

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

This chapter showed the finding and discussion section about the supplementary material used by teacher on teaching ninth grade in MTs Al Fajar Parenggean. The research data is taken from observation and interview. The observation and interview held by offline. Researcher has come to the field to take the data that needed in this research. The observation sheet focused on gathering the information for what material that given to the students and the interview held to investigate how is the implementation of the supplementary material in Mts Al Fajar Parenggean.

1. The supplementary materials are used in learning English activities in ninth grade students of MTs Al Fajar Parenggean

The researcher collected data about supplementary material used learning English by observation. Observation held in offline and researcher write the important point in observation sheet. Researcher write the activities that happened in the class. Include the topic that taught by the teacher. Thus, researcher filled the observation sheet according to field facts. Here is the observation sheet in table from field.

Table 4.1 The Result of Observation in MTs Al-Fajar Parenggean

Day/ Date	Topic	Types of Suppleme ntary	Sources	The Use		
				Pre- Activity	While Activity	Post Activity

<p>July 20th 2023</p> <p style="text-align: center;">Congratulation</p> <p style="text-align: center;">Visual</p>	<p>English book class IX “Think Globally Act Locally”</p>	<p>Teacher came to the classroom and ask chairperson to pray before start the lesson.</p>	<p>Teacher asked the students to take a book from library and spread the book to all students. Then, the teacher asked to students about anything that textbook know related to the topic. And continue to write the material in the whiteboard.</p>	<p>Teacher closed the lesson today with say “<i>alhamdulillah</i>” and the students say “Thank you ma’am”.</p>
<p>July 27th 2023</p> <p style="text-align: center;">Congratulation</p> <p style="text-align: center;">Visual</p>	<p>English book class IX “Think Globally Act Locally”</p>	<p>Teacher came to the classroom and ask chairperson to pray before start the lesson. Then, teacher ask some student about previous topic then</p>	<p>After the teacher tells students to practice writing related to the topic “congratulation” then teacher start to write the situation according to the book, teacher explained how to write the good answer to the situation then next</p>	<p>30 minutes left before the lesson end, teacher ask students if textbook done it or not, many students said “not yet. Then, after more less 25 minutes one-by-one students collect the book in teacher’s table. Textbook prepare for</p>

			explained it to make students remember about today textbook will practice writing.	up, students would answer the situation by themselves. During the process, many students asking about vocabulary, textbook do not know the English word that related to the topic	break then say “ <i>Alhamdulillah</i> ” together. Teacher left the class.	
August 03 rd 2023	Let’s have a healthy life	Visual	English book class IX “Think Globally Act Locally”	Teacher came to the classroom and ask chairperson to pray before start the lesson. Then, teacher review previous lesson then teacher told about new topic today.	Teacher wrote the material in white-board, teacher also wrote the vocabulary to make students easier when the asked to write the sentence. Teacher explained about what food that should we eat and should not. Then, textbook played game about “agree” and “disagree”. Teacher read the question loudly then	After teacher done read all the questions, teacher closed the class by said “ <i>Alhamdulillah</i> ” together then teacher left the class.

				students make a group in circle “agree” and “disagree”	
August 10 th 2023	Let’s have a healthy life	Visual	English book class IX “Think Globally Act Locally”	Teacher came to the classroom and ask chairperson to pray before start the lesson. Then, teacher review previous lesson then today textbook would have a test.	Teacher wrote the material in white-board and ask students to pronounced it. Teacher showed the brochure in printed form. Students wrote the vocabulary that textbook do not understand and translated it. Then, teacher asked students to remember it. After that, teacher explained what is the effect of bad food that textbook ate.

Researcher held the research for a month or four weeks. According to school schedule, English conduct in every Thursday at lesson 1-4. According to table above, there are two topic that taught by the teacher in ninth grade at MTs

Al Fajar Parenggean. Teacher took the material from the English book in curriculum 2013 with the title “English book class IX “Think Globally Act Locally” and students’ work sheet. This school still use the curriculum 2013 because the school is located at small village in center Kalimantan, Kotawaringin Timur, Parenggean which is far enough from the capital Palangka Raya.

The topic that taught by the teacher include the skill of speaking, writing and reading. Teacher did not teach the listening because as long as researcher conducted the researcher, the topic is not come to that skill yet. The supplementary material full taken from the book. In first week, teacher come to class, and asked about things that related to the topic such as “have you ever win a competition?” after that “how you congratulate your friend win?”. The students answer enthusiastically. Some students said “I have win speech competition”, “I win the independence day’s competition in my village, *makan kerupuk*” and etc. Thus, the teacher taught them how to congratulate someone’s win or special moment. After asked some question, teacher start to wrote some vocabulary to congratulate someone. Because this is the first week after a long holiday, teacher just give a little material in class then just have a chatting with student about class rules, chief’s election and etc. since the time of English subject has done, teacher say “*Alhamdulillah*” together then left the class.

Second week of research, or at July 27th 2023, teacher came to the class then start the lesson with pray together. Thus, teacher review previous lesson then explained that today all students would practice writing about the

“Congratulation”. Teacher wrote five situations in white-board then students answer it in their book. Teacher taught students how to answer and give an example how to make good sentences to congratulate someone. Thus, teacher once in a while answer students question related to the situation question. Most of them asked about vocabulary. It seems that students in ninth grade MTs Al Fajar Parenggean still lacks of vocabulary and did not aware of English subject. After all students done the assignment that given by teacher textbook collected the assignment in teachers table then teacher bring it to her office after say “*Alhamdulillah*” together.

Figure 4.1 Class IX of Mts Al-Fajar Parenggean when textbook done collected the assignment



Third weeks of research or August 03rd 2023, as usual teacher came to the class then asked the chief to lead the pray. Thus, teacher review about previous lesson and divided the exercise book about last week situation question. After that, teacher taught a new topic is “Let’s have a healthy life” still taken from the

same source book. Teacher wrote the vocabulary related to the topic, teacher explained about the food that should and should not we eat. After explanation, the students and teacher played game about “agree” and “disagree”. The students make a circle in the corner left room there are “disagree” and in the right corner room there are “agree” circle. Teacher read the question loudly and students who want to answer go to the circle which same as their answer. The students seem having fun but the time is run out so teacher closed the class by said “*Alhamdulillah*” together then left the class.

Fourth week of research or at August 10th 2023, this is the last week of research. Same as before, teacher came to class and asked chief to lead the pray. Thus, teacher review previous lesson. Today topic’s is still same as before but different material. Teacher showed some brochure about drugs, healthy food and bullying in printed form and divided to the students. Thus, teacher explained what students should do. Teacher asked students to wrote all vocabulary that do not understand. Thus, teacher asked students to use dictionary to find the meaning. After that, teacher asked students to pronounced it and remember it. After students remember all the vocabulary, teacher explained about the effect of bad food that textbook ate. After the class is over, teacher said “*Alhamdulillah*” together then left the class.

Overall, the learning activity in MTs Al Fajar Parenggean refer to K13 book which is “English book class IX “Think Globally Act Locally” and students’ worksheet. It is included all the exercise question and the picture that needed in the learning process. Teacher just needs to print the picture/brochure

separated from the book so all students feel easy to find the vocabulary. The skill that taught by teacher mostly in writing, grammar, vocabulary and speaking. The supplementary material that used by MTs Al Fajar Parenggean are visual type such as printed picture/brochure. The games “agree” or “disagree” and the exercise question-situation became additional activity in class. The supplementary material that taught by teacher in a month of research.

2. The implementation of supplementary material during learning English activities for ninth-grade students of Mts Al Fajar Parenggean

The implementation in this research means that the execution or practice of plan or any methods. The way how teacher use the supplementary material in class. Researcher still using the observation data in form of description of observation sheet. There are five points of observation description. Here is the result of observation.

a. The used of Supplementary Material.

The supplementary material that used in the process if English learning is printed brochure and for the exercise question/situation, games question as additional activity. The used of printed brochure, teacher printed the brochure in the book in the bigger size then divided it to all students. This type of learning would attract students’ attention to focus on material. After teacher divided the printed brochure to students, students read the text that written in the brochure then translate it into Indonesian. In addition, teacher asked students to wrote the vocabulary that textbook did not understand. After all students did the translation of brochure then

teacher ask them to read loudly in front of the class. The additional activity such as exercise question/- situation, teacher wrote it in the white board then teacher gives example how to answer it. The situation that teacher wrote used a simple word so that all students could understand. For examples “Siti has just made a very beautiful handy-craft from *pandan* leaves. Beni praises her craft and hope that she won the national crafts competition.” Then the example answer is “Thank you. I hope so, too.” Thus, teacher wrote five situations to student answer in their exercise book. Thus, another additional activity such as games agree or disagree. Teacher made a circle from rope then it named with agree and disagree. The right corner is “agree” and he left corner is “disagree”. Teacher read the question loudly, for example “do you agree if you eat an apple, you will be healthy?” then all students run from the back class to the front class and stay at the “agree” circle. It made students looks enjoy and fun in the process of learning English.

Figure 4.2 Example of the brochure



b. The relation of Supplementary Material to the Topic.

The supplementary material that is used in the class is relevant to the topic, because it covers the same content as the material in the book, but the teacher makes it more appealing and interactive for the students. The teacher tries to make the English subject more enjoyable and motivating, because most of the students do not have any interest or enthusiasm for learning English. The supplementary material combines learning and playing activities, but it still aligns with the main objectives and outcomes of the material in the book. Therefore, students would feel more comfortable and confident in understanding English

Figure 4.3 Teacher preparation for the games



c. The Relation of supplementary Material to Students' Age

In MTs Al Fajar class IX, textbook already 14th-16th years old. All the supplementary material types are visual and physical activities that exercise their brains to think and move at the same time. The motoric of games makes students more active in answering English questions. Printed material makes students more focused on pictures or brochures and exercise situations make students think about how to make good sentences. Thus, the supplementary materials are appropriate for the students. By engaging the motoric skills of the students, games can stimulate their interest and participation in answering English questions. On the other hand, printed material can direct their attention to the visual aspects of pictures or brochures and provide them with examples of effective communication. Furthermore, exercise situations can challenge them to apply their knowledge and creativity in constructing good sentences. Therefore, these supplementary materials are suitable and beneficial for the students' learning process.

d. The quality of Supplementary Material.

The supplementary material that is provided for the English course is of good quality and engaging. It creates a fun and focused learning environment for students who are studying English as a foreign language. The supplementary material also has a well-designed presentation that attracts the students' attention and interest. The material is clear and comprehensible for students of different levels, and it matches the

vocabulary that students acquire from the supplementary material. The English course offers supplementary material that is not only of high quality, but also captivating and appealing to the learners. This material enhances the learning experience by creating a fun-filled and focused atmosphere for the students who are pursuing English as a foreign language.

e. The Relation of Supplementary Material to Class Objectives.

The objective of a class that learns English as a foreign language (EFL) is to help students develop their English skills in a context where English is not the dominant or official language. EFL classes usually focus on the four language skills: speaking, listening, reading, and writing. According to the supplementary material taught by the teacher in MTs Al Fajar Parenggean, which has good quality, it already meets the class objective. Because textbook also aim to increase the students' vocabulary, grammar, and pronunciation knowledge.

The implementation of supplementary material in MTs Al Fajar Parenggean is well design. The teacher is creative enough to make the process of English learning more attractive. The source book of English subject still using curriculum 2013. This is because the school is private not the public school. In addition, the rules of curriculum are different.

B. Discussion

In this section, the researcher discusses the study's findings in relation to the problem statement. The results of the observation sheet and description were used

in the study. The researcher discussed the findings of the study, which was on the supplementary material of English teacher in MTs Al Fajar Parenggean.

1. The supplementary materials are used in learning English activities in ninth grade students of MTs Al Fajar Parenggean

Based on the research result in findings, there are several things that can be discussed. In observation sheet showed that there are three supplementary material that English teacher in MTs Al Fajar Parenggean are exercise question/situation, games agree and disagree and printed picture or brochures. Karki (2018) defined supplementary material as skills development materials such as grammar, vocabulary, phonology practice materials; a series of communication activities; and educational resources.

The supplementary material in this research focused on making students more active to think and answer the question. Physical activities also included as the supplementary material to develop their skill in speaking and listening. Even though the source book used on one, but teacher could present the material very well. According Karki, T. M. (2018) classified it into four themes: audiovisual materials, audio materials, visual materials, and realia. In case, researcher did not find any other types of supplementary material except visual types. According to the researcher's perspective, the main reason why the teacher does not use any other types of supplementary material besides the textbook is that the teacher lacks the necessary resources and the ability to create or find alternative supplementary material that would enhance the students' learning experience. Furthermore, another obstacle that prevents the teacher from using

more diverse and innovative supplementary material is that not all of the students have access to the latest smartphone models that would enable them to use various online platforms, applications, and multimedia content that could supplement their learning.

The supplementary material that the teacher uses in the classroom is much simpler than the material from the textbook. From researcher point of view, it is because the standard of students understanding in English is still underrated. It should make teacher worked twice harder than it should because in the very basic English the students still cannot understand the simple conversation, just several students whom understand. Then, the types of supplementary material that used by the English teacher mostly is visual type. Teacher taught that this type is the easiest to make. The supplementary material that the teacher uses in the classroom is much simpler than the material from the textbook. The researcher believes that this is because the teacher thinks that the students have a very low level of English proficiency and comprehension. This situation forces the teacher to work twice as hard as textbook should, because even in the very basic English lessons, the students still struggle to understand the simple conversations that the teacher initiates. Only a few students can follow and participate in the class activities. Therefore, the teacher mostly relies on visual types of supplementary material, such as pictures, diagrams, charts, and videos. The teacher considers that this type of material is the easiest to make or find, and also the most effective to capture the students' attention and interest

According to teaching stages, the English teacher in MTs Al Fajar

Parenggean did what should do in every teaching stages. In pre-activity teacher did the greetings all students and pray together, in while-activity teacher taught the material and the supplementary material addition, and the post-activity teacher say “*Alhamdulillah*” together then left the class. Teaching is a complex process carried out by teachers in transforming their knowledge and experiences to students. It is undeniable that the teacher's role is essential in learning. Teaching is a multifaceted and challenging process that involves teachers transferring their knowledge and experiences to students in various ways, such as lecturing, demonstrating, facilitating, mentoring, and coaching. It is impossible to deny that the teacher’s role is crucial in the learning process, as textbook influence the students’ motivation, engagement, achievement, and development.

2. The implementation of supplementary material during learning English activities for ninth-grade students of Mts Al Fajar Parenggean

From the observation, researcher found that the way teacher taught the supplementary material is simpler than the book’s explanation. It is also more interesting to students, even though textbook mostly do not understand what teacher saying. The usage of supplemental materials in the classroom and the piqueing of students' interests in their studies serve to stimulate the learners (Dodd, 2015. p. 188). The implementation of every supplementary material is to make students understand, so that teacher focus on vocabulary. In every meeting, teacher always review previous lesson then asked students what new vocabulary that textbook got. Speaking and writing also trained by the teacher. The

conversation happened when textbook played games about “agree” and “disagree”. Fortunately, teacher used simple word so that students could understand it better.

The supplementary material that the teacher designed was customized to fit the topic and the objective of the class. The teacher’s goal was to help the students improve their English comprehension and communication skills. Thus, teacher also gives students some exercise to train their writing skill. Ability to arrange the word is still underrated, the main problem students do not know the English word and their grammar skill also still lack. Therefore, the teacher also provided the students with some exercises to practice their writing skill, which is an important aspect of language learning. However, the students’ ability to arrange the words in a correct and coherent way was still very low, as textbook faced two main challenges: textbook did not have enough vocabulary to express their ideas, and textbook did not master the grammar rules that govern the structure of the sentences. The teacher tried to overcome these difficulties by choosing supplementary material that was appropriate for the students’ ages and interests. Exercise situation, brochure printed and games is good for students’ stimulus to train how textbook arrange the word, listen to question and translate the vocabulary well. By using exercise situation, printed brochures, and games as supplementary material, the teacher can provide a good stimulus for the students to practice how textbook arrange the words in a sentence, listen to the questions that are asked, and translate the vocabulary correctly. These types of supplementary material can also help the students to learn English in a better

way, as textbook can engage them more and make them more interested in the subject. The quality of the supplementary material that the teacher uses is good enough, as textbook are well-designed and presented in an attractive and clear way.