

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This section examined the findings of the classroom observation and the result the teacher and students' interviews. Before further explaining about data presentation, the researcher wants to describe the process of collecting data. This research began on 14 August 2014 until 14 October was implemented for observations and interviews for the English teacher and students have implemented on the observation. For more complete information about the list of observations can be seen appendix.

#### **A. Findings**

As already mentioned in the previous chapter that to get the data about the English Teaching and learning process in the English classroom at Open SMP 02 Banjarmasin Utara, the researcher concluded observation and interview to the teacher and students. All participants in this research were informed before voluntarily participating in any elements of this research.

When observing, the researcher focused on the points that led to answer research questions, on what techniques are used by English Teacher at Open SMP and how the teacher applies the techniques. During classroom observation, the researcher also took notes on classroom activity. The researcher also carried out interviews to participating teacher to get information about English Language teaching process. The interview was conducted in Indonesian.

To make it easier in analyzing the data, the researcher decided to group participant into 3 groups exactly. Group 1 consists of class VII, group 2 consists

of class VIII, and the last group consists of class IX. All of classes are the same teacher in teaching.

### **1. Data Presentation of Observation**

During the observation in three classes, the researcher has gained some general impressions.

It is different with other schools. When researcher entered to the class for the first time, researcher found that between class VII and VIII is combined into one class. Because of class VII and class VIII have few students, and added again, sometime students are absent, it adds the total of students is fewer, so the classes are combined into one. This matter is depended on the situation and condition in the class that moment and also because of the time allocation is shorter than others that are each subject only has 30 minutes for one meeting in a day. And the fact, English subject in this each class only taught once two weeks. And also, this school starts from two o'clock to four passed thirty minutes or sometimes it starts from two passed fifteen to four passed thirty.

At the moment, total students attended at class VII was only 3 students and class VIII was only 6 students. Not only like that, is time allocation in this school also different than others. This school provides time allocation 30 minutes for 1 meeting for one subject. It is unique because it is different than others.

In addition, the reality, teacher combined two classes that consist of class VII and class VIII became one meeting. This is unique because in teaching learning process, the teacher taught the lesson for first some minutes to class VII

and for second some minutes for class VIII, and this is done by the teacher until the time was over.

**a. English Teaching Process at Open SMP 02 Banjarmasin Utara**

**1) Group 1**

**a) First Meeting**

First Meeting was carried out on August 19, 2014, the teacher opened the teaching process by asking students to read silently, after that, starts to activities.

The researcher did not find teacher's lesson plan during observation because the teacher absolutely does not make a lesson plan. It is based on the situation and condition the teacher and the students.

At the moment, the teacher used a handbook, teacher used module book in teaching English because books for curriculum of 2013 did not have yet so the teacher used module or everything that can be used in teaching English while waiting the curriculum 2013 books. And also, based on the teacher, module book is easier to students to understand than another book. Because it is suitable for them to learn independently. Because in module is provided steps to learn, answer from questions.

From five students that listed in class VII, there were only three students attended in the class at the moment.

The lesson started at 14.15. Students asked to read silently for 5 minutes. After that, teacher asked students about what will they learn today. Teacher gave notice about what will learn today, that was how to introduce yourself. First, teacher read aloud the text while gave translate word by word to students. After

that, explained the meaning. Then, asked the students to practice introduce themselves one by one. After that, teacher wrote down some expressions of introducing self on the blackboard. Then, asked to students what students had any questions to him before he gave them task to do. Next, teacher gave them some tasks to do and after they done, teacher and the students answer the questions together.

Based on the observation, the researcher did not find students' questions. As long as the learning, the students just hear what the teacher said and also do what the teacher asked.

(Result of observation and interview on August 19, 2014)

#### **b) Second meeting**

Second meeting was carried out on September 2, 2014, the teacher opened the teaching process by asking the students to reading silently and after they done, start to activities.

As usual, the teacher combines the two classes become one class but the teaching process is done from class VIII first and then class VII.

The researcher did not find teacher's lesson plan at the time. At the moment, the teacher used a handbook, teacher used module book in teaching English because books for curriculum of 2013 did not have yet so the teacher used module or everything that can be used in teaching English while waiting the curriculum 2013 books. And also, based on the teacher, module book is easier to students to understand than another book. Because, it is suitable for them to learn

independently. Because in module is provided steps to learn, answer from questions.

From five students that listed in class VII, there were only three students attended in the class at the moment.

The lesson started at 16.05. The students are asked to read silently for five minutes. Then, the teacher read the short dialog loudly while explained and translated the meaning. After that, all of students read the dialog loudly. And then, the teacher asked them to asking if they have any questions about the lesson. But, nobody of students was asked. They just listen what the teacher explained. After that, teacher gave them time and task to do. And then, teacher and students answered the question together.

(The result of observation and interview on September,02, 2014)

## **2) Group 2**

### **a) First meeting**

First Meeting was carried out on August 19, 2014, the teacher opened the teaching process by asking students to read silently, after that, starts to activities.

The researcher did not find teacher's lesson plan during observation because the teacher absolutely does not make lesson plan. It is based on the situation and condition the teacher and the students.

At the moment, the teacher used a handbook, teacher used module book in teaching English because books for curriculum of 2013 did not have yet so the teacher used module or everything that can be used in teaching English while waiting the curriculum 2013 books. And also, based on the teacher, module book

is easier to students to understand than another book. Because it is suitable for them to learn independently. Because in module is provided steps to learn, answer from questions.

From seventeen students that listed in class VIII, there were only six students attended in the class at the moment.

The lesson started at 14.30. Students asked to read silently for five minutes. After that, teacher asked students about what will they learn today. Teacher asked to the students about the text. First, teacher read aloud the text while gave translation word by word to students. After that, explained the meaning. Then, asked to students what students had any questions to him before he gave them task to do. There were not questions by the students. Next, teacher gave them some tasks to do, after they done, teacher and the students answer the questions together.

(Result of observation and interview on August 19, 2014)

#### **b) Second Meeting**

Second meeting was carried out on September 2, 2014, the teacher opened the teaching process by asking the students to reading silently and after they done, start to activities. As usual, the teacher combines the two classes into one class but the teaching process is done from class VIII first and then class VII.

The researcher did not find the teacher's lesson plan. At the moment, the teacher used a handbook, teacher used Student Worksheet of Curriculum 2013 book in teaching English because books for curriculum of 2013 did not have yet so the teacher used Student Worksheet or everything that can be used in teaching English while waiting the curriculum 2013 books.

From seventeen students that listed in class VIII, there were only three students attended in the class at the moment.

The lesson started at 15.45. The Students asked to read silently for 5 minutes. After that, teacher introduced and explained to students about “attention expression”. Then, the teacher read aloud the expressions while gave the translation. After that, explained the meaning. Here, the teacher gave them some advices to make them be spirit in their learning. Then, the teacher asked to students what students had any questions to him before he gave them task to do. Next, teacher gave them some tasks to do and after they done, teacher and the students answer the questions together.

(The result of observation and interview on September, 02, 2014)

### **3) Group 3**

#### **a) First meeting**

First Meeting was carried out on August 19, 2014, the teacher opened the teaching process by asking students to read silently, after that, start to activities.

The researcher did not find teacher’s lesson plan during observation because the teacher absolutely does not make lesson plan. It is based on the situation and condition the teacher and the students.

From twenty students that listed in class IX, there were only five students attended in the class at the moment.

At the moment, the teacher used a handbook, teacher used module of School Based Curriculum in teaching English because the teacher said that for teaching English at class IX, he stays to uses School Based Curriculum.

The lesson started at 15.40. Students asked to read silently for 5 minutes. After that, teacher asked students about what will they learn today. Teacher gave notice about what will learn today, that was expression of hesitancy and the respond. First, teacher read aloud the text while gave translate word by word to students. After that, explained the meaning. Then, asked to students what students had any questions to him before he gave them task to do. Next, teacher gave them some tasks to do and after they done, teacher and the students answer the questions together.

(Result of observation and interview on August 19, 2014)

#### **b) Second Meeting**

First Meeting was carried out on September 02, 2014, the teacher opened the teaching process by Introducing to students about Procedure Text, after that, start to activities.

The researcher did not find teacher's lesson plan during observation because the teacher absolutely does not make lesson plan. It is based on the situation and condition the teacher and the students.

From twenty students that listed in class IX, there were only four students attended in the class at the moment.

At the moment, the teacher used a handbook, teacher used module of School Based Curriculum in teaching English because the teacher said that for teaching English at class IX, he stays to use School Based Curriculum.

The lesson started at 14.25 to 15.23. Teacher introduced what did the procedure text. After that, teacher read aloud the text while gave translate word by



word to students. After that, explained about procedure text deeply. Then, the teacher asked to students to read silently before he gave them task to do. Next, teacher gave them some tasks that related to the lesson to do and after they done, the teacher asked to the students, one by one to answer the questions if it was wrong so the teacher corrected them. Next activities, the teacher read another example of the procedure text while translated it. And then, the teacher asked to them to ask to him if they have any questions about it. Then, teacher gave them task that related to the text and time to do. After they done, teacher and students answered the question together.

(Result of observation and interview on September 02, 2014)

**b. Material that the teacher used at Open SMP 02 Banjarmasin  
Utara**

**1) Group 1**

Based on the observations in preparation the material, the teacher in Teaching English at class VII used module of School Based Curriculum, the material was taken from that book, because for curriculum 2013 is not yet the books. So, the teacher still uses the module. Besides, he stated that module was easier to teach because it contents the steps of teaching and also suitable to independent students to learn individually. The material was given are “Introducing yourself “and “Greeting “the teacher is easier to explain the content, and the students are also easy to absorb the lesson material.

(The result of observation and Interview on August 19 and September 02, 2014)

**2) Group 2**

Based on the observations, the teacher in teaching English at class VIII used module of School Based Curriculum on 19 August 2014 but then he used Student Worksheet of curriculum 2013 on 2 September 2014. The material that given are “Completing expression “and “Expression of asking for attention “.

(The result of observations and interviews on 19 August and 02 September, 2014)

### **3) Group 3**

Based on the observations in preparation the material, the teacher in teaching English at class IX used module of School Based Curriculum. He stated that he stays to use the curriculum for teaching English at class IX. The material that given are “Expression of Hesitancy “and “Procedure text“.

(The result of observations and interviews on 19 August and 02 September, 2014)

#### **c. Media that the teachers used at Open SMP 02 Banjarmasin Utara**

##### **1) Group 1**

There was not many media that used by the teacher during the observations. The teacher used book like module and board as media of teaching. Sometimes, the teacher used blackboard to write down some words when he explained about the words.

(Result of observations on 19 August and 02 September, 2014)

##### **2) Group 2**

During the observations in this class, the researcher found that there was not many media that used by the teacher. It was almost equal like in class VII, that is, the teacher only used books like module, Student Worksheet and board as

media of teaching. Sometime, the teacher used blackboard to write down some words to make it be clear.

(Result of observation on 19 August and 02 September, 2014)

### **3) Group 3**

During the observation in this class, the researcher found that media that the teacher used in his teaching are book like module and also board. This was equal with class VII. Sometime, the teacher used blackboard to write down some words to make it be clear.

(Result of observations on 19 August and 02 September, 2014)

## **d. Evaluation that the teacher applied in Teaching English at Open SMP 02 Banjarmasin**

### **1) Group 1**

Based on the observations, teacher's evaluation in class VII often applies matching question and it takes much time to finish their answer.

After the students doing the task, next, the students and the teacher answered the questions together. But, here the teacher did not give them score to evaluate the students' ability. After this activity, the lesson is end. The researcher concludes that the students in this class are easy to do these tasks and they can be easy to absorb this lesson.

(The result of observations on 19 August and 02 September, 2014)

### **2) Group 2**

Based on the observations, the teacher's evaluation in class VIII often applies question answer. As usual, the teacher gives them much time to do. After

they done, next, the teacher and students answered the questions together. But, here the teacher is also not give them score to evaluate the students' ability.

The researcher concludes that the students are rather difficult to answer the questions that related to the text because they are less in vocabulary. So, the researcher states that more much the teacher that answered the questions.

(The result of observations on 19 August and 02 September, 2014)

### **3) Group 3**

Based on the observations, the teacher's evaluation in class IX applied fill in the blank and answer question. This is almost equal like others class. In this class, the teacher gave them much time to do these tasks, after that, the teacher asked them to answer the questions one by one or could also the teacher and the students answer the questions together.

The researcher concludes that the students in this class are rather to absorb the lesson that have taught by the teacher because the researcher found during observations that they did not always pay attention to the teacher, they are not active in the class.

(The result observations on 19 August and 02 September, 2014)

#### **e. Techniques that the teacher applied and how the teacher applied them in teaching English**

Because of situation and condition in the class( total of the student from class VII and VIII is too few and the time allocation is shorter, that is only thirty

minutes for one subject, so the teacher combines the class VII and VIII becomes one class. It causes the teacher uses different techniques in his teaching English at these classes.

### **1) Group 1**

#### **a) First meeting**

During the observation, (teacher appeared combining some techniques when teaching English).

Teacher applied reading aloud and conversation practice. First, the teacher read the text aloud about "Introducing oneself" while translated the meaning of the text to make the students understand what the meaning. Then, teacher asked the students one by one to respond what he said.

Teacher : What is your name ?

Student : My name is Deni.

This activity made the students be nervous first, but then the students could answer fluently.

(Result of observation and interview on August 19, 2014)

#### **b) Second meeting**

During the observation, (teacher appeared combining some techniques when teaching English).

Teacher applied reading aloud and translation of literary passage. First, the teacher read the short dialog aloud about "Greeting". In this material, the teacher read while translated the meaning of the dialog to make the students understand what the meaning.

- Teacher: Good morning sir. ( Selamat Pagi, tuan )  
 Good morning, Joko.( Selamat Pagi, Joko )
- Teacher: Hi, Bobby. ( Hi, Bobby )  
 Hi, Hilman.( Hi, Hilman )
- Teacher: Nice to see you. ( Senang bertemu kamu )  
 Nice to meet you, too!( senang bertemu kamu, juga! )

The teacher explained the meaning of the dialog and the expression deeply, like giving explanation about formal and non-formal greeting.

(The result of observation on September 02,2014)

## **2) Group 2**

### **a) First meeting**

Based on the observation, (teacher appeared combining some techniques when teaching English)

The teacher applied Reading aloud and Translation of Literary Passage. At this class, the teacher applied the techniques almost same with class VII, Reading aloud is also used at this class. First, the teacher read the text aloud about “Hesitancy Expression “while translated the word by word was not clear.

- Teacher : Do you have a pet? ( apakah kamu punya hewan peliharaan?)  
 Yes, I do. ( Ya, saya punya )  
 What kind of animal is it? ( Hewan jenis yang kamu punya)  
 It is a cat. ( Kucing )  
 What does it look like? ( seperti apa ?)  
 It has soft, white fur and a bushy tail. And it’s very clever.

(kucing bulu putih yang lembut dan punya ekor dengan bulu yang tebal. Dan dia sangat pandai.

Then, the teacher asked the students to answer some questions related to the lesson.

(Result of observation and interview on August 19, 2014)

### **b) Second meeting**

Based on the observation, teacher's teaching in this class applied some techniques like Reading aloud and Translation of Literary Passage. First, the teacher read the expression of asking attention while giving translation of the meaning.

Teacher:Excuse me, I wonder if I could trouble you,,,

( permisi, maaf jika saya dapat mengganggu kamu,,, )

May I have your attention, please?

(dapatkan saya minta perhatiannya,,)

Excuse me,,,, ( permisi,,,, )

After that activity, the teacher continued to read the dialog about asking attention. And like above, here the teacher is also giving the translation of the dialog to make the meaning be clear.

(Result of observation of September 02, 2014)

## **3) Group 3**

### **a) First meeting**

Based on the observation, (teacher appeared combining some techniques when teaching English)

The teacher applied the same techniques with class VIII, that is, Reading aloud and Translation of literary passage. First, the teacher read aloud the text about while translated the words are difficult to made the students understood what the meaning. Then, if the students have understood, so the teacher gave them task like multiple choices that related to the lesson.

(Result of observation and interview on August 19, 2014)

#### **b) Second meeting**

Based on the observation, the researcher found that the teacher applied the equal techniques as another class, that was, Reading aloud and translation of literary passage. Here, the teacher read the text about procedure text about “how to make water absorption on the ground” while translated the meaning of the text. And sometime, the teacher wrote down some words on the blackboard like:

Aim/ goal = tujuan

Material/equipment = bahan-bahan

Steps = langkah-langkah

Here, the teacher tried to explain what the procedure text is. He explained the text deeply. Besides, he also gave the students another text and gave the translation to make the students be more understood about the lesson. After that, he gave them tasks that related to the text and give their much time to do.

Here, researcher found that the students was not active and lack be interested to the material.

(Result of observation on 02 September, 2014)

## **2. Data Presentation of Interview**



This part consists of interviews an English teacher who teaches three different classes. The interview aims to find out what techniques, media and materials are used by English teacher, how the teacher applies the techniques and all supporting questions that related with teaching English. Result will be compared with those obtained data from observation. Firstly, the researcher will elaborate the result of the interview with the teacher and then the interview with students from class 1 until 3.

**a. Teacher**

Based on the result of interview, so the researcher can write down about some information that have researcher collected about the teacher and the English Teaching in Open SMP class.

The teacher have been teaching in this main SMP since year 2000, so it means that the teacher have been teaching at this school as long as 14 years until now. The teacher is a graduated from Taman Siswa Yogyakarta University 1991 ago. The teacher said that he ever followed training that related to this Open SMP. But he did not remember when the time he followed it.

The students of Open SMP is not too different with students of Main SMP. At this Open SMP, most of students that orientating in their learning is to gets diploma, only like that. So, their orientation to learn in the school is also simple. Many students do not attend in their time learning. So, in each class just have a few students at time learning. It is very different between the last and the present. The last, many students listed at this school because they was rather difficult to learn in the regular school because some reasons, one of reasons is many students

of Open SMP is from the low economic. So, to reach the education, they have to enter to this school. But now, by there is BOS to students in many regular schools, so it makes easier students that from the low economic to enter in regular school.

Based on the teacher, he said that as long as the teacher teaching in Open SMP, he never make lesson plan in his teaching, because it is caused by the situation and condition of the teacher and the students. Sometime it cannot walk fluently as we have planned.

The teacher said that for this time, he still uses School Based Curriculum because for the new curriculum of 2013, this school does not have the books yet. So, for temporary time, the teacher still uses School Based Curriculum especially for class IX. Actually, curriculum 2013 is for class VII and VIII and for class IX is stayed to stay uses School Based Curriculum. In his teaching, he uses some material that can be got from module, Student Worksheet, books. He stated that material that he uses for the students is suitable for them. And the media that he often uses is module because with the module, he thinks that the module is easier for the students to learn English. Because the module is more suitable to independently students like students of this Open SMP. He stated that nothing special techniques that he used to teach in the classes and sometime what are there in the class can he used to be a media.

The teacher said, the students' interest in learning English is less. So, the students' skill in learning English is also still less. And about the students' difficulty in learning English is high, it is based on the teacher's statement above.

(Result of observation and interview on August 14, 2014)

**b. Students**

Based on the result of interview, so the researcher can write down about some information that have researcher collected about the students of this school from class VII to class IX. The total of active participants is 11 students from 43 students. Because of 43 students that listed in this school, only 11 that I could get information by them. The participants consist of 3 from class VII, 3 from class VIII and 5 from class IX.

From information that could I get by them, they stated that they like enough about English lesson though sometime they are not seldom do not understand what the meaning. In addition, they almost never learn English at home independently because the teacher is seldom to give them task to do at home. Nevertheless, they said that they often pay attention if the teacher explains the material and also they often do what the teacher asked.

Many of students did not know what the meaning of technique when the researcher tried to ask them what techniques are used by the teacher when he taught English in their class. They seemed be confused when answer this question. Nevertheless, they stated that the teacher's way in teaching English is good. And will be better if the teacher uses various media to make the students more interest to learn English because they stated that they will be interest if the teacher uses variation media in teaching English for the example with using direct object.

They stated that media that often the teacher uses are books and blackboard. And about the learning sources are module, Student Worksheet, book.

(Result of observation and interview on August 19, 2014)

## **B. DISCUSSION**

In this previous chapter mentioned, there are two questions addressed in this research (1) what techniques, media and materials are used by English teacher? And how the teacher applies the techniques?

Since questions, number 1 and 2 related to each other, the researcher will try to collaborate the obtained data to answer these two questions. To answer the first and second research questions, the main data was obtained from observations and interview of the teachers.

### **1. Data analysis on English teaching process at Open SMP 02 Banjarmasin Utara**

Generally, it can be said that the English Language Teaching process at Open SMP 02 Banjarmasin performed enough. Although in teaching, the teacher used simple material and applied monotone techniques and also only used one book and blackboard as media but the lesson can run fluently.

#### **a. Lesson plan**

Based on the observations, the researcher did not find the teacher's lesson plan in the classes. Because, the teacher does not make lesson plan to teach the students of Open SMP 02 Banjarmasin. The reason that why the teacher does not make lesson plan to teaching in the classes is caused the situation, condition of the class and the students.

#### **b. Material**

Based on the observations, the researcher found that the teacher used module as material in his English teaching. Actually, Government changed School Based Curriculum becomes Curriculum 2013. But then, books of the new curriculum (curriculum 2013) do not yet in the school so the teacher is still used School Based Curriculum for temporary. But, on 02 September 2014 of observation, researcher found that the teacher used book of curriculum 2013 like Student Worksheet to teach class VIII. Because , from the three classes are there, is only class VIII that have got the new book of curriculum 2013 even though only formed like Students Worksheet.

#### **c. Media**

Based on the observations, researcher found that the teacher only used module and blackboard as media of teaching. Not any media else that the teacher used at the time. And the teaching learning process is going simple.

#### **d. Evaluation**

Based on the observations, the researcher found that the teacher gave some tasks to do, like question answer and multiple choices in the classes as evaluation the result of learning. But, here the teacher did not give them score as evaluation of the result of learning. The teacher only gave them task and time to do, after that, students and teacher answered questions and could also the teacher asked students to answer, if they was wrong so the teacher corrected them.

## **2. Data analysis on techniques and how the teacher applies the techniques**

Based on the observations, the researcher found out that the vocabularies are more emphasized here, therefore, reading aloud and translation of literary passage such as read the vocabularies loudly and, also translation often used here. The teacher usually read the vocabularies and translates them into Indonesian. Because in module, there are many vocabularies and the meanings there.

For reading aloud and translation of literary passage, the teacher used these techniques in the main activity, the teacher read aloud the texts or vocabularies while translates the meaning and added the explanation to make the students can be more understand. As long as the teaching learning process, the students more much is silent. They just listen and do what the teacher said and asked. From the applied the techniques in teaching English at open SMP 02 Banjarmasin, the researcher observes that the teacher used the monotone techniques in his teaching in the three classes. In others word, the teacher used the equal techniques from class VII to IX.