

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of The Research Location

1. The Brief History of Darul Istiqamah Barabai

The establishment of Darul Istiqamah was firstly pioneered by K.H. Hasan Basuni B.A. (the leader) constituting an alumnus of Darussalam Martapura (1966-1971) and Gontor Ponorogo located in East Java (1971-1977) with the purpose of participating in dedicating to the society around him. As such, he was convinced that Allah command could be upheld through educating and leading Islam generation as Indonesian citizens. Then, he planned to found modern *pesantren* where the educational system was appropriate to Era needs signed by state diploma.

In 1989 Darul Istiqamah was founded under *salafi* system that was traditional teaching and learning using the books composed by the former Islamic prominent figures. Afterwards, on 14 July, 1990 the founding father modified the school system to modern boarding school like Darussalam Modern Islamic Boarding School of Gontor Ponorogo. It was due to the recommendation from the leader of Gontor, K.H. Ahmad Zarkasi. Furthermore, he visited K.H. Mahfuz Amin, the leader of Ibnul Amin Islamic Boarding School of Pamangkih to seek some advice about how to establish an Islamic boarding school and to maintain its existence among society.

As the result, he was convinced to found Darul Istiqamah helped by both H. Muhammad Husni and H. Achmad Syafawi who distributed their thought and fund for Islamic mission. H. Achmad Syafawi sincerely lent his property for boarding school location only if it had good existence and could survive more than a year. However, if it was on the contrary, H. Syafawi would ask H. Hasan Basuni to return that property.

On 22 October, 1990 the Islamic Boarding School received the letter with respect to permission of founding educational institution from Regional Ministry of Religion Affairs of South Kalimantan No. W.O/6/152/V.III/SKT/1990. Up to now, Darul Istiqamah still runs well. Also, it has a boarding school for girls located in separated area, exactly in Banua Binjai village, a suburb of Barabai town. In academic year 2004/2005, Darul Istiqamah for boys and girls totally own 612 students. Hereby, K.H. Hasan Basuni hoped to establish the faithful and god-fearing cadres towards Allah SWT as well as discipline, having a conception, and becoming Islam generations who are ready to dedicate to religion, society, and country. With the aim mentioned, he invites all generous muslims to participate in developing that *Pondok Pesantern*.

2. Programs Education of The School

a. Formal Education

Formal education committed by Darul Istiqamah comprises *Madrasah Tsanawiyah (MTs)*, *Madrasah Aliyah (MA)*, and

Sekolah Menengah Kejuruan (SMK). The curriculum refers to Religion Department combined with *Pondok Pesantren* curriculum.

b. Non-Formal Education

Kepesantren education in Darul Istiqamah is integrated in teaching and learning activities at all levels (*MTs, MA, and SMK*), so that this boarding school puts this program as the supporting one. The materials given encompass *fiqh, ushulfiqh, tauhid, akhlaq, al-Qur'an, tafsir, and hadits*.

c. Extracurricular

Extracurricular held by Darul Istiqamah includes speech training, *maulid Habsyi* and *syarfilanam*, memorizing *al-Quran*, drum band, scot, Islamic arts, and self-defense. This program really supports the student's skills and talents.

3. Facility and Infrastructure

To support teaching and learning activities and another programs, the boarding school has 21 classrooms, 2 leader rooms, 2 teachers room, 2 libraries, 2 art room, 2 prayer buildings, 2 fields 2000 m² and 1700 m², 19 rooms for boys, 12 rooms for girls, 5 houses consisting of the leader's house and the teachers. Boys and girls boarding schools have cooperatives as the source of money income for particular needs.

All buildings 6000 m² are the own property built on 40.000 m² resulted from buy and *waqaf*. The property status 35.000 m² is certified and the rest is still in process.

The location of Darul Istiqamah can be reached about 200 m from the provincial avenue and the street to enter is asphalt road.

4. Description about Teachers and Students

a. Teachers

MTs DarulIstiqamahBorading School Barabai has 89 teachers for boys and girls from many different educational backgrounds. Furthermore, the description about the teachers can be seen in the appendix.

There are two English teachers at MTs DarulIstiqamahBarabai in different subject; they are AlfianWidyananda, S. Pd as English Lesson (collage subject) teacher and FitriEfendi, S. Pd as English teacher. The subject of this research is FitriEfendi, S. Pd who teaches English subject or general subject. The description can be seen in the following table:

Table 4.1 Description of English Teacher at MTs DarulIstiamahBarabai

No	Name	Latest Education	Class	Subject
1	FitriEfendi, S. Pd.	S1 English Education at STKIP PGRI BJM	VIII A, B & C	English

b. Students

In academic year 2014/2015 total amount students in eighth grade who administratively registered in MTs Darul Istiqamah Junior Boarding High School Barabai are 97 students for boys as shown in the following table:

Table 4.2 Descriptions of Students of MTs DarulIstiqamahBarabai

No.	CLASS	AMOUNT
1.	VIII A	33
2.	VIII B	31
3.	VIII C	33
TOTAL AMOUNT		97

B. The Presentation of the Data

In this research, the data are gotten through some techniques such as: observation, questionnaire, interview and documentary. They are conducted from October to December 2014.

Observation, interview and questionnaire are the techniques to know about how are the media used and the ways that are the teacher used the media. A documentary technique is to get information such as the amount of the teachers, students, facilities and so on.

1. The Media in Teaching Reading at MTs DarulIstiqamahBarabai

Using media in teaching reading is very important. The teacher makes plans such as preparing the media and English material that

suitable with teaching-learning purpose, the teacher teaches well while the teaching and the teacher make evaluation for the teaching.

a. Planning

In the first, the teacher prepares the media and material the day before. Based on the interview, the teacher prepared a plan such as making media or material. By doing so, the teacher tried to maximize learning time in the class, so the learning time for approximately 2x45-minute walk to the maximum. It is done to make suitable the topic that is taught with the purpose of learning. Whether copying the page of the magazine, underlining the new vocabulary in newspaper or marking the page that will be taught.

b. Activity in Teaching Learning

When the clock starts the lesson, the teacher immediately went to class, because if the teacher came late, the students will definitely noisier. Moreover, in the teachers' room of DarulIstiqamah, collage leader or they said "*Murabbi*" installed CCTV to control the performance of teachers, teachers' activeness and teacher discipline so that the quality of teaching in the school will always increase.

In the classroom, the teacher begin the lesson by saying "*Basmallah*" together and closing by saying "*Hamdallah*", and then start the lesson by repeating the lessons that have been taught previously. When the lesson is in progress, the teacher will use

media such as whiteboards, blackboard, magazines, pictures, or newspaper. The teacher used all above media in the class in different time. In the first observation, teacher used magazine, such as make students read the text in the copying of a page of magazine. In second is using newspaper, teacher marked the new vocabulary. Pictures, teacher used it to make students write sentences.

Teachers will come to the student to ask directly sentences made by the students, and invite students to interact as asking about the media and what is in the media to make the learning process becomes more active. So, the lessons will be easily accepted by students.

Table 4.3 Teaching Practice

No	Date	Lesson	Media
1	18 November 2014	Stating Opinion	Magazine; Soccer and Hajj
2	21 November 2014	Asking for Opinion	Newspaper; Jakarta Post
3	25 November 2014	Checking Understanding	Picture

c. Evaluation of Media in Teaching Learning

Evaluating teacher's own teaching is a way to identify the strong aspects of his practice, as well as his weaknesses which may

need to be changed and improved. Teacher takes initiatives and responsibility to evaluate his teaching and make improvements over time. It is important to understand that evaluating teacher's teaching does not mean teacher's teaching is bad, in fact, it means quite the opposite.

Evaluating the teaching is the duty of a teacher in addition to teach science to students. Teachers will be able to improve the quality of teaching, so that the students can receive the lesson well. It was also made by Mr. Fitri Efendi as a teacher at Darul Istiqamah, he evaluated his teaching by monitoring his own way of teaching, whether students are able to receive lessons that the teacher taught to the students or less than the maximum. The teacher evaluated the media that will be used next time.

Based on the observation to the English teacher at eight grade students of MTs Darul Istiqamah, there are some media that applied by the teacher in teaching reading at MTs Darul Istiqamah, as follows:

a. Magazine

The teacher used the magazine in teaching reading and asked the students to understand the text and present it by using students' own language; it is easy for students to train their reading and speaking skill. By using the magazine, the teacher stimulated the students to know how to recognize the new words and unfamiliar words. The magazine can be used in any tasks of teaching reading; it is because

magazine can help the students to understand vocabularies, sentences and story. Students like to be stimulated by media such as magazine. They looked enthusiastic during the teaching and learning process. During the observation, the writer saw that the teacher used Hajj and Soccer to teach about topic such as: stating opinion.

b. Newspaper

To enlarge the students' English mastery especially in vocabulary, the teacher used newspaper to introduce new vocabulary by reading the text of newspaper. In using newspaper, teacher often write some new vocabularies. Beside, the teacher also used the vocabularies as a sample of making sentences by students.

The vocabulary mastery also can increase the ability of reading; the readers can recognize the words quickly and read it faster.

During the observation, the writer saw that the teacher used newspaper "Jakarta Post" to teach a reading topic; asking for opinion. The teacher asked students to express their opinion about the text that is written in newspaper.

c. Pictures

In the teaching process, the teacher used pictures in teaching reading. Thus, the teacher should show the picture to the class while teaching. The class observation indicates that the teacher brings some pictures to the class while teaching. The students are asked to make a story by using the pictures and come in front of the class to read it.

Based on observation class, the writer has known in daily English teaching that the teachers show the pictures every time they are needed. The forms of participation of the students do in demonstrating the media are, to hold and to show the media to the class or to merely observe the media from their seats. The picture is very useful for teaching reading; the teacher also can make students arrange the pictures till to be sentences and read it together. In using pictures, usually the teacher stimulates and explains the function of the thing of pictures, the teacher showed any pictures and asked the students to describe the picture by using their own language, and sometimes asked them to write it as homework.

Based on the observation, while teaching the teacher explained the preposition (beside, in front of, behind and between) by using the thing in the pictures and after that asked them to make it in sentences.

2. The Way Teacher Used Media in the Class

a. Teaching Reading in the Class Using Media

Ideally, media are not only shown to the students, but also have to be explained and demonstrated together by teacher and students. The teacher used media himself or invited students to involve in demonstrating media in front of the class actively. The following table shows the use of media or demonstrating of media by teacher in front of the class based on students' responses:

Table 4.4 the Demonstration of Using Media

NO	CATEGORY	F	P (%)
1	Teacher uses himself	14	42.42 %
2	Teacher involves the students	19	57.57 %
3	Teacher need other person	0	0 %
	TOTAL	33	100 %

Based on the table, (19) students (57.57 %) mention that the teacher involved the students in using / demonstrating media and that is highest category. Then, (14) students (42.42 %) mention that the teacher demonstrated the media himself. At the lowest category no one student mentions that the teacher needed other person.

The placement of media also influences the teaching. If the teacher did not put the media properly, so the media will not give some advantages. The other hand, if the teacher put media properly, it will give some advantages in teaching reading. Here is the table that showing the placement of media according to the students.

Table 4.5 the Position of Media

NO	CATEGORY	F	P (%)
1	In front of the class, middle position	26	78.78 %
2	In front of the class, left position	5	15.15 %
3	In front of the class, right position	2	6.06 %
4	Another position	0	0 %

	TOTAL	33	100 %
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From the table we know that (26) students (78.78 %) say the teacher put media in front of the class in the middle; it is in the fair category. While (5) students (15.15 %) mention that the teacher put the media in front of the class in the right of students. The rest (2) students (6.06 %) mention that the teacher put the media in front of the class in the left of the students. And no one student mentions that the teacher put the media in other position.

Based on interview with English teacher, the media can be used in teaching English especially for reading namely white board, magazines, newspaper, pictures, and real things. The data show, the school has quite available media that can be used in teaching reading.

Whiteboard and chalkboard are always available in the class. Chalkboard has no much function for the teacher, because the teacher mostly used the chalkboard or whiteboard to write down the unfamiliar words or question in the evaluation.

Based on the observation, the researcher knows the media that are used in teaching reading are magazines, newspaper and pictures. Magazines are Soccer and Hajj. Some pictures are such as football player action and football tools. The teacher makes some pictures from the source such as magazines, calendar and newspaper or searching on internet. Beside the pictures and chalkboard, the laptop is also applied. It is

a teacher's laptop. It is used as to play music and to watch English movie.

It is used to refresh students' attention and spirit

The use of media in teaching reading is important. By using media, the students are usually more interested in topic and able to understand the certain topic easily. Based on interview; using media makes teaching reading effectively. The following table shows whether using media makes the students interested or not, whether it helps understanding the lesson or not.

Table 4.6 Students' Interest in the Lesson by Using Media

No.	Category	F	P (%)
1	Very interested	30	90.90 %
2	Quite interested	3	9.09 %
3	Less interested	-	-
4	Not interested	-	-
Total		33	100 %

Based on the table above, it can be seen that (30) students (90.90 %) are very interested in the lesson when the teacher using media, it is the fair category. The rest of them (3) students (9.09 %) mention that they are quite interested in the lesson if the teacher uses media while teaching English especially reading, it is in fair category. And non-of them mention less or not interested if the teacher uses media while teaching reading.

Using media is also very useful for students in learning reading; no one of them is not interested using media while teaching, by using media students will more understand the lesson.

b. Influential Aspects in Using Media

There are three variables that affect the effectiveness of the use of media, namely: the teachers, the students and the situation of the class while teaching and learning process.

One of the most important aspects that influence the use of media in teaching and learning reading is teacher. Based on interview to the teacher, the English teacher at the eight grade students of MTs DarulIstiqamahBarabai is FitriEfendi, S.Pd, who has graduated from English department of STKIP Banjarmasin. He has taught English for 6 years. During teaching in the school, he has followed some training and some programs conducted by school or by university to develop the teacher's ability in teaching.

Based on teacher said; the use of media helps teacher in teaching because the good responses of the students ease him in managing and organizing the class well. The distribution of the question to the students was handled well and the opportunity for the students to ask was given widely. Hence, media give good influence to the teacher in increasing their quality of teaching.

In teaching media, available facilities at the school are very hopeful. Without it, teaching and learning process will be less optimal, disturbed and inappropriate with the teaching result goals.

C. Analysis of the Data

Based on interview to the English teacher and observation in teaching reading by using media of eight grade students at MTs DarullstiqamahBarabai, it can known that application in teaching reading using media consist of the use of media and the way the teacher used media in teaching reading.

1. The Media Use in Teaching Reading at MTs DarullstiqamahBarabai

In the teaching-learning process, previously English teacher prepares the lesson and the media. On the lesson teacher prepares the material of subject and also choose the media that are able to be used in teaching reading. The teacher uses media such as magazines, newspaper and pictures.

a. Planning

In this section, the teacher must prepare all purposes to teach, either material or media to be used for teaching. In accordance with the results of interviews, teachers prepare learning materials and the media a few days earlier, so that when the class started, all the teacher need is complete with no one less.

Teacher seek to provide good teaching for students and familiarize students learn with the media, in addition to the teacher also seeks to introduce the world to the students, so that even though they always are in the collage, always can not watch TV, or can not be friends with the outside world, they remain know the news that happens in the world today. Therefore, teacher prefers to use media that can provide news or knowledge about the world today such as magazines and newspapers.

b. Activity in Teaching Learning

Teaching right on time is the duty of a teacher. Teacher will immediately go to class when the class begins. As was the case in Darullstiqamah, on time is an obligation for teachers because not only for maximizing the time, it is also the rules to be followed by each teachers. The writer argues that the regulation is very important made by the collage leader because it provides excellent impact to improve the quality of teaching in the school.

The habits that might be done in other schools are beginning and closing every lesson by reciting Basmallah and Hamdallah together. In Islam everything that is started and closed such as above, will give good effect. When lesson is in progress, teacher always repeats previous lesson. Teacher

use the media in order to improve the quality of teaching in the school. The media that teacher used such as; magazine, newspaper and images. Teachers use the media because it can provide knowledge to the students about the events that occurred at that time. Such as in Soccer; not only can take advantage of written text in the magazine, but the students also find out about the latest football news. Therefore, the teacher prefers to use multifunction media that can provide news to students.

c. Evaluation

As evaluation for teacher self, teacher monitors his own performance as he teaches. It will help teacher to improve teaching quality.

Evaluating the lesson will help students to receive lesson that has given by teacher. As performed by Mr. Fitri Efendi, S. Pd, he repeated the lesson that he had given to the students, so that students will increasingly understand the lesson. The author assesses that it is a change that should be done by every teachers, the lessons students learned could really be understood and students can remember in the next days.

The result of first class observation (18 November 2014), it is known that the teacher used magazine as media while teaching reading under the topic "stating opinion". It is not only will increase

students reading skill, but also will increase students' speaking skill, because students are ordered to present it to the class. Then, the second observation (21 November 2014), the teachers used newspaper as media to improve students reading skill and also students' vocabulary under the topic "asking for opinion". And the last observation (25 November 2014), the teacher used picture as media, the researcher known that the teacher used it to increase students ability in writing and reading, because students are ordered to write down and read it together. By having the data about how is the use of media in the class, it can be described that the teacher invites the students to discuss the text that written on media or thing on media to recognize unfamiliar words and improve students' skill in reading and others.

2. The Way Teacher Used Media in the Class

a. Teaching Reading in the Class Using Media

Based on the questionnaire, the data about how is the use of media in the class, the researcher can describe that the teacher invites the students to get involved in demonstrating the media and discuss the media with students in front of the class. As seen in table (4.4) that the teacher do not dominate in using media, about (57.57 %) students say that the teacher involves them in using media and it is the highest category.

The position of media while teaching reading by the teacher is also important, based on the data result from the students' questionnaires, shown on the table (4.5) mention that (78.78 %) students said that the teachers put the media in front of the class middle position, and another (15.15 %) students said the teacher put the media in front of the class in right position of students, and another (6.06 %) students said the teacher put the media in front of the class in left position of students. It can be concluded that the teacher put the media in front of the class, sometimes in middle, sometime in the right and sometimes in the left side.

There are many kinds of educational media, which are provided in teaching and learning process to help the process in reaching the goal. However, the English teacher in the eighth grade students of MTs DarulIstiqamahBarabai, merely use magazines and laptop in most of his teaching.

However the data also found from the observation that the school has provided many kinds of media such as: chalkboard, whiteboard, audio-visual media and tape recorder.

From all media in the school, the media which are often used by the teacher at the eighth grade students of MTs DarulIstiqamahBarabai are chalkboard, whiteboard, magazines and laptop, because they are easy to be brought and already provided by the school.

The three variables, which affect the effectiveness of the use of media namely: the teachers, the students, and teaching and learning process in the class.

The use of media gives teacher spirit in teaching and eases them in managing and organizing the class well. The distribution of the question to the students is handled well and the opportunity to ask is given widely. Hence, media give good influence to the teacher in increasing their quality of teaching.

The class condition is also conducive and organized well by using media. As shown by the class observation that the students do not perform unexpected behavior namely disturbing other students who are studying or do not pay attention to the teacher's explanation.

From the description and explanation above, the writer can see that the use of magazines, newspaper and pictures as media in teaching reading is quite effective.

b. Influential Aspects in Teaching Media

The teacher's educational background influences their profession as who educates and teaches students. It is no easy to be a teacher; someone who wants to be a teacher must not only master the teaching and learning method and techniques, but also have a wide knowledge in many aspects. Such as; how is use of media, how to manage the time and how to face many characteristics of students in the classroom. Education means is not only got education from study at school or university as a

formal education, but it also can be reached from training and many school programs to develop the teacher's skill and education. Students also important, the purpose of study is to make students understand what teacher teaches. And the last factor is facilities, students will study well when the facilities is good and enough, teaching-learning also will be more effective.