

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presents the data presentation and the research findings. Presentation of data and research findings based on interviews with English tutors and language counsellor of modern pondok language Al - Barokah Patianrowo. These findings are presented to answer the formulation of the problem, that is the feelings of students when making mistakes in the English teaching process.

A. English tutors' awkward feelings

In this section the researcher will describe the tutor's feelings when she made mistakes in delivering English material. Based on the results of the interview, the writer interviewed a tutor who had experience of making mistakes in delivering English material.

From the results of interviews with an English tutor, from the beginning of teaching English in class, she felt afraid when had to face her students directly. The first time a student is given the responsibility of teaching, she is afraid of lack of vocabulary, mispronounced and is afraid of making mistakes. Such a relationship arises because from the start the tutor has a lack of interest in English and is required to act as an English tutor who teaches in the classroom.

This is of course related to the change in the role of the tutor, from a student who usually receives English language material to become a teacher

who has to teach English. Based on the results of interviews with the language supervisor, each student is required to do this service for at least one year. The selection of an English tutor was not carried out by means of a test, but only seen from the results of the test both orally and in writing.

The research also found that there was a feeling of shame when what he said was wrong. Especially when a student reminds her that the material is wrong. Tutor awkwardness cannot be avoided because it becomes the center of attention of all students. From this, the tutor feels that she is lacking because the students are smarter and have a better understanding of the material being delivered. In addition, the tutor also feels guilty for what he did. Because what was taught was wrong and not in accordance with the rules. So that he has a responsibility to clarify these mistakes at the next meeting. To convey this truth, of course, requires a strong mentality, because it means telling students that the tutor made a mistake in the process of teaching English.

Based on the results of the interview, the researcher also found several things related to the feelings of students when they made mistakes in the English teaching process, namely:

1. Environmental response to tutors who make mistakes

In this case the researcher finds that every element in the boarding school always provides support to tutors who experience awkwardness after making mistakes in the process of teaching English. Starting from students being taught, fellow tutors and language tutors. Where there are

students who take care of the tutor's feelings so that they don't remind the class when they are teaching and fellow tutors who want to teach the material that has not been understood. Language Instructors who give a warning to the tutor when delivering the material incorrectly, but not directly in front of the students. This is to keep the tutor feeling. Thus the tutor will not be embarrassed and will still want to teach English.

2. The role of language advisors The role of language advisers in the case

Where the supervisor acts as a motivator and facilitator so that the tutor continues to do his job, namely teaching English. The Language Instructor always accompanies the tutor from making the material to evaluation. In this case, the supervisor provides input that can be used in the English teaching process. For example, in making material, the supervisor emphasizes on language structure, not about the content of the story. This guidance is done every night so it is known as night study.

Meanwhile, as a motivator, the language guide provides understanding to the tutor when facing problems, especially when the tutor feels awkward and afraid after making mistakes in the process of teaching English. The Language Guide provides an understanding that the tutor is still in the learning stage and if he makes a mistake it is natural. In addition, the supervisor always encourages the tutor to want to teach English and always asks what problems he is facing.