

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter shows about the result of the research and the findings of research related to the formulation of research questions.

1. The implementation of English lesson using intermediate level materials at the sixth grade of SDIT Nurul Fikri Banjarmasin

The researcher described the implementation of English lesson using intermediate level materials in second and fourth observation, those are:

- a. Observation 1

First day the researcher did the observation at sixth grade C (boys) of SDIT Nurul Fikri Banjarmasin on Monday, July 29th 2019 at 09.10am-10.10am. The teacher used a handbook in tittle "*Stairway (a fun and easy English book for grade VI of Elementary Schools)*". For pre-activity, the teacher opened the class by saying salam and praying together. The teacher and the students were be gratefull and thanked God. The teacher told a story of Fir'aun and his rebellious followers. The teacher asked the students what the benefits from rainy and hot season are. Then, the teacher asked the students about the materials

that will be studied. After that the teacher wrote on the white board included the examples, but the teacher did not give the explanation about the materials. The teacher also asked the students to write down the materials on their note books. After finishing their writing, the teacher asked the students to open their *Stairway* book.

For while-activity, the students read and tried to understand about the text in their *Stairway* book. The students read aloud the weather text. The teacher gave an example to the students how to pronounce the text in the *Stairway* book. Then, the teacher asked the students to repeat after her. The teacher did it for twice. For taking a score, the teacher invited the student to go front the class, to read a text and retell the conclusion that they got after reading the text based on *Stairway* book. After taking students' score, the teacher gave some exercises for the students. The students did the exercises well.

For post-activity, the teacher gave an instruction for the students, that the students must memorize difficult vocabularies in conversation. The teacher also gave a reflection of the learning. The teacher said to the students not to complain about the season that is given by Allah. Then, the teacher and the students prayed together. The teacher closed the class by greeting.

b. Observation 2

The second observation was held on Monday, 29th July 2019 at 02.45pm-03.45pm. The researcher did the observation class sixth grade D (girls) of SDIT Nurul Fikri Banjarmasin. For pre-activity, the teacher opened the class

by greeting. Then the teacher chosen one student to go front for lead du'a. Like in boys class, the teacher also told a story about Fir'aun and his rebellious followers in girls class. The teacher asked the students there how many season in Indonesia. After that, the teacher asked the students about the materials that will be studied that day. So, the teacher wrote the materials on the white board. The teacher also asked the students to write down the materials on their note books. After that, the teacher gave an instruction for the students to open their own *Stairway* book.

For while-activity, the teacher explained a bit about the material to the students. The teacher gave the students an example how to pronounce the text. Then, the teacher asked the students to repeat after her. Then, the teacher invited them to go front of the class, to read the conversation. The teacher also gave a task for the students to check their understanding. The students did the task on their *Stairway* book and collected it to the teacher.

For post-activity, the teacher gave motivation for the students to study hard. The teacher also informed the students that they had to memorize the vocabularies about the weather. After giving an a information, the teacher and the students prayed together. The teacher closed the class by greeting.

c. Observation 3

The third observation was held on Monday, August 5th 2019 at 09.10am-10.10am. The researcher did the observation at sixth grade C (boys) of SDIT Nurul Fikri Banjarmasin. For pre-activity, the teacher opened the class by

greeting. The teacher also asked to the students about how are they. Then, the teacher wrote the material on white board. The teacher also wrote the formula of tenses; present tense, future tense, and past tense. After that, the teacher demanded the students to open their *Stairway* book on page 24.

For while-activity, the teacher gave an example of sentence using present tense, future tense, and past tense related the text that they studied in previous day. Then, the teacher explained about what are present tense, future tense, and past tense and when to use it. Then, teacher gave an exercises to the students. The teacher asked the students to make a sentence using present tense, future tense, and past tense related the weather.

Nominal formula:

(+) S+ To be (are/am/is) + adjective/noun

(-) S+ To be (are/am/is) + not + adjective/noun

(?) To be (are/am/is) + S + adjective/noun

For example:

(+) Today is cloudy.

(-) Today is not cloudy.

(?) Is today cloudy?

For post-activity, teacher gave an instruction for the students to study hard for the examination next meeting. Then, teacher closed the class by greeting and praying together.

d. Observation 4

The fourth observation was held on Monday, August 5th 2019 at 02.45pm-03.45pm. The researcher did the last observation at sixth grade D (girls) of SDIT Nurul Fikri Banjarmasin. For pre-activity, the teacher opened the class by greeting. Then the teacher invited one student to lead for praying together before starting the lesson. Then, the teacher wrote the materials on white board. After that, the teacher demanded the students to open their *Stairway* book on page 24.

For while-activity, For while-activity, the teacher gave explanation a bit what she had written on white board. The teacher gave an example of sentence using present tense, future tense, and past tense related the weather. Then, the teacher explained about what are present tense, future tense, and past tense and told the formula of its. Then, teacher gave an exercises to the students. The teacher asked the students to make a sentence using present tense, future tense, and past tense related the weather with duration 20 minutes to make sure that they understood.

Nominal formula:

(+) S+ To be (are/am/is) + adjective/noun

(-) S+ To be (are/am/is) + not + adjective/noun

(?) To be (are/am/is) + S + adjective/noun

For example:

(+) Today is sunny.

(-) Today is not sunny.

(?) Is today sunny?

For post-activity, the teacher informed to the students that will be held an examination for the next meeting. Then, the teacher closed the class by greeting and praying together.

2. Students' difficulties in learning English lesson using intermediate level materials

To know the students' difficulties, the researcher did an interview with some students of SDIT Nurul Fikri Banjarmasin. The researcher interviewed 10 students that included 5 boys and 5 girls. It was held on August 1st 2019 at 07.30am in the class.

Girls class:

a. Student 1

She claimed that: *“Saya selalu paham apa yang dijelaskan oleh ustazah. Karena, penjelasannya mudah dan saya sangat suka belajar Bahasa Inggris”*.

Student 1 said that she always understand about the materials that explained by the teacher. Because, the teacher explained the materials with fun way. She

also could answer some exercises that given by the teacher after explaining the materials.

b. Student 2

She mentioned that: *“Saya selalu mencoba memahami penjelasan dari ustadzah. Karena, saya ingin belajar di luar negeri. Maka dari itu saya sangat senang bersemangat setiap pelajaran Bahasa Inggris”*.

Student 2 loved learning English so much. Because, she has a big motivation for learning English. She wishes she could study abroad. Therefore, she is very excited in learning English.

c. Student 3

She said that: *“Saya tidak terlalu suka pelajaran Bahasa Inggris. Akan tetapi, saya mengerti tentang materi pelajaran Bahasa Inggris yang dielaskan oleh ustadzah. Karena, ustadzah menjelaskan materinya dengan perlahan-lahan dan mudah untuk saya pahami”*.

Student 3 said that the teacher explained the materials slowly but sure. So, she could understand and received the materials easily. Actually, she did not really like learning English. But, she still studies English seriously.

d. Student 4

She confessed that: *“Sejujurnya, saya tidak terlalu mengerti tentang materi yang dijelaskan dan diajarkan oleh ustadzah. Saya juga tidak suka pelajaran*

Bahasa Inggris dan saya sering bahkan hampir selalu mendapatkan nilai yang rendah”.

Student 4 told that she is seldom answer the exercises from the teacher correctly. She also said if she did not understand the teacher’s explanation about the materials. Different with the most students that the researcher interviewed, she does not like learning English lesson.

e. Student 5

She told that: “Saya hanya bisa mengerti dan paham kalau ustazah menjelaskan materinya sedikit demi sedikit. Karena saya sulit memahami kalau materi yang dijelaskan terlalu banyak. Saya juga pada dasarnya tidak begitu suka dengan pelajaran Bahasa Inggris”.

Student 5 said that she is rarely understand with the explanation from the teacher. She just understood the short explanation. She difficult receive the materials with long or much explanation. She also confessed that she did not like learning English.

Boys class:

f. Student 6

He said that: “Saya selalu paham dan mengerti penjelasan dari ustazah tentang materi yang diajarkan, karena saya ini pintar. Saya juga mudah dalam

memahami materi. Bahkan, meskipun ustadzah hanya menjelaskan materinya sekali”.

Student 6 said that he understood about the teacher’s explanation. He said that he could receive the materials from the teacher easily. He also always did the exercises from the teacher. He is a very confident student. Therefore, he wasn’t shy to ask what he did not understand yet.

g. Student 7

He confessed that: “Saya sangat paham dengan materi yang dijelaskan ustadzah, karena beliau menjelaskannya detail. Tapi terkadang saya tidak dapat menjawab soal yang diberikan ustadzah. Sebenarnya saya sangat suka belajar Bahasa Inggris. Karena, saya punya banyak teman orang Inggris, jadi saya harus bisa dan pintar dalam berbahasa Inggris”.

Student 7 said he always understood what the teacher explained about the materials. He also said that the teacher’s explanation was very clear and also detail. So it’s easy for him to receive the materials. He likes learning English so much. Therefore he thought that learning English is fun. He enjoyed that.

h. Student 8

He claimed that: “Saya jarang mengerti dengan materi yang dijelaskan oleh ustadzah. Saya juga termasuk malas dan juga malu untuk bertanya hal yang belum saya pahami”.

Different with their friends, student 8 did not like learning English. He said, he found some difficulties in learning English and he lazy to ask more explanation to the teacher. So, it's influenced his score in English lesson.

i. Student 9

He told that: *“Saya mengerti materi yang dijelaskan oleh ustadzah, karena penjelasannya cukup detail dan bagus. insyaAllah saya bisa menjawab semua soal yang diberikan ustadzah. Saya suka sekali dengan pelajaran Bahasa Inggris. Saya berharap saya bisa berbicara menggunakan Bahasa Inggris yang bagus dan lancar”*.

Student said that the teacher's explanation is very good, that is why he understood about the materials. He said, the teacher always gave them some exercises after explaining the materials and he always did it very well. Arifin is very excited in learn English, because he wanted to speak English fluently and clearly.

j. Student 10

He mentioned that: *“Saya tidak paham dengan penjelasan yang diberikan ustadzah. Saya juga tidak usaha untuk bertanya baik ke ustadzah maupun ke teman saya. Saya jarang sekali bisa menjawab soal yang diberikan oleh ustadzah. Saya menyukai pelajaran Bahasa Inggris sekitar 60% dari 100%”*.

Like student 9, student 10 said that he did not understand about the materials that delivered by the teacher. He also admitted if he did not ask to the teacher or

his friends about the materials. He said, he seldom answered the exercises that given by the teacher correctly. The percentages he likes learning English is about 60% from 100%..

According to the students, most of them stated that they had some difficulties in understanding the English lesson materials that explained by the teacher. Then, the students also could not express or did not ask to the teacher about the materials that they did not understand, their self-esteem was minus. Moreover, based on the observation the teacher looked understand the difficulties that faced by the students was about the materials that she explained. Therefore, the teacher skipped some activities such as listening, this because of the students could not hear the audio clearly.

3. The teacher overcome the students' difficulties in learning English lesson using intermediate level materials

Based on the interview that had done on August, 1st 2019 the researcher found the teacher got some difficulties while teaching English at the sixth grade of SDIT Nurul Fikri Banjarmasin. She stated that there are only some students has a good skill and comprehension in learning English. Many students feel difficult understand about English lesson. The students who has a good skill in English, they must be understood easily about the materials. Meanwhile, the students who has bad skill in learning English, they hard to receive the materials and also they do not want to ask to the teacher or their friend about the materials that they do not understand.

The teacher confessed that sixth grade of SDIT Nurul Fikri Banjarmasin did not afford to learn English with intermediate level materials that should be studied in Junior

High School. Many challenges that the teacher has faced in the class. Specially, in the boys class. They were so noisy students and hard to be quit. Then, they did not pay attention to the teacher when she explained about the materials front of the class. Some of them often did not do the exercises that given by the teacher. Meanwhile, in girls class the teacher found a bit challenge. Because, like boys class were so noisy, but they were easy to be arranged. Then, about the materials they were similar. They hard receive the materials that explained by the teacher.

The teacher claimed that she should separate the students in class into two groups as the way to overcome the students' difficulties in learning English lesson in intermediate level materials.

“To solve the students' difficulties, I separated them into two groups. Because, by grouping the students based on their ability in learning English, is more easier for them to undersrtand the materials”.

She made students into two groups first, the students who already understood the materials and the students who did not understand the materials. For those students who did not understand the materials would be given an extra and more explanation. The teacher also gave some exercises to the students. The teacher did this way to reach the goal of students learning. The teacher always make sure that the students understood the explanation about the materials and gave a time for the students to ask.

“I always give them more explanation and also some exercises to the students who got low score”.

It is can be concluded that the teacher made many effort to overcome students' difficulties such as, separated them into two groups. The teacher also gave more exercises

to the students. Based on interview, the teacher said that she gave the materials not only from the Starway book, but also from the other source. The purpose of this is to make students easier to understand the materials. Because, the material is too complicated for Elementary School student.

B. Discussion

This sub chapter presented the discussion from the finding above. The researcher has collected the data from the interview and observation are processed and presented on the described in findings. In the discussion, the researcher tried to relate between findings and theories in the chapter II.

1. The implementation of English lesson using intermediate level materials at the sixth grade of SDIT Nurul Fikri Banjarmasin

Related to the research, for implementation of English lesson using intermediate level materials. The materials were inappropriate for sixth grade of SDIT Nurul Fikri Banjarmasin. Because, their students' level still beginner. Beginner students are the students who study English in the first time. They still have a little vocabulary. The students of foreign language are typically classified into three level based on competence: Beginners, Intermediate, and Advanced, and the students of SDIT is still at the level of the beginner learner. Easy for beginners to study English. Because, they are still new in learning English (Harmer, 1998). However, they have not yet achieved intermediate competence, which involves greater fluency and general comprehension of some general authentic English. In Intermediate phase, student can

understand the bigger imagination easily. Getting words and structure faster and easier.

The students at the sixth grade of SDIT Nurul Fikri are learning English as a foreign language. One of the implication for teachers of foreign language learning is in earliest stages they bring different ways to develop skill and learning abilities in their language. It is easier to study English for the learners that English is as a first language for them (Klein, 1990). Difference with the learners that English is as foreign language for them, they mostly need some fun way to learn English. For making a fun class, the teacher used one of the techniques in learning English. The teacher used repetition technique. Traditional teachers regard repetition drills as an essential part of a lesson. They say children need to repeat the same words and patterns over and over again, and in most cases this is true (Paul, 2007).

2. Students' difficulties in learning English lesson using intermediate level materials

As explained before that the students' difficulties in learning English lesson in intermediate level materials are, they hardly accepted the teacher's explanation because they thought it will be easier for them if the teacher explained the material more slowly. It might be because the material is too hard for them to understand for their level as the beginner level learner, yet the students learn English in intermediate level, which is not match with their level, the English learning materials appropriate for Junior High School students (Deubelbeiss, 2011). English lesson is also not a compulsory subject in SDIT Nurul Fikri Banjarmasin. English lesson is just as local content. Therefore, many students are not serious in learning English.

3. The teacher overcome the students' difficulties in learning English lesson using intermediate level materials

There are so many learning methods and materials that could be used. That also done by the English teacher in SDIT Nurul ikri Banjarmasin. The teacher took the materials in order source, such as internet. It is one of the teacher's ways to overcome the students' difficulties in understanding the materials in Starway book. Then, the teacher also tried to use teaching strategy. The teacher separated the class Therefore, the teacher choose implement groups study in her classroom so the students feel more comfortable to learn in the classroom. The teacher decided this way for an objective learning. Because, in learning process the students must be learning-centered.