

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories and correlate with previous study. The discussion focuses on the salient findings of each of the formulated research question.

Discussion on the Practices of English Teaching in Applying Semester Credit System as a 21st Century Learning of 4th Semester Class at SMAN 2 Blitar in the academic Year of 2018/2019

Based on the description in chapter IV, it was identified that there were some aspects at the implementation of UKBM in applying Semester Credit System as a 21st century learning in English teaching activity at 4th semester class.

Practically, the implementation of UKBM in applying Semester Credit System (SKS) as 21st century learning, the English teacher has a good attention in making teaching learning process become more conducive and increase students effort and interest in mastering English. English teacher has good management in teaching the class. By this, teacher can create regularity in teaching learning process. The teacher arranged the classroom become groups that were appropriate with students' uniqueness and speed of learning (low, normal, quick). Every student has different style and uniqueness, especially in learning. There were students who liked to learn together with their friends, or there were students who need more attention from the teacher

in studying. Students' uniqueness also could be based from their talent in getting the knowledge from environment around them. Depends, on that uniqueness, as the obligation of Semester Credit System teacher needed to divide the class become groups. This statement supported with Permendikbud No. 158 year 2014 that is stated Organizing Guide of Semester Credit System (2017) about the organization of SKS in primary and secondary school, tells that Semester Credit System (SKS), is an education system which the learners deal with the amount of the study that is followed, or the strategies of learning in each semester based on talent, interest, and the speed of the study.

Stated by Directorate of High School Coaching, General Directorate of Primary and Secondary Education, the Ministry of Education and Culture of Indonesia (2015), that Semester Credit System is implemented based on the varieties of learning organization and the flexibilities of learning time management. In the practices of English teaching applying SKS, teacher should give personal service and treatment to the students and explain the material individually in each group. So, in this system students can finish the study in four semester (quick), six semesters (normal), or eight semesters (low). It based on students' time management of learning.

Teacher used this for making the situation more enjoyable and to give personal experience to the students. Besides, the teacher also used this to give personal service to the students, so they can more understand the material. The teacher's practices above are supported by Wannarka and Ruhl (2008) who state that seating arrangements are important classroom setting events

because they have the potential to help prevent problem behaviors that decrease student attention and diminish available instructional time. Teacher should be knowledgeable about setting events so that they can apply this knowledge to everyday classroom situations.

Suggested by Pace and Price (2005), they told that classroom arrangement significantly impacts on student behavior, and there is evidence to suggest that it impacts on achievement as well. By arranging the class, they referred that it has good impact to increase students' achievements in learning. English teacher used this seating arrangement, because she expected that the students would be more independent, and she can give personal treatment or services to the students so the students can be braver for asking questions to the teacher and understand the material easier. Here, teacher gave personal service to the students because school that applies SKS, the students can finish their study based on their own ability in finishing their material first, so, seating arrangement also important in dividing the group of students, low, normal, or quick speed group students.

Seating arrangement, it is contributed towards students' behavior. When the students are grouped based on their speed learning, low, normal, and quick speed, it makes students try to increase their effort in learning to complete the material or basic competency, so students that include in low, or normal group, can move into quick speed group and finish the material quicker.

In the Semester Credit System, teacher employed Independent Learning Activity Unit (UKBM) for teaching English. UKBM was very useful for both teacher and students, because it was guidance for teaching learning process. Depends on Guidance Book or The Script of Development of Unit Kegiatan Belajar Mandiri (UKBM) as translated as Independent Learning Activities Unit, UKBM is a script or document that supports the implementation of curriculum 2013 that has been created by Directorate of High School Coaching, General Directorate of Primary and Secondary Education, the Ministry of Education and Culture of Indonesia. UKBM is a complement of the students to achieve their mastery learning (Astuti, 2018: 46-47). UKBM contain students' guidance of learning in order to make them more independent and develop their achievement in learning based on their literacy by Learning Text Book (BTP), other references, and also internet.

Application of UKBM in Semester Credit System was one of the implementation of curriculum 2013. Different from the previous study by Nikmah (2017) that she studied about Scientific Approach that used in every subject of curriculum 2013, here the newest study was focusing on the other implementation of curriculum 2013 that was applying Semester Credit System as the newest education system and UKBM that used in teaching activity.

The implementation of UKBM in Semester Credit System (SKS), students need to be independent in their learning to finish their credit of the study. This independent learning created students to be more responsible with

themselves. Students need to get the knowledge, material, and achieve the good result in study with their own effort. In this system, students were divided into groups based on their uniqueness and speed of learning. By this, students have to do UKBM and finish it with their own struggle. Teacher did not explain the material in front of the class, but teacher with explain the material if that students need it and want it. So, by the independent learning of the students, they can utilize the teacher to explain what they did not understand in their process of learning. Dealing with the definition of independent learning, Foster (1972) state that independent study is a process, a method, and a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation.

UKBM process in SKS as the implementation of curriculum 2013 was very close with 21st century learning. Supported by General Directorate of Primary and Secondary Education, the Ministry of Education and Culture of Indonesia as cited in Astuti (2018), UKBM is the implementation of curriculum 2013. There were mandates for educator to give 21st century skill for the learners. It is expected that learners would be able to be great generation and accustomed to be critical thinking, creative, collaborative, and communicative with god characteristics. Beside 21st century skills, students have to be accompanied by Pengembangan Pendidikan Karakter (PPK) as translated as The Development of Character Education and good in literacy to increase their knowledge. Students need to get teaching learning process with

HOTs (High Order Thinking Skills), to make they accustomed with problems around them.

In this case, 21st century learning was stated as the objective of UKBM. The implementation of 21st century learning in UKBM, the teacher used Scientific Approach. This approach required the students to be able to have critical thinking, creative, collaborative, and communicative skills. It was the same with the result of Nikmah (2017) research that stated the Scientific Approach in the curriculum 2013 must be applicable in all subjects, including in English instruction.

Besides, English teacher implemented UKBM by using Peer Tutoring Strategy. Peer teaching refers to the process of having learners help each other on a one to one basis. Two types of this kind of peer teaching are found in adult literacy and basic education. Supported by Mastropieri et al. (2006) he described peer tutoring as groups of two or three combining lower achieving students with higher achieving students for assistance. At times students were randomly paired to provide assistance. Peer tutoring also transpired when same-age students were paired, and when students were paired with older tutors.

Teacher applied this strategy by asking the students to give explanation to their friends. By giving explanation, it is expected that students can be more understand the material because the explanation from their friends are easier to be understood. Here, students also can help each other in

understanding the material from the teacher. Students can make a discussion and working together. The practice of peer tutoring strategy done by the teacher is suited with the idea of Colvin (2007) who mention that peer tutoring occurred within same societal groups and may be formal or informal, may be one-on-one or in small groups, and may involve furthering classroom discussions or solving specific problems. For purposes of this, Goodlad and Hirst's (1989) they explained that "peer tutoring is a system of instruction in which learners help each other and learn (themselves) by teaching". Peer tutoring implies that teaching is not being completed by a professional (as cited in Grubbs and Boes, 2009).

In peer tutoring strategy, students who were expected to more understand with the material should give explanation and study together with the other students who feel difficult in understanding teacher's explanation. With students' explanation, it was expected to other students for understanding material easily. With Peer Tutoring, 21st century era skills also can be achieved. Students can have 4C (critical thinking, creative or innovative, collaborative, and communicative). Good habits of literacy also can be gotten with this strategy. Besides, the teacher wanted to develop students' characteristic. It was called as The Development of Character Education (PPK). By giving respect in order to explain material to friends, quick speed students can create their respect, friendly, and humble.

Peer tutoring strategy contributed to students' effort for their critical thinking skill and students were expected to be more creative and innovative.

Students were expected to become ready when they have to explaining the material or doing group work each other with their friends. This strategy also contributed into students' behavior to be more respect and can make a good collaboration each other. Students are expected to be a good tutor for their friends.

Gordon (2015) mentions the advantages of Peer Tutoring Strategy, such as: it can help students understand the contents of the text; it can develop the students reading skill; it can increase students' motivation and self-confidence; it can reduce teacher dominancy, and it can make students active.

In teaching English by implementing the UKBM, English teacher also give rewards for the students to increase students' motivation and effort to be master in English and finish their credit of UKBM as good as possible. Reward is not always in the form of a gift or something like that. Reward can be a form of appreciation. Reward is important to make students have good feeling and they feel that they have appreciated by the teacher. What is done by the teacher related to support reward strategy is based on Baranek;s 's (1996) idea that there are many actions teachers can take in order to improve student motivation, one of them is reward. Reward is a thing given in recognition of one's service, effort, or achievement. Poor student achievement is often attributed to a lack of motivation and rewards are given in an attempt to increase that vital student motivation.

Teacher applied it when the students try to answer the question or when they try to speak in English. Besides, teacher gave reward when the students already passed the material or Basic Competency. It is suited with Baranek (1996) idea saying that when rewards are given they often have the opposite effect of what was intended. High student achievement comes from students who are motivated from inside. In teaching and learning process, reward is important to increase students' motivation and their achievement in English learning. Therefore, instead of giving rewards, teachers need to consistently teach students to become intrinsically motivated. There are many actions teachers can take in order to improve student motivation, one of them is reward. Reward is a thing given in recognition of one's service, effort, or achievement.

The next implementation of UKBM was the teacher used STEM and collaborate it with STEAM in teaching activity. By using STEM and STEAM in applying the strategies, teacher expects that students can be more interested in learning because the teacher uses technology that very closest with students' world. It is suited with White (2014), the four strands of STEM; Science, Technology, Engineering, and Mathematics, have been staple forms of all students' academic careers. STEM modified to STEAM. STEAM is a way to take the benefits of STEM and complete the package by integrating these principles in a through the arts. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts, and

Mathematics as access points for guiding student inquiry, dialogue, and critical thinking,

It also contributed toward students' effort in mastering English especially in the aspect of literacy. By STEM and STEAM, students are expected to be more critical thinking and good in problem solving, because with all aspect of STEM and STEAM those are: Science, Technology, Engineering, Arts, and Mathematics, they have to be good in facing 21st century era.

Suggested by Sanders (2009) STEM Education was originally called Science, Mathematics, Engineering and Technology (SMET), and was an initiative created by the National Science Foundation (NSF). This educational initiative was to provide all students with critical thinking skills that would make them creative problem solvers and ultimately more marketable in the workforce (as cited in White, 2014). It is also suited with Riley (2016) STEAM is a way to take the benefits of STEM and complete the package by integrating these principles in a through the arts. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are innovators, educators, leaders, and learners of the 21st century. STEAM takes STEM to the next level: it allows students to connect their learning in these critical

areas together with arts practices, elements, design principles, and standards to provide the whole pallet of learning at their disposal. STEAM removes limitations and replaces them with wonder, critique, inquiry, and innovation.