher observed in the library the students looked calm generally. Although there were some students that communicated and they were still using English language. researcher tried to move canteen and wanted know what the students were still using English day in the canteen. When researcher observed them, almost all of them still used English language but there were some people who slip Bahasa while speaking English and they were out of control of Mahkamah.

2. The Students Response of The Implementation of English Day in MAPK Martapura Academic Year 2018 / 2019

Based on the results of interviews that the researchers did, Students' Response towards the Implementation of english day in MAPK Martapura was positively, and to find out more students' responses to the implementation of English Day in MAPK Martapura, researchers used a questionnaire. To find out the Students' Response of implementation of English day in MAPK Martapura based on the results of the questionnaire,

the researcher must know the highest score (Y) and the lowest score (X) for the assessment as follows::

Y = high score x the number of students

X = lowest score x the number of students

The highest number of all items for **strongly agree** is $75 \times 51 = 3825$, while for **strongly disagree** is $15 \times 51 = 765$. So, if the total score of student responses is 2989, then to find out the percentage of student responses to Implementation of English in MAPK The Martapura is used index%.

$$\begin{aligned} \text{Formula index\%} &= \text{Total Score: } Y \times 100 \\ &= 2989 : 3825 \times 100 \\ &= 0.781 \times 100 \\ &= 78.1 \end{aligned}$$

Based on the above calculation there are 78.1% results which means agree, showing that the students' response to the English day at MAPK Martapura is good / positive.

With the same formula, researchers describe the results of each item, aiming to find out more in detail the response of students to the implementation of MAPK Martapura English Day, the results are like: Students feel the English method has a good effect on themselves, this is based on the results of number 1 questionnaire, with 51 participants getting a total score of 220 or an average of 86.3% students answering strongly agree.

Students understand about the Implementation of English day, this is based on the results of number 2 questionnaire, with 51 participants getting a total score of 196 or an average of 77% students answering agree. Mostly students are happy with the implementation of English day, this is based on the results of number 3 questionnaire, with 51 participants getting a total score of 200 or an average of 78.4% students answering agree. Although students are happy with the implementation of English day, but students also feel English day is difficult, this is based on the results of number 4 questionnaire, with 51 participants getting a total score of 169 or an average of 66.8% students answering agree . Allowed use of dictionaries also makes it easier for students to carry out implementation of English day activities, this is based on the results of number 5 questionnaire, with 51 participants getting a total score of 222 or an average of 87.05% students answering strongly agree .

Students can respond to the other person when they are English day, this is based on the results of number 6 questionnaire, with 51 participants getting a total score of 194 or an average of 76.1% students answering agree. English language skills of students increase with the implementation of English day program, this is based on the results of number 7 questionnaire, with 51 participants getting a total score of 218 or an average of 85.5% students answering strongly agree. Sometimes students also use Indonesian when responding to an interlocutor in English, this is based on the results of

number 8 questionnaire, with 51 participants getting a total score of 218 or an average of 85.5% students answering strongly agree. Sometimes students also ask for help from their theme when they cannot respond to the other person, this is based on the results of number 9 questionnaire, with 51 participants getting a total score of 203 or an average of 80% students answering strongly agree.

Students can start English conversations with friends when they are English day, this is based on the results of number 10 questionnaire, with 51 participants getting a total score of 184 or an average of 72.15% students answering agree. Students who don't speak English at English day get sanctions, This shows that English day rules are applied to students, this is based on the results of number 11 questionnaire, with 51 participants getting a total score of 197 or an average of 77.25% students answering agree. Students feel that sanctions for students who do not apply the rules of English day are appropriate, this is based on the results of number 12 questionnaire, with 51 participants getting a total score of 207 or an average of 81.2% students answering strongly agree. Students do not dare to talk too much when they are English day because they are afraid of being sanctioned when wrong, this is based on the results of number 13 questionnaire, with 51 participants getting a total score of 161 or an average of 63.1% students answering agree. Sanctions motivate students to improve their English speaking skills, this is based on the results of number 14 questionnaire, with

51 participants getting a total score of 220 or an average of 86.3% students answering strongly agree. Another opinion reveal that students feel the sanctions given are very light, this is based on the results of number 15 questionnaire, with 51 participants getting a total score of 180 or an average of 71% students answering strongly agree.

B. DISCUSSION

1. The Implemetation of English Day in MAPK Martapura

English Day program is an activity, which is established by MAPK Martapura. Not all schools have a special program, and it is as an extracurricular activity. It is performed on a day of the week and followed by all students from the first year until the third year. The participants are not only students, but all the people in the school must follow the program. English Day Program helps the students to develop their competency to use English and gives the nature of communication, act. The assessment should cover more than one skill at the same time and it should be practiced in their daily life.

The activity gives an opportunity to practice the lesson that they have learned in the classroom. On the other hand, the students can practice communicating in different social contexts such as in the classroom, cafeteria, office, and the others. In addition, it is allowing students to be creative and the aim is to stimulate language proficiency among individuals and groups. Besides that, it has a mutual relationship, which students may find themselves and give them an opportunity to practice.

Based on my research in the field using several teacher interview techniques and questionnaires for students can be seen from the results of research researchers showed that there was cooperation between the teacher and the language in the implementation of English day Based on the above, the following can be suggested: In general, the students were enthusiastic about

attending the discussion on English day task which could be seen from their attendance at the meeting and their willingness to follow the required procedures.

Most students did not follow the procedures and guidelines exactly. Only two of them submitted their conference slips (a form contains questions to stimulate the internalization of vocabulary mastery), and two groups simplified the way of presenting the draft (just explaining the content and purpose, not reading the whole draft). This indicates that the procedures and the guidelines were too complex, and needed to be simplified.

From their revisions, their active questions and sharing during the conference, it can be concluded that the students took advantage of conference. It is strongly supported by the fact that the means of the students scores on the content aspect were significantly improved; from 67.25 (good) to 86 (very good). Place was one of the important items to consider for a successful conference. It was important to select a convenient place for discussion rather than a noisy one. One third of the students have said incorrect vocabularies. This was a significant number, for those who wrote incorrect essays attended the technical meeting. It seems that giving instructions with examples was not enough for the students. Rather it seems better to explain the assignment more clearly, and give the students listed essay topics rather than ask them to choose a topic freely.

From the observation during the conference, students showed enthusiasm. They participated the conferencing procedures and appreciated the

result of conferencing. Their revisions improved significantly. From the aspect of content, most of the final drafts were very good. However, from the reflection notes, there were some suggestions for the next conferencing. The suggestions included the simplification of the conference procedure; the listed topics should be given when assigning the students; and finally conferencing venues should be comfortable.

Based on the findings of the researchers in the field, the implementation of an English day at MAPK Martapura was effective in supporting English language learning, because English day had clear provisions, such as the schedule for implementation, people involved in English, and asking for help that could be done. English days can also develop speaking skills, so that learners become more effective and efficient.

This is in accordance with the theory of teaching based on the Carnegie Mellon theory teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexible. The following small but powerful set of principles can make teaching both more effective and efficient, by helping us create the conditions that support students' learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

English day at MAPK Martapura requires all students and teachers who use English when speaking on a predetermined day and place, so students must

use English in any short conversation, in order to speak English students can develop, can speak other languages English when speaking in English, according to regulations, they will get a sentence that has been determined and approved by the parties involved.

Based on the findings of researchers in the field, almost all students use English in communicating when English takes place, either starting a conversation or responding to conversation, although there are a small number of students who are released from the supervision of an English day supervisor who occasionally speaks the local language. They also developed their speaking skills at English by conducting other activities, such as holding speech competitions using English, singing English contests, English debates, and other activities with the theme of English. There was even a new program that was tried by the MAPK Martapura to develop students' abilities, such as sending one class to dispatch to a pare kampung inggris.

They have done speaking activities in accordance with the theory, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994: 78) It is a tool to assist the identification and interaction that was driven by someone view that, in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used.

According to the Oxford dictionary, speaking is the action of conveying information or expressing one's feelings in speech: clear thinking aids clear

speaking. People give information or expression to other people as a listener. This form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a dialogue. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation.

Many people feel that speaking unlike reading or writing, speaking happens in real time. As usual, the person is talking to others who are also waiting what that person is speaking. When people speak, he or she cannot edit and revise what he or she wishes to say as speaking can be edited. Thus, speaking is a productive oral. It consists of producing systems of verbal utterances to convey meaning.

2. Student Response in Implementation The English Day in MAPK Martapura

From the completed questionnaire, students' comments about the implementation of English Day is included in Table 4.1

Table 4.2 Students' Reflections on English Activities

English Day Advantages	English Day Weakness	Students' Suggestion For English Day
1. Makes the students know the mistakes from lecturer and friends and know how to revise. 2. Helps in improving speaking skills	1. Activities fosters jealousy of friends whose work is better 2. Conference started late 3. Time for drafting is very short	1. Drafting time should be one week. 2. Discipline must be encouraged 3. Conference place and friends must be changing

<ol style="list-style-type: none"> 3. Shows the students the way to speak with confidence 4. Gives a relaxed atmosphere so the participants can be close to each other 5. Motivates to perform better 6. Gives chance to practice speaking 7. Improves knowledge from other works 8. Gives opportunity for sharing with friends 	<ol style="list-style-type: none"> 4. It is difficult to find a convenient place and conference time 5. Students face personal problems (nervous, lazy, and awkward) 6. Students lack of discipline. 7. Friends are do not responsible (not attend the conference, late in sharing drafts) 8. Grammatical correction is very limited 	<ol style="list-style-type: none"> 4. There must be formal permission for being absent from a conference 5. Be more harmonious 6. All participants must give comments 7. Lecturer should give an original example 8. Activities should be used for poor students only 9. Friends must learn the draft better before conference 10. Activities should be one on one between teacher and one student (not in group)
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After reflecting from the observations above, some points can be made:

The students' participation was improving. One of the indicators was the number of conference participants; 22 in the first conference and 26 in the second conference. This indicates that students appreciated the conferencing process. Their appreciation could be clearly seen in their positive opinions about the conference as in Table 4.1 Column 1; their concern to think about the weaknesses of previous conferences (Table 4.1 Column 2); and their concern to think of how to improve the quality of any upcoming conference (Table 4.2 Column 3).

One direct impact of conferencing was improving the quality of the students' essays. The means were significantly increased from 68.3 (good) to 76 (good). However, the means did not show real improvement on the category of

speaking ability; the number of students who achieved “very good” was 30%. This percentage was high since it was only 17% of the students whose drafts were very good. Students disliked the late starts of the conference. This was reflected in their opinion about the conference weaknesses and their suggestion to improve discipline.

Simplification of the conference procedure seemed to make the students more active. The number of students who were late in submitting their revisions was higher. It seems that students felt that the period for revising the draft (1 day after conference) was short. In their reflections, they suggested that time for submitting their revisions be extended, e.g. a week after conference. Listed topics gave the students confidence in speaking; there was only one who made mistakes in understanding the assigned instruction. There was improvement as there were eight students in the first conference who misunderstood the assignment.

Presenting two kinds of essay at a time made the conference lack focus; there needed to be another way to facilitate those students who did not attend the conference as scheduled. There were two possible ways; first, by giving them a chance to consult with the lecturer anytime they wanted to; second, as punishment, to ask them to submit directly without giving them any personal or additional conference. The decision needed be discussed with the students in a classroom meeting.

One positive aspect was that students gave some suggestions for the upcoming conference. The list of suggestions needed to be presented in the

classroom to achieve class agreement. The students hoped that they would get more grammatical correction in the upcoming conference. The suggestions from the English Day activities gave positive impacts. The students showed better understanding of the assignment and did revisions willingly. The revisions showed improvement so that one third of them were very good. The students discovered the advantages, weaknesses, and suggestions of the English Day.