

## **CHAPTER IV**

### **FINDINGS & ANALYSIS**

This chapter presents the data find found by the researcher through conducting data collection. As explained in the previous chapter, this study is directed to describe preparation, implementation, and evaluation as the role of tutors who teach at the Fajar English Course.

#### **A. Findings**

Based on the results of research conducted by researchers using interview techniques, it was found that the roles that have been carried out by tutors to succeed in learning English for students are that tutors have good preparation, implementation, and evaluation.

Interview conducted on four informants who are considered representative of the object of the problem in research. The following is data from four informants in this study.

1. Mr. A
2. Mr. E
3. Mr. B
4. Mr. R

The data obtained from the questionnaire in the form of the informant's answers to the questions posed by the research through an online interview guide using a questionnaire with the informant. The answer data is presented in the form of excerpts

from the questionnaire results. The research results are in a questionnaire explaining the informants' answers regarding the preparation, implementation, and evaluation, which the researcher will group into mental preparation, affective preparation, psychomotor preparation, performance, and evaluation.

## **B. Analysis**

### **1. Tutors' Preparation**

#### **a. Preparation for Cognitive Aspect**

Cognitive ability is an ability possessed by individuals where this ability is related to all forms of mental activity (brain). In other words, when students do an activity that uses their brainpower, the training will require cognitive abilities. Cognitive abilities help develop students' ability to reason. The existence of cognitive learning preparation is significant to be prepared by a teacher because this cognitive ability can help teachers identify students' strengths and weaknesses in the learning process.

Based on excerpts from interviews from all research informants, it can be concluded that cognitive learning preparation or also called learning that focuses on the knowledge, understanding, and thinking skills of a student, are significant for a tutor. And from the results of research that researchers have carried out, it is found that each tutor has the same core answer, which will be explained as follows.

Data analysis revealed that cognitive preparation includes preparing teaching materials, teaching media, and other needs in learning. This was confirmed by Mr. A, Mr. E, Mr. B, and Mr. R as follows.

Mr. A : *“Mengembangkan rencana pembelajaran dengan cara melihat respon dan ketertarikan setiap siswa pada materi yang saya sampaikan berikut keberhasilan pengaplikasian materi dalam praktek berbicara bahasa inggris maka setelah itu kalau dilihat, didengar dan dirasa berhasil atau tidak maka saya akan lanjut mempersiapkan materi yang lebih menarik dan mudah untuk dipraktekkan.”*

(Develop a lesson plan by looking at the responses and interest of each student in the material that I convey along with the success of applying the material in the practice of speaking English, then after that, if it is seen, heard, and feels successful or not, I will continue to prepare material that is more interesting and easy to practice.)

Mr. E : *“Pembelajaran yang menarik dan fun topic itu bagi saya sangat disukai siswa karena mereka menjadi mudah untuk memahami materi yang disampaikan oleh tutor. Maka bagi saya, seorang tutor harus mengembangkan rencana pembelajaran yang baik agar siswa mudah memahami.”*

(This exciting and fun topic is very popular with students because it makes it easy for them to understand the material delivered by the tutor.

So for me, a tutor must develop a good lesson plan so that students can easily understand.)

Mr. B :*“Untuk mengembangkan rencana pembelajaran yaitu dengan cara mempersiapkan materi yang mudah dipahami oleh siswa serta melihat bagaimana respon dan ketertarikan pada materi bahasa inggris yang saya sampaikan di kelas.”*

(To develop a lesson plan, namely by preparing material that students easily understand and seeing how the response and interest in the English material I convey in class.)

Mr. R :*“Mengembangkan rencana pembelajaran itu juga perlu media pembelajaran yang baik. Media pembelajaran yang sekiranya siswa mudah memahami materi ketika siswa tidak paham dengan materi yang saya sampaikan.”*

(Developing a lesson plan also needs good learning media. Learning media if students easily understand the material when students do not understand the material I convey.)

What has been conveyed by Mr. A, Mr. E, Mr. B, and Mr. R is proof that cognitive preparation is the preparation of teaching materials that students can easily accept. So that students can understand the material presented well.

This is equivalent to Bloom's theory which says that all efforts related to brain activity are included in the cognitive realm. The cognitive domain is related to the ability to think, including the ability to remember, understand, apply, analyze, synthesize, and evaluate the ability.

#### **b. Preparation for Affective Aspect**

Affective is one of the three domains that are targeted in the learning process. Affective education means education for the development of social-individual feelings, emotions, morals, ethics. These aspects are often isolated in the curriculum. Affective development is the process of individual development or internal changes to become a good individual and an excellent social society. Affective development education is a mature thought process about interventions in student development; this includes effective as part of the minor subject integrated into the curriculum. At the same time, the importance of a tutor in the preparation of effective learning is because the affective domain is a domain related to attitudes and values.

Based on research quotes from informants who have interviewed researchers, it can be concluded that the importance of preparing for affective learning is because affective learning is related to how students feel when they learn, as well as by internalizing experiential learning so that they can guide students' attitudes, opinions, and behavior in the future. And from the results of research that researchers have carried out, it is found that each tutor has a core answer that is almost the same, which will be explained as follows.

Mr. A : *“Minat siswa terhadap materi yang disampaikan itu sebuah arti penting bagi seorang tutor. Contohnya berfikir ulang membuat topic yang menyenangkan. Karena jika siswa tersebut tidak minat dengan materi yang disampaikan, maka menurut saya tutor harus berfikir ulang menggunakan metode lain agar siswa menjadi tertarik. Dan ini harus disiapkan oleh tutor sebelum masuk kelas.*

(Students' interest in the material presented is an important meaning for a tutor. For example, think again to make a fun topic. Because if the student is not interested in the material presented, then, in my opinion, the tutor should rethink using other methods so that students become interested. And this must be prepared by the tutor before entering the class.)

Mr. E : *“Dengan beralih ke topic yang bisa memecahkan suasana menjadi lebih asyik tetapi tetap kondusif. Karena ketertarikan siswa saat belajar itu sangatlah penting bagi tutor.”*

(By switching to topics that can break the atmosphere to be more fun but still conducive. Because students' interest in learning is significant for tutors.)

Mr. B : *“Buku, cerita pendek, film, yang berkaitan dengan materi itu dapat membuat siswa menjadi tertarik. Oleh karena itu, sebelum*

*pembelajaran kelas dimulai, tutor harus menyiapkan beberapa hal agar siswa tidak merasa bosan.”*

(Books, short stories, films related to the material can make students interested. Therefore, before class learning begins, the tutor must prepare several things not to feel bored.)

Mr. R : *“Dengan menggunakan media visual atau audio visual yang berkaitan dengan materi yang akan disampaikan. Atau juga bisa dengan permainan yang menarik agar siswa menjadi tertarik. Karena minat siswa saat belajar itu sangat penting bagi tutor dan tutor harus menyiapkan pembelajaran sebelumnya secara matang.”*

(By using visual or audiovisual media related to the material to be delivered. Or it can also be an exciting game so that students become interested. Because students' interest in learning is significant for tutors and tutors must prepare prior knowledge carefully.)

What has been conveyed by Mr. A, Mr. E, Mr. B, and Mr. R is proof that the affective preparation they have prepared is the preparation of teaching materials that students can easily accept. So that students can be interested in the material being taught and able to understand it well.

This is also by the theory that says, In its simplest form, affective learning characterizes the emotional area of knowledge reflected by learners' beliefs, values,

interests, and behaviors (Krathwohl et al., 1964; Smith & Ragan, 1999; Gronlund & Brookhart, 2009).

### **c. Preparation for Psychomotor Aspect**

In the world of education, psychomotor is contained in practical subjects. Psychomotor correlate with learning outcomes achieved through muscle and physical manipulation. The psychomotor domain is a domain that is closely related to skills or the ability to act after a person receives specific learning experiences that they have engaged in. Psychomotor learning outcomes are a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes (which only appear in the form of behavioral tendencies), but they are not the same. The psychomotor domain is related to physical activities, such as running, jumping, painting, dancing, hitting, sticking, writing, etc.

Based on research quotes from informants who have interviewed researchers, it can be concluded that the importance of preparing for psychomotor learning is because psychomotor learning is related to how students feel they have been able to master material related to the cognitive and affective domains and also what has been delivered by the tutor. And from the results of research that researchers have carried out, it is found that each tutor has a core answer that is almost the same, which will be explained as follows.



Mr. A : *“Untuk menguji kemampuan siswa setelah materi disampaikan adalah meminta siswa untuk mempratekkan apa saja materi yang sudah dipelajari.”*

(To test students' abilities after the material is delivered is to ask students to practice whatever material they have learned.)

Mr. E : *“Cara mengujinya bagi saya adalah mempratekkan apa saja yang sudah saya sampaikan selama proses pembelajaran berlangsung. Contohnya speaking, siswa bisa mengasah kemampuannya dengan pidato, drama, dll.”*

(The way to test it for me is to practice what I have said during the learning process. For example, speaking, students can hone their skills with speeches, dramas, etc.)

Mr. B : *“Dengan cara meminta siswa mempratekkan materi yang telah saya sampaikan. contohnya mempraktekkan percakapan sehari-hari dalam bahasa inggris, menulis cerita secara baik dalam bahasa inggris, mendengarkan music atau cerita yang berbahasa inggris.”*

(By asking students to practice the material that I have conveyed. For example, practicing daily conversations in English, writing good stories in English, listening to music or stories in English.)

Mr. R : *“Bisa dengan cara melakukan pidato, drama, pembawa acara, mendengarkan cerita atau music bahasa inggris. Intinya masih berhubungan dengan materi yang telah dipelajari saat di kelas.”*

(It can be done by giving speeches, dramas, presenters, listening to stories, or listening to English music. The point is still related to the material that has been studied in class.)

What has been conveyed by Mr. A, Mr. E, Mr. B, and Mr. R is proof that the psychomotor preparation they have prepared is the preparation of teaching materials that students can easily accept. So that students can apply and practice the material that has been delivered well.

This is also by the theory that says, Simpson (1956) states that psychomotor learning outcomes are seen in individual skills and the ability to act. Psychomotor learning outcomes are a continuation of cognitive learning outcomes (understanding something) and affective learning outcomes (which only appear in behavioral tendencies). Cognitive and affective learning outcomes will become psychomotor learning outcomes if students have demonstrated particular behaviors or actions by the meanings contained in the cognitive and affective domains.

## **2. Tutor's Teaching Implementation**

Implementation is the implementation of learning from learning planning and must measure or evaluate its success. Implementation is usually done after the lesson

plan is considered complete. Because implementation is the implementation or application of an idea, concept, policy, or innovation in a practical action that can impact either in the form of changes in knowledge, skills, values , or attitudes. The implementation itself is an activity in learning that contains initial activities, core activities, and final activities or closing activities.

One form of teaching implementation is teacher activities in the classroom. Teacher activities are activities carried out by teachers during the learning process. In the learning process, teachers must provide knowledge (cognitive), attitudes and values (alternatives), and skills (psychomotor) to students. At the same time, the implementation of learning has three critical points, namely, opening activities, leading activities, and closing activities which a teacher or tutor should not ignore.

#### **a. Opening Activities**

Preliminary activities or opening activities are an integral part that cannot be separated from other learning components. Preliminary activities are activities that must be taken by teachers and students every time a lesson is implemented. The function of primary activities is mainly to create an effective initial learning atmosphere that allows students to follow the learning process well. For example, when starting the lesson, the teacher greets the child with an excited and happy tone (says hello), checks the presence of the students, and asks if there are students who are not present. Through this activity, students will be motivated to actively speak and express their opinions so that, in the end, each child's curiosity will emerge. Thus, through preliminary activities,

students will be led to core activities related to learning tasks that must be done and teaching materials that must be understood.

Based on research quotes from informants interviewed by researchers, the importance of opening activities in a learning process will be explained as follows.

Mr. A : “Kegiatan awal sebelum pembelajaran adalah diberikan motivasi. Untuk memotivasi siswa yaitu mengingatkan kepada mereka apa tujuannya datang ke kampung inggris.”

(The initial activity before learning is given motivation. To motivate students is to remind them what the purpose of coming to the English village)

Mr. E : “Mereview secara bersama-sama materi kemarin yang diajarkan. Atau juga bisa diberikan motivasi dengan cerita yang menarik yang masih berkaitan dengan materi yang akan dipelajari.”

(Review together yesterday's material that was taught. Or you can also be motivated with exciting stories that are still related to the material to be studied.)

Mr. B : “Memberikan motivasi. Motivasi kepada siswa itu sangat banyak. Contohnya memberikan cerita-cerita yang mampu

*menginspirasi mereka dan mengingatkan tujuan awal mereka ke kampung inggris.”*

(Give a motivation. There are many motivations for students. For example, giving stories that can inspire them and remind them of their Englishvillage's original destination.)

Mr. R :“Mengingatkan kembali materi yang dijelaskan pada pertemuan kemarin. Dan juga menjelaskan materi yang akan dipelajari.”

(Recall the material explained at the meeting yesterday. And also present the material to be studied.)

Based on the information above, it can be concluded that opening activities are one of the most critical parts of the implementation of learning. And the part of the quotation that is underlined is a part or form of the opening activities. On the other hand, it can also be concluded that opening activities are included in the efforts of a tutor to create an effective initial learning atmosphere that allows students to follow the learning process well. Through this activity, students will be motivated to actively speak and express their opinions so that, in the end, curiosity will emerge from each child. Thus, through preliminary activities, students will be led to core activities related to learning tasks that must be done and teaching materials that must be understood.

## b. Main Activities

Main activities or core activities in learning play an important role in achieving the learning objectives that have been set in the curriculum. Therefore, the core activity in education is a complex activity in the teaching and learning process that prioritizes forming student learning experiences.

The main activities in learning must be planned by the teacher based on the applicable curriculum. By prioritizing student activities that are guided effectively by the teacher.

Based on research quotes from informants interviewed by researchers, the importance of main activities in a learning process will be explained as follows.

Mr. A : *“Meyampaikan materi yang akan dipelajari. Model pembelajarannya saat proses berlangsung ialah low tense dan fun way. Juga mengajak siswa berkomunikasi dalam setiap obrolan.”*

*(Convey the material to be studied. The learning model during the process is a low tense and fun way. It also invites students to communicate in every chat.)*

Mr. E : *“Menjelaskan materi yang sudah saya siapkan sebelumnya. Dan pada saat proses pembelajaran berlangsung menggunakan media bahan ajar yang sudah disiapkan. Setelah itu menerapkan*

*materi yang sudah diajarkan secara langsung. Jika siswa kesulitan bisa langsung menemui saya.”*

*(Explain the material that I have prepared previously. And when the learning process takes place using the media teaching materials that have been scheduled. After that, apply the material that has been taught directly. If students have difficulty, they can now come to me.)*

Mr. B : *“Menjelaskan materi, mengamati kemampuan pengetahuan siswa, mengeksplor pengetahuan siswa dengan cara memberikan model pembelajaran yang fun topic agar tertarik. Lalu mengajak siswa untuk berinteraksi.”*

*(Explain the material, observe students' knowledge abilities, explore students' knowledge by providing fun topic learning models so that they are interested. Then invite students to interact.)*

Mr. R : *“Siswa diajak komunikasi membahas tentang materi yang telah disiapkan. Atau juga bisa mempengaruhkannya dengan cara maju di depan siswa lainnya.”*

(Students are invited to communicate about the material that has been prepared. Or can practice it by going forward in front of other students.)

Based on the information above, it can be concluded that main activities are one of the most critical parts in implementing learning. And the part of the quote that is underlined is a part or form of the main activities. It can also be concluded that the core activity in learning is a programmatic process of forming students' experiences and abilities that are carried out within a specific time duration.

The process of core activities in learning will describe the use of learning strategies and approaches used by tutors in the learning process because, essentially, the core learning activities are the implementation of learning strategies and techniques. On the other hand, in implementing the learning process, tutors must pay attention to factors that must be considered, namely learning objectives, characteristics/number of students, material characteristics, time allocation, and available facilities.

### **c. Closing Activities**

Learning closing activities are activities carried out by the teacher to end the core learning activities. Closing activities are activities that end learning. Closing activities can mean the end of learning activities at a specific time allocation. Or also at the end of the learning material that has been studied.



In closing learning activities, there is a process of making or formulating things that are considered to be the core of every learning material that students have learned.

Based on research quotes from informants interviewed by researchers, the importance of closing activities in a learning process will be explained as follows.

Mr. A : “Mengecek kembali sejauh mana materi telah dikuasai, dan materi mana yang masih samar-samar atau sama sekali belum dipahami. Meminta siswa untuk mempraktekkan apa saja materi yang sudah dipelajari saat diluar kelas contohnya, di camp agar kemampuan bahasa inggris siswa menjadi terasah.”

(Re-checking the extent to which the material has been mastered and which material is still unclear or not understood at all. Asking students to practice whatever material they have learned outside of class, such as at camp so that their English skills are honed.)

Mr. E : “Mengajak siswa untuk mengevaluasi materi yang sudah disampaikan. Hal ini berguna untuk mengetahui sejauh mana kemampuan siswa tersebut.”

(Invite students to evaluate the material that has been delivered. It is helpful to know the extent of the student's ability.)

Mr. B : “Memberikan tugas kepada siswa, mengajak siswa secara bersama-sama untuk menyimpulkan materi yang telah dipelajari.”

(Give assignments to students, invite students together to conclude the material that has been studied.)

Mr. R : “Memberikan kesempatan pada mereka untuk bertanya ketika mereka merasa kurang paham dengan materi yang sudah saya jelaskan selama proses pembelajaran di kelas sebelum penutupan materi.”

(Allow them to ask questions when they feel they do not understand the material that I have explained during the learning process in class before closing the material.)

Based on the information above, it can be concluded that closing activities are one of the most critical parts of the implementation of learning. And the underlined part of the quotation is a part or form of closing activities. So it can be concluded that closing activities are a type of skill in learning. However, what is meant by closing activities skill is the tutor's activity to end the lesson by restating the main points of the class so that students get a complete picture of the subject matter and learning outcomes that have been studied. Closing activities is an attempt by the tutor to provide a comprehensive picture of what has been learned, determine the success of students in

absorbing the lesson, and determine the starting point for the next class. Closing activities are also considered very important because they are helpful for students. After all, these students can combine facts, skills, and concepts covered in an event. Students can also know the level of success in learning the lesson, and the teacher can see the status of success in teaching.

What has been conveyed by Mr. A, Mr. E, Mr. B, and Mr. R is evidence that the opening activities, leading activities, and closing activities they carry out implement a learning process that the community student readily accepts. So that students can apply and practice the material that has been delivered well.

This is also by the theory Hamzah (2012). The implementation of learning applies the interaction process of students with educators and learning resources in a learning environment that includes teachers and students who exchange information.

### **3. Tutor's Evaluation of Teaching**

One way that can be done to find out the results that educators have achieved in the learning process is through evaluation, both evaluation of learning outcomes and evaluation of learning. When the learning process is seen as changing student behavior, the role of assessment and assessment in the learning process becomes critical. Assessment in the learning process is a process to collect, analyze, and interpret information to determine the level of achievement of learning objectives. So, learning evaluation systematically gathers surveys and interprets data to assess learning objectives. The aim is to collect information that is used as the basis for knowing the

level of progress, development, and achievement of student learning and the effectiveness of teacher teaching.

In an evaluation of learning, of course, the tutor will use various aspects to test the extent to which the students understand. One of them is a technique or whatever is done by the tutor to evaluate learning. Based on research excerpts from informants who researchers have interviewed, several techniques or methods of learning evaluation will be explained as follows.

Mr. A : *“Teknik evaluasi yang digunakan biasanya adalah asking and answer. Cara siswa memberikan jawaban dari soal atau pertanyaan itu dapat dinyatakan sebagai sebuah hasil dari evaluasi pembelajaran. Atau jika siswa mampu menjawab maka sudah termasuk kategori telah berhasil menguasai materi pembelajaran.”*

(The evaluation technique used is usually asking and answering. The way students provide answers to questions or questions can be expressed as a result of learning evaluation. Or if the student can answer, then it is included in the category of having succeeded in mastering the learning material.)

Mr. E : *“Mengadakan pre-test dan post-test. Pre-test diadakan sebelum evaluasi pembelajaran dilaksanakan. Contohnya adalah saat pertemuan pertama diberi pelajaran, pertemuan*

*kedua diberikan latihan soal. Dari pre-test dan post-test siswa itu nanti akan ditemukan sebuah hasil pembelajaran siswa selama ini.”*

(Conduct pre-test and post-test. The pre-test was held before the learning evaluation was carried out. For example, when the first meeting was given lessons, the second meeting was given practice questions. From the student's pre-test and post-test, a student's learning outcomes so far will be found.)

Mr. B :*“Untuk teknik atau cara mengevaluasi pertamanya adalah dengan adanya persiapan evaluasi dari kami. Maksudnya adalah menentukan sumber pokok permasalahan siswa itu seperti apa. Lalu nanti diadakan tes entah tulis maupun lisan.”*

(The first technique or method of evaluating is with our evaluation preparation. The point is to determine what the primary sources of student problems are. Then there will be a written or oral test.)

Mr. R :*“Teknik yang digunakan adalah tergantung bagaimana situasi kelas atau siswa yang sedang terjadi. Bisa menggunakan tes atau non-tes dan bisa juga mengkolaborasi keduanya. Hasilnya*

*nanti bisa dikategorikan dalam berbagai macam kemampuan yang siswa miliki.”*

(The technique used depends on how the class or student situation is happening. Can use test or non-test and can also collaborate both. The results can later be categorized into various abilities that students have.)

Based on the information above, it can be concluded that each tutor has their way of knowing students' abilities or evaluating learning from the material that has been delivered so far. From the methods or techniques carried out by the tutor, of course, later, you will get a result or answer from the learning evaluation. And here, it can also be concluded that the importance of an assessment of learning. What that means is to assess and measure the extent of education and how much success has been achieved during the learning process to determine policies that must be carried out in the future.

What has been conveyed by Mr. A, Mr. B, Mr. E, and Mr. R is evidence that students can receive their evaluation of learning well. So that students can do it well.

This is also by Grounlund's (1974) theory, which argues that evaluation is defined as a systematic process to determine the extent to which students achieve teaching objectives.