

## CHAPTER IV

### DATA PRESENTATION AND RESEARCH FINDINGS

This chapter mainly described the data presentation and the findings of this research related to the research problems. The research problems focused on the teacher's practices in teaching English at MAN PK 4 Jombang. This teaching practice covered the practices inside and outside the classroom of MAN PK 4 Jombang. It included teaching method are used and activities are done by the teacher, tutor and the students of MAN PK 4 Jombang.

#### A. DATA PRESENTATION

##### English Language Teaching Practices

Method	Activities Inside the Class	Activities Outside the Class	
		Supervision by the tutor (in the dormitory)	Without supervision by the tutor
1. Direct Method 2. Communicative Language Teaching 3. Silent Way	1. Conversation 2. Speeches and Debates 3. Small Discussion and Presentation 4. The Responsibility for Reading Books, and Watching Educational Show Used English	1. Conversation 2. Memorizing Vocabulary 3. Speech Training 4. Arbain Nawawi in English 5. Grammar	1. English Club 2. Speaking Class

That data above explained about English Language Teaching practices inside and outside the class by the teacher, tutor and students of MAN PK. English teachers and tutors in MAN PK used several methods of teaching English, including direct method, communicative language teaching and silent way to support their English language skills, from the three methods together emphasizing on interaction, communication, and activities that use English.

Activities inside the class during teaching and learning process that done by the teacher, tutor and students, it was conversation, small discussion and presentation and the responsibility for reading books, and watching educational show used English.

Activities outside the class with supervision by the tutor, there were conversation, memorizing vocabulary, speech training, Arbain Nawawi in English and grammar. While activities outside the class without supervision by the tutor, there were English club and speaking class. All of these activities made the students active in the teaching and learning English process.

Here, the researcher took some data from appendix, the data presentation above is taken from interview, observation questionnaire and documentation. The first data took from interview, as follows:

Interviewer: Metode apa yang biasa anda gunakan dalam mengajar bahasa Inggris di MAN PK?

Interviewee: Metode terbaik adalah metode yang sesuai dengan kebutuhan mereka, namun disini saya menerapkan beberapa metode yang membuat siswa lebih aktif dalam berkomunikasi, seperti metode

langsung, CLT, dan juga silent way. Saya juga menerapkan pembiasaan dengan membaca buku berbahasa asing, media seperti film yang menggunakan 2 bahasa tersebut.

*See Appendix 1*

Then, the second data took from observation, the researcher doing observation in formal and informal class with accompanied and without accompanied by the teacher or language tutor of MAN PK, the researcher observed activities inside and outside the class done by the students of MAN PK as follows:

#### **Activities Inside and Outside the Class of MAN PK 4 Jombang**

<b>Activites Inside the class</b>	<ul style="list-style-type: none"> <li>- Conversation</li> <li>- Speeches and debates</li> <li>- Small discussion and presentation</li> <li>- Responsibility to reading books and watching educational show used English</li> </ul>
<b>Activities outside the class</b>	<b>Supervision by the tutor of MAN PK (in the dormitory)</b>
	<ul style="list-style-type: none"> <li>- Conversation</li> <li>- Memorizing vocabulary</li> <li>- Speech training</li> <li>- Arbain Nawawi in English</li> <li>- Grammar</li> </ul>
	<b>Without supervision by the tutor of MAN PK</b>
	<ul style="list-style-type: none"> <li>- English club</li> <li>- Speaking class</li> </ul>

*See Appendix 2*

The third data from questionnaire, the researcher used questionnaire to adding the data with using some question with form multiple choice, as follows:

1. Menurut anda, apakah kegiatan conversation, latihan pidato, debat, diskusi dsb memberatkan siswa?

- a. Ya
  - b. Kadang-kadang
  - c. Tidak
2. Menurut anda, apakah kegiatan tersebut dapat meningkatkan kemampuan berbahasa Inggris siswa?
    - a. Ya
    - b. Kadang-kadang
    - c. Tidak

*See Appendix 4*

The last is documentation, documentation also used by the researcher as additional data. Here the researcher used some photos to strengthen data, as follows:

*Photos on Interview with English Teacher and Tutor of MAN PK 4 Jombang  
(November, 24<sup>th</sup> 2018)*



*Photos of Formal and Informal School Activities of MAN PK 4 Jombang  
(January 30<sup>th</sup> 2019)*

*(XI-PK 2 & X-PK 2 Class)*



*See Appendix 5*

## **B. RESEARCH FINDINGS**

### **1. The Practices in Teaching English at MAN PK 4 Jombang**

In this part, the researcher described the data which were found in the field based on the result of observation, interview, questionnaire and also documentation. These data related to the practice of teaching and learning English of MAN PK 4 Jombang. It covered the method were used and activity inside and outside the class.

MAN PK was one of the national specialization programs in dormitory-based religious fields that were part of the existing Regular MAN. The curriculum in MAN PK emphasized on a sense of religion and on Arabic and English language, because MAN PK 4 Jombang was within the scope of MAN 4 Jombang, so this vision and mission were the same with MAN 4 Jombang, even though it should be separated by MAN 4 Jombang as stated by T1

As stated by T1:

"MAN PK pada prinsipnya independen tidak terikat pada institusi manapun, misalnya di sini terikat oleh MAN 4 Jombang, MAN PK harus dipisahkan dari MAN 4. MAN PK ini independen setara dengan MAN IC." *See Appendix 1*

He also said that:

"Visi misinya sama seperti MAN 4 Jombang, namun ada nilai plusnya, mereka dibekali kemampuan berbahasa Arab dan Inggris yang bagus." *See Appedix 1*

One of the aims of MAN 4 Jombang. Furthermore, this aim was broken down as some goals of this school, there are mission of MAN 4 Jombang, such the researcher presents in the table below:

<b>Misi</b>
1. Meningkatkan pembinaan bahasa Arab, Inggris, kitab kuning dan dan keterampilan secara aktif dan periodik.

Concerning with the goals above, it was not wondering if MAN PK 4 Jombang give the extra focus on practicing language teaching, especially Arabic and English, as the language required to communicate in the school environment. Related with the practices of the teacher in teaching English, the researcher described the English teachers' and tutors' practices in teaching English at MAN PK 4 Jombang which was covered some aspects, they were the method were used and the activity were done in teaching English inside and outside the class. From the result of observation, interview, questionnaire, and documentation, the researcher got the data as described below.

**a. The Methods Were Used in Teaching English in The Class of MAN PK 4 Jombang**

Based on the interview with the English teacher of MAN PK 4 Jombang, the researcher got the information that in teaching English, T1 used the material taken from the government set, so the topic of teaching English was comparing to the syllabus. It was selected based on the instructional objectives of the students need.

T1 also said that

Buku-buku yang dipakai di MAN PK hampir sama dengan kelas-kelas lainnya di MAN 4 ini dari pemerintah, mungkin ada beberapa tambahan yang diambil dari internet dan buku-buku lain. *See Appendix 1*

The material used by English teachers in PK class was almost the same as other classes in MAN 4 Jombang, the difference is about the way to deliver the material. In regular class, the teacher used Indonesian in delivering the material, while in PK class, the teacher was required to use English in delivering material. The teacher added that in supporting the material, he also used the textbook. The students also used it. In addition, the teacher also gave the additional material taken from the internet.

A method in teaching was needed to support the learning process. The use of the good method in teaching English supported the improvement of student's ability. By using an interesting method of teaching English, it made the students attracted to active in the class. In determining the method that could be used in teaching English, the teacher always considered the student's ability.

Based on the interviews conducted by the researcher with T1, he said that all of the methods were good, depending on the student needs.

“Metode terbaik adalah metode yang sesuai dengan kebutuhan mereka, seperti metoda langsung, CLT, silent way dan lain-lain. Saya juga menerapkan metode membaca buku berbahasa asing, menonton film yang menggunakan 2 bahasa tersebut, agar mereka terbiasa.” *See Appendix 1*

Most of MAN PK teachers used discussion method in teaching, rather than the lecturing method when they were teaching the students in the class. Some of

these methods included the active communication of students. Namely, direct method, communicative language teaching and silent way were used to support their English language skills, from the three methods emphasizing on the interaction, communication, and activeness' students of using English.

<b>1. Direct Method</b>	<b>2. Communicative Language Teaching</b>	<b>3. Silent Way</b>
Direct method was a method used by the teachers of MAN PK 4 Jombang because this method applying English directly by the teacher to students. The teacher used English to convey the material. The students could capture the process of acquiring English through listening and speaking that conducted by the teacher directly to them.	Communicative Language Teaching (CLT) was also used by English teachers in MAN PK 4 Jombang. In this method, the process of interaction and communication was emphasized. The purpose of CLT itself was that students had competent communication skills.	Silent way was an English teaching method used by the teachers and tutors of MAN PK 4 Jombang. This method places more emphasize on the activity and the thinking of students, so students were required to active and think critically.

While doing observation in the classroom, activities that were usually done in the formal class were almost the same with schools in general. It included activities or teaching and learning in the class. In fact, the exercises and simulations are given by the teacher as habitual action in the classroom which were different from other classes.

#### **a. Practices Were Carried Out Inside the Class**

Other techniques were also used by the teachers in teaching English for the PK class because basically students of PK class was dominated by active and



critical students, so the teachers used techniques and activities that emphasized on active and critical communication in English, such as conversations, speeches, presentations, and small discussions.

### 1. Conversation

Based on observations conducting by the researcher, teaching English in MAN PK class did not fully focus on material, books or assignments, but many teachers and tutors used habituation methods that made the students able to speak English themselves, such as the obligation of communicating in English in the formal and informal class.

In the practice, MAN PK students were good in communicating English as an English tutor said, T2 in the interview conducted by the researcher, T2 explained that students of MAN PK are good in communicating English.

Interviewee: “MAN PK selalu unggul dalam segala bidang, terutama dalam bidang komunikasi atau kebahasaannya, yakni Bahasa Arab dan Inggrisnya”. *See Appendix 2*

The students of MAN PK were better in communicating English than other classes in MAN 4 Jombang. They communicate using English while in English class, and they used Arabic when they in Arabic class as stated by T1. Because the teacher was able to create pleasant or comfortable conditions when they were teaching and being able to motivate the students themselves in learning English.

### 2. Speeches and Debates

Based on observations made by the researcher, speech and debate exercises were conducted in the classroom with the themes set by the teacher, the teacher was

in charge of assisting, directing and at the same time being a judge when speech or debate activities took place.

Debates and speeches exercises took place each week with different themes. Based on the observations conducted by the researcher on January, 26th 2019, the theme given by the teacher, speech training at that time it was "The obligation to carry out the five daily prayers", each student had the turn to perform in front of the class to speak in English.

While the debate almost the same as a class discussion, in one class it was divided into two debate groups. Debates made the students more active in communicating using English because teachers required all students to thinking critically, whether their opinions are correct or incorrect. After the activity finished the teacher used to give input and motivation to students to be active and continue to supporting their English language skills.

### 3. Small Discussion and Presentation

The topic of discussion and presentation depended on the material and the chapter that the students learned. The teacher gave the material that should be discussed by the students in a group. Then, the group could be asked to present the result of their discussion in front of the class.

On the observation at January, 30th 2019, the topic of discussion on that day is about memorizing vocabulary. Before giving the task, the teacher asked students to make a group by counting. One group consisted of four to five students. Then, the teacher gave the theme to each group. The discussion groups looked for 20

vocabularies related to the theme, then each group presented the results of the discussion in front of the class. The other groups might give additional vocabularies, and justified the incorrect pronunciation of their friends' presentation.

This class was dominated by students who were active and intelligent, so almost all the students were not silent. The teacher also gave feedback and asked questions. Then the teacher made a conclusion, gave motivation, and additional information about the topic discussion.

#### 4. The Responsibility for Reading Books and Watching Educational Show that Used English

The teacher required the students to read English books and also watching educational programs that used English as stated by T1. With the aim of familiarizing students with their English skills, and also supported the quality of education in MAN PK 4 Jombang.

He said that:

“Disini saya menerapkan metode membaca buku berbahasa asing, media seperti film yang menggunakan 2 bahasa tersebut (bahasa Arab dan Inggris).” *See Appendix 1*

Based on the classroom observations that have been done by the researcher, when there was one teacher who was unable to teach students in the class. The students read English-books, and watched video, movies, etc by themselves who also used English or used subtitle in English, as the researcher observed in XI PK 2 class. This was a habitual activity to train students' good habits.

### **b. Practice Were Carried Out Outside the Class**

Beside the teaching learning process in the classroom or formal school, MAN PK 4 Jombang also has informal schools held outside the school or used to carry out in the MAN PK dormitories. There activities were conversation, memorizing vocabulary, speech training, etc. These activities were supported students' learning in English. The existension of MAN PK 4 Jombang is as the way in supporting the students in learning especially in learning English.

The purpose of this activity was to support the students' ability and their competence in English proficiency. Here, the researcher presented the activities in informal school. The activities in informal school actually were almost the same as schools in general, such as teaching and learning activities in the class, presentations, discussions, etc as learning activities carried out by teachers and students in formal schools. The difference was the time and the place of implementation.

Learning activities in formal class were held in schools in the morning between 7 am and 2 pm, while learning in informal class was held in the afternoon and evening between 4 pm and 8 pm. Informal school activities was divided into two types of activities, namely learning activities in the classroom (dormitory) accompanied by the tutors, and activities outside the classroom without being accompanied by the tutors, such as the English study club.

### **a) Learning Activities in The Dormitory of MAN PK 4 Jombang**

#### **a. Conversation**

Based on observations made by the researcher, teaching English in evening schools MAN PK was required to communicate using English. They communicate using English when they were in the scope of MAN PK 4 Jombang, namely in dormitory, in formal or informal schools, and communication using these two languages (Arabic and English).

The obligation to communicate using these two languages was conducted not only for the students but also for the teachers and tutors in MAN PK. Whether it was a conversation conducted between students with students, students with teachers and tutors, and also teachers/tutors with teachers/tutors and also teachers/tutors with students.

#### **b. Memorizing Vocabulary**

Based on the results obtained by the researcher while observed the activities in MAN PK 4 Jombang dormitory, the vocabulary memorization included the second core activity and mandatory after the Al-Qur'an memorization deposit. Each student had to memorize their vocabulary memorization at least of 10 English vocabularies/Arabic vocabularies every morning, but every week vocabulary memorization was not only about English but also Arabic (alternate). It was done every morning after shubuh prayer between half-past five in the dormitory hall of the MAN PK 4 Jombang accompanied by their language tutors.

### c. Speech Training

Speech training was one of the activities in the afternoon school of MAN PK 4 Jombang. Speech training was carried out at night based on the schedule. For male students the practiced was usually held in MAN 4 Jombang mosque, accompanied by a male tutor, while for female students, speech run in MAN PK female's dormitory hall.

Every student had the opportunity to go forward and gave a speech in front of their friends and the tutor, it was because of the practice of this speech was taken turns and it was divided into five students to perform their speech. As usual, there would be four or five participants who perform in every meeting. The theme and material of the speech came from language tutors and teachers in MAN PK 4 Jombang. The students only practiced and performed their speech well based on the direction and procedures taught by the tutor. As the researcher has observed in XI-PK 1 class and X-PK 1 class.

### d. Study of Arbain Nawawi in English

The study of the Arbain Nawawi in English was held in Nur Khadijah 3's Islamic boarding school (female) or usually called PonPes. NK 3, in the learning of Arbain Nawawi in English, first, the teacher opened the class with a prayer together with the students, then the teacher explained a little material in previous week. After completing the material in previous week, the teacher continued and started to read a new material (hadith) by interpreting it in English. Also, the delivery of the material used English. After the teacher delivered the material in English, the students were required to memorize the hadith and progress one by one. This way

was very effective to support the students' English skills, and it also could increase the students' critical thinking. As the researcher observed on January, 27th 2019.

e. Grammar

Grammar was one of the English subjects in MAN PK. This lesson was conducted in the class with discussion and question-answer method. First, the teacher explained the material in front of the class, then there was a discussion session and question-answer session about difficult material. The assignments were given by the teacher in the grammar subjects were taken from English books and contained for the TOEFL.

Based on the result of the interview, there were no special lesson plan for afternoon school of MAN PK 4. The teachers did not use lesson plan when teaching. The teacher only designed some strategies so that the material given made the students to be active in communicating English.

**b) Activities Outside the Classroom Without Supervision of the Tutor**

a. English Club

Study Club was a program provided by the school for the students who had the ability in a certain subject matter. In other words, the students who could joined in study club were only the students who truly had the capability and mastering the certain subject matter. The purpose of this program was as the medium to facilitate the students in developing their potential in a certain subject matter. They were trained to be ready in facing the competition or Olympiad. The material given in English study club was focused on what competition that they would compete. It

was because the purpose of the study club was to prepare the student in facing the competition and Olympiad.

All of English study club activities were intended to prepare the competition. The training such in delivering a speech, debating, and storytelling were done as the technique in teaching speaking. In addition, in English study club the students also learned about grammar, academic writing and also learned about the TOEFL test as the preparation for the Olympiad which were related to them.

#### b. Speaking Class

Based on observation made by the researcher of speaking class, this activity referred to the additional time. There are two kinds of foreign language that are learned in this school that were Arabic and English. Full day class was made as the effort to facilitate the students in learning foreign language especially in increasing their speaking ability in those language.

Speaking class in the dormitory of MAN PK 4 Jombang were sharing activities. All of these activities were discussions, performing short dialogues, storytelling, etc. These activities were carried out in MAN PK for male and female students. When the implementation has been scheduled, this activity was not accompanied by an English tutor. The speaking class was given as the form of the English teacher efforts to increase students' English proficiency.