

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes the data and the result of the study. The writer presents the data description of how the teacher's ability in teaching learning process of conducting 2013 curriculum for teaching speaking at the 8<sup>th</sup> grade of MTs. Hasyim Asy'ari Bangsri in the academic year of 2018/2019. The purpose of this research is to answer the statement of the problems.

#### 4.1 Finding of Research

##### 4.1.1 Observation

###### a. First Observation

The first observation of this research is at the 8<sup>th</sup> grade English teacher of MTs. Hasyim Asy'ari Bangsri. It was conducted on Sunday, 23 September 2018. The subject in this observation is English specialization and the topic is speaking (*expressions of instruction, prohibition*). The English teacher basically has conducting 2013 curriculum for teaching speaking procedures well, starting from opening, while of teaching learning, until closing.

In several times during the lesson, the teacher gives advice, motivation, and question related to the development of students attitude, character, and skill competencies. In this meeting, the English teacher conducts a logical learning sequence of scientific approach on

observing, questioning, experimenting, associates, and communicating. There is no special method used in this meeting.

First is observing, the teacher asks to the students pay close attention to the problem of day that related with the expressions of instruction and prohibition. Then, the teacher explains the meaning of instruction and prohibition then how the expressions of giving, responding intruction and prohibition. Next, the students do the interaction with the others. Such as, tell with the other to make sure what students think. Meanwhile, the teacher observes the students observation.

Second is questioning, the teacher conducts discussion. Then, teacher asks some problems related with the expressions of instruction and prohibition. Such as, how the instruction when this room is so hot? What are the expressions of prohibition in the school, a hospital, and the other places? Then, The students are active to raise their hands a question answer session.

Third is exsperimenting, the students think more about the expressions of instruction and prohibition. The students analysis about the expressions of instruction and prohibition. The teacher asks the students induvidually to do the task in the book. So, the understanding students not only from the teacher but from the book too. The teacher leads as fasilitator in the classroom.

Next in associating, the teacher invites the one student to come in front of the classroom. The teacher and that student make a small role play in front of the classroom about the expressions of instruction as an example for the other students. The situation is about when someone who brings books to much. Next, the teacher asks the students make pairs group. Then, the teacher gives each group the different situation to use expressions of instruction. The teacher ask the students discussion with the pair groups.

The last is communicating, the teacher invites the pair students groups to talk, so the interactive classroom atmosphere is created. The students have a few minutes to practice. Then the teacher monitors them and explains the difficult new words or corrects the wrong pronunciation of the students.

The teacher also demonstrated to the students to appreciate their friends performances. The score seems taken by the teacher when some students are appointed while the pair groups are performing. The students are not only asked to work individually but also in pairs.

## b. Second Observation

The second observation of this research is at the 8<sup>th</sup> grade English teacher of MTs. Hasyim Asy'ari Bangsri. It was conducted on Monday, 24 September 2018. It is English subject and the topic is *personal invitation* with the skill on speaking. Basically, the teaching learning process is almost the same. In this meeting, the logical learning sequence is on observing, questioning, experimenting, associates and communicating. In several time, the teacher gives motivations and support to study English subject. Then, the teacher gives the questions related to the development of students attitude, character, and skill competencies. Such as, please do by yourself because you are a good students.

In observing, the teacher begins to stimulate the students to be more active. Such as, what do you see ? and can you tell what it means? while the teacher shows some pictures and card greeting related with the expressions of *personal invitation*. The teacher explains the expressions of invitation in some situations. The teacher asks to the students pay close attention to the problem of day that related with the expressions of inviting someone, accepting invitation and declining invitation. The students looking for the information by the teacher. The use of media by the English teacher is not optimal.

In questioning, the students seem to do small talk with friends. Then, the teacher gives the opportunity for ask a questions. Next, the teacher gives some questions to the students that can more be active and want to know more about the expressions of invitation. Such as, how to invite someone in the party or watch the movie or dinner and ect. Then, how to accept someone invitation and what if unable to attend an invitation appropriately without being rude.

In experimenting, the students look the some expressions invitation from English books, starting invitation someone, accepting invitation and declining invitation. The students read the definition of expression invitation in English book. The students try to understand it through the English books.

In associating, the students are divided into some groups. Then, the students discuss with own groups about the expressions of invitations. The teacher asks the students to make dialogue in the different situations in groups. Actually, starting invitation someone, accepting invitation and declining invitation. The teacher leads as fasilitator in the classroom.

The last is communicating, the teacher reminds the pattern of the right sentence during the students working. In communicating, the students have a few minutes to practice. Furthermore, the teacher invites the students to talk, so the interactive classroom atmosphere created. Then, the students are active to write their answers on the board. The score

seems takes by the teacher while the groups are performing. The teacher also invites and demonstrates to the students to appreciate their friends performances.

In this meeting, the students are not only asked to work individually but also in the groups. Then, the teacher monitors students. However, the teacher explains the difficult new words or correcting the wrong pronunciation of the students.

#### 4.1.2 Interview

The English teachers basically understand what 2013 curriculum wants in the English teaching learning and knows what to do in learning based on 2013 curriculum. [Code: IT-01-A] *(There is no significant difference in learning in the 2013 curriculum with learning in the previous curriculum. 2013 curriculum are more directed to the formation of attitudes of how children character, so that when learning English children know that it is not the language itself but children are able to communicate with strangers with the attitudes and behaviors that we expect, according to the character we want to form. All subjects are bound by core competencies).*

For the teacher, lesson plan becomes more essential in curriculum 2013. [Code: IT-03-A] *(For the 2013 curriculum, RPP is important. The most important thing is needed at the beginning of the new school year in addition to years program and semester program. We have school MGMP activities, it is expected that the teacher can set the RPP together) in*

developing lesson plans, the English teachers has been equipped with the material gained from MGMP of the school (*Musyawarah Guru Mata Pelajaran*) [Code: IT-03-B] (*the problem is time. On MGMP days there are those that are empty, some are not. Either there are teaching hours or participating in the district MGMP. However, if it is needed once I have permission to attend the MGMP. If it is not needed once, I will teach it first*).

The teachers realize that even though the teacher is free to choose the learning material and source, it should direct the students to think scientifically and critically. [Code: IT-02-A] (*The syllabus is directed towards scientific and critical thinking. So the topic given is from daily life and in accordance with the context of regional conditions or national and international scope. In fact the teacher is free to determine the teaching material or source as long as it is in accordance with the syllabus. Not only based on books from the government*).

Then, the teachers have provide the learning media to deliver the material. [Code: IT-04-A] (*We often use picture and audio media. If there is such a thing as what students think*). [Code: IT-04-B] (*For LCDs that are images, audio and video cannot be used optimally because of the limited. So it is not installed directly in each class. If the teacher needs it, then he must bring it. A little bother indeed*).

However, the teachers get still difficulty in conducting curriculum 2013 for teaching learning process because some reasons, especially in instrument. [Code: IT-09-B] (*The obstacle is the instrument for not only*

*observing it, then such as the formation of attitude including the process of observation, self-assessment, it is difficult. We have to make it according to the MGMP, if self-assessment is given to the child for their content, time is the problem)*

Related to the method, game becomes good option for the teachers. The learning model used for the method is when dividing the groups, the teacher attempts to put the students which are considered have a better absorption in English (smarter) than the others in each group so they do not gather in one group. [Code: IT-05-B] *(Tell about methods that still don't use much. I once used the method of sending a letter to me by whatapps. Children are active. Then, have a good responses. However, the problem is that I feel difficult because I have to enter the value directly. Then I also asked students to bring a cellphone not real and practice calling to class. The results are good, children are active. However, the material is left behind. So the material isn't finished yet. We see for us the clever child is taken first. They must be flat in each group. Do not let children get smart when they do games).*

The teachers have difficulties in providing the proportional portion for the need of the students because of the varied classes. It becomes another obstacle for the English teacher to be the ideal facilitator for the student. [Code: IT-07-B] *(Not all subjects or materials were given because of the time, so there was something I asked the children to learn by themselves, because not all of the material was new to children. Later, if there are those*

*who are considered new, there will be variations in the class, there are those who think there are new ones that are not, then the class is discussed. I find it difficult to give a portion that suits their needs because the class varies, there are fast ones that are slow).*

In evaluating the students, the teachers do not deny that her focus still on the evaluation through non-authentic assessment that give much emphasis on the aspects of knowledge only. [Code: IT-10-B] *(The test is indeed the data for the final assessment, but the final judgment is from other values that also support (cognitive, psychomotor, and affective). The portion does not deny that there is a large number of replications or non-authentic judgments, because of that the data determines the value, even though that is not the final value. The portions are bigger but not to facilitate).*

#### **4.1.3 Documentation**

Documentation conducted to provide the documents by using accurate evidence. In this documentation, it consists by image or photos that related with the teaching learning process in 2013 curriculum. Such as, the dokumentation of observation and interview, the Syllabus, Lesson Plan, then actually teaching learning process in the classroom.

## 4.2 Discussion

### 4.2.1 The Teachers Ability in Conducting 2013 Curriculum for Teaching Speaking.

The English teachers execute the lesson plans has been prepared. The activities of a learning process that created by the teacher in the class should have the characteristics as mentioned in *permendikbud* number 103 of 2014, they are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners.

In the interactive point, it could not be said completely succesful because the teachers seem to dominate almost all occasions. However, inspiring learning could be said succesful because the teachers teach with the polite appearance, good attitudes, speech and understandable by learners. The teachers also create disciplin, covenience, safety, and compliance with the regulations in organizing the learning process. The most important thing is the teacher appreciates every single student despite their religious background.

Fun and challenging learning is not always created, because the students judged that English is difficult topic. So, mostly the teachers still get difficulty to make games. But so far, the activities of the previous meeting that the students work result performance in front of the class.

The expectation of 2013 curriculum on contextual and collaborative learning has been applied by the English teacher well. The scientific approach helps the teachers to focus on the material of the topic that related to the students real life and needs. The teachers also integrate the students to think with some fields, moreover English is the international language that is very needed in the world of work. The teachers show her understanding of the learning that 2013 curriculum wants. Then, the learning model used is through collaboration. As already revealed on the finding, the teachers put the students who have a better absorption in English (smart) in each group. The teachers realize that those certain students are able to serve as a fasilitator for their friends in their group.

The teachers effort to provide enough space for the innovation, creativity, and independence of the students is not maximal yet. For the last characteristic, that is according to their talents, interests, abilities, and physical and psychological development of students, actually it can be easily achieved. The factor of the students is the largest influence. For the students have a high interest in English subject. The students appear their confidence of the ability and talent they may have, so they want to sharpen it more. However, as already explained that the space of creativity is limited because it is affected by the method, so the students expectation does not come true. The students' interest become lower and they tend to be bored and passive in the class.

Teaching learning is the execution of the planning. Nevertheless, the learning process is almost completely based on the lesson plan. 5M has been reached by the English teachers. The teachers also do what should do in the classroom, such as monitoring, explaining difficult new words, correcting the students wrong pronunciation. Then the teachers has developed the students spiritual, social, and skills competence through giving advice.

#### **4.2.2 The Supporting Factors and Obstacles of Teacher's Ability in Conducting 2013 Curriculum for Teaching Speaking.**

There are several important things that is supporting factors and obstacles of teacher's ability in conducting 2013 curriculum for teaching speaking. First, the book and the completeness of the document are prepared in full so as to trigger and encourage teachers to read and apply literacy culture, and make teachers have the skills to make RPP and apply the scientific approach correctly. However, it no longer requires a more detailed curriculum document because the government prepares all components of the curriculum until the textbook and discussion guidelines are available. In another hands , because the 2013 curriculum requires teachers to be more creative, in reality very few teachers are like that. So it takes a long time to open of thinking of teachers, and one of them is from training and education in order to change the paradigm of the teacher as the giver of material to be a teacher who can motivate students to be creative.

Second, supporting factors and obstacles factors of teacher's abilities in conducting 2013 curriculum for teaching speaking are very responsive to social phenomena and changes in the learning process. Then, the character and cultural education that has been integrated in English subject. But, the teacher still gets difficulty in choosing the right method and making the right instrument of authentic assessment that will cooperate teaching learning and to support the success of core and basic competence interpretation in the learning process. Then, the absence of a balance between the learning process orientation and the results in the 2013 curriculum because the National Examination is still an inhibiting factor. However, teacher conduct non authentic assessment, it is not the same as the mandate of 2013 Permendikbud curriculum in 2013 curriculum to use authentic assessment.

Next, the competencies in question describe holistically the domains of attitudes, skills and knowledge. But, the task of analyzing SKL, KI, KD, student books, teacher's books has not been fully done by the teacher. The last, in the classroom learning process, the teacher has used picture and audio media well to support students' understanding and activeness in the class. However, the media used is not optimal, in each class the LCD is not installed which is a medium of image, audio and video.