

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data presentations and findings related to the proposed questions. The first sub-heading presents the data presentation related to teacher's practices in preparing the English materials for national examination and teacher's practices in preparing the computer skill for computer based national examination. The second presents the findings related to the research questions.

A. Data Presentation

The data presented in this research were collected by using observation and interview. The researcher investigated the teacher's practices in preparing the English materials for national examination and the teacher's practices in preparing the computer skill for computer based national examination. The subject of the research was an English teacher as informant.

This part explained the subject related to teacher's practices in preparing the English materials for national examination and the teacher's practices in preparing the computer skill for computer based national examination. To know the kinds of teacher's practices applied by the English teacher, the researcher had conducted observations and in-dept interview as evidence that the researcher had done the research.

1. Teacher's Practices in Preparing the English Materials for National Examination at SMAN 2 Trenggalek

There are some practices in preparing the English materials that is applied by English teacher for national examination, they are :

a. Listening Practice

The teacher uses this practice in the classroom to make habitual in hearing the English vocabulary. In every meeting, students always listens the instructions or commands from the teacher in English language. According to the data (a.1), the teacher said :

“Saya selalu mengatakan kalimat perintah menggunakan bahasa inggris di kelas tanpa memberikan artinya, tetapi mereka langsung paham. Seperti ketika saya menyuruh mereka untuk maju ke depan kelas untuk mempresentasikan hasil diskusinya, mereka langsung secara bergantian mempresentasikan hasil kerjanya di depan kelas.”

“I always said the command sentence using English without gave the meaning in the class, but they understood directly. Like when I asked them to present their works in front of the class, they presented their works by turns in front of the class directly.”

Related to the observation on 6th November 2017, the teacher asked the students to come forward and he said some commands in English language. The students always listens the teacher's said well and they did the teacher's command spontaneously. This practice could help the students to make

habitual activity in hearing the English vocabulary and increase their vocabulary through listening. It is also suitable with data (a.2), the teacher said :

“Ketika saya selalu menggunakan bahasa inggris di dalam pembelajaran, ini juga akan membantu siswa untuk menambah kosakata mereka dalam menggunakan bahasa inggris.”

“When I always use English in teaching and learning, this also can help the students to increase their vocabulary in using English.”

Besides, in this practice, teacher also gave listening practice with playing the music and gave some exercises in the paper to students. The form of this exercises were fill the lyrics and some essays. That was suitable with observation on 11th November 2017, that the teacher gave some exercises in the paper and played the music twice through speaker room and earphone. This practice was done in the language laboratory of SMAN 2 Trenggalek.

Furthermore, this practice was pleasant for students. It occurred because the teacher used media in teaching and learning process. Besides, the teacher also gave the practice not only for practice, but also for refreshing. That was suitable with the observation on 11th November 2017, when the teacher gave the correct answer, he asked the students to sing that song together.

Thus, they did not only do the exercises, but also could enjoy this learning.

From the description above, listening practice can make the habit of the students in listen the English vocabulary. With this practice, the students can learn about the English vocabulary and become familiar with English vocabulary. It is very important practice, because listening skill is one of skill that included in computer based national examination. Moreover, in listening practice with listen music completed with do the exercises also can increase the students' motivation and decrease their anxiety in doing listening section of computer based national examination. With this practice the students will feel that listening section in national examination is not scary thing. Thus, this practice was used by teacher in preparing the students on listening section of computer based national examination.

b. Reading Practice

The often practice that be done by the teacher was reading practice. That was important to do, because most of the tests in computer based national examination were reading section. It was supported by data (b.1), the teacher said :

“... untuk melatih anak-anak senang membaca ini sangat sulit. Apalagi, di dalam test di UNBK itu kan banyak untuk skill reading nya. Jadi ya saya

menerapkan banyak latihan-latihan untuk reading skill. Seperti ketika saya menyampaikan materi di kelas, saya selalu memberikan latihan-latihan di LKS maupun sumber lainnya yang relevan dengan topic. Terkadang latihan soal itu dikerjakan sendiri, terkadang dengan kelompoknya masing-masing. Ketika waktu mengerjakan sudah selesai, kita bahas bersama-sama.”

“... to train the students liked to read was very difficult. Moreover, in computer based national examination, most of the tests were reading skill. So, I applied many exercises for reading skill. Like when I explained the material in the class, I always gave exercises from students’ worksheet or other relevant sources. Sometimes, the students did the exercises individually or with their group. When the time was up, we discussed together.”

From the data, the teacher trained the students to be familiar with reading. Previously, the teacher explained the material then he gave some exercises for the students in the worksheet. After that, they discussed that exercises. It was supported by observation on 6th November 2017. In this observation, the teacher made this class more effective. When the teacher explained the material, the students were active to ask the questions. It also was occurred in discussion when the students do the exercises in form of reading skill.

This practice were applied by the teacher could make easy for students in understanding the materials. The students were faster for understanding the material that was delivered by the teacher. Because the reading skill is one of skill that included in computer

based national examination, it make this practice is very important to do. So, with reading practice, the students can increase their understanding in English material for preparing the national examination.

c. Cooperative Practice

For this practice, the students will increase their understanding in English material. Because, students can share the information with another student by doing the exercise with their group. For this practice, the English teacher uses name “Expert Activity”. According to data (c.1) the teacher said :

“Saya mempunyai kegiatan yang saya terapkan di kelas bahasa inggris yang saya beri nama Expert Activity. Kegiatan ini maksudnya, ketika saya memberikan tugas gitu, setiap kelompok nanti maju mempresentasikan hasil kerjanya sesuai dengan tugasnya masing-masing. Jadi, setiap kelompok itu mempunyai tugas yang berbeda. Makanya saya beri nama Expert Activity karena yang mempresentasikan hasil kerja nya itu dianggap sudah expert dalam materi itu daripada murid lainnya.”

“I have practice that was applied in English class named Expert Practice. This practice meant when I gave the task, every group would present their work that suitable with each task. So, every group had different task. Therefore, I gave the name Expert Activity, because the presenter reputed had expert in that topic than other students.”

For this practice, teacher gave name “Expert Activity” because the presenter or students presented their work in front of the class were reputed expert for this topic than another students. Teacher gave the different task for every group. Thus, there were many topics that had discussed in short time. In this practice, students were divided into groups in teaching and learning process. They could learn with others to do the task. After that, they presented their works in front of the class.

Related to the observation on 6th November 2017, the teacher gave the students task about grammar. The topics were Simple Future Tense, Simple Past Tense, Simple Present Tense, Continuous Tense, Present Perfect Tense and Preposition. Then, the teacher divided the students into six groups. The teacher asked the students to discuss about this task in their group. After that, the teacher asked them to present their works in front of the class and other group can gave their comment or questions.

By applying this practice in the class, the students were encouraged to be able to master the materials which were delivered by teacher well. Therefore, the students can increase their understanding with the English materials which can make the students do the test in computer based national examination well.

2. Teacher's Practices in Preparing the Computer Skill for Computer Based National Examination at SMAN 2 Trenggalek

There is a teacher's practices in preparing the computer skill for computer based national examination, they is:

a. Simulation Practice

This practice used computer based test in computer laboratory. The teacher applied this practice to make the students can operate the computer well when computer based national examination. Here, the teacher arranged the students and the equipment for test like in computer based national examination. Furthermore, he also gave time to do the test like in computer based test. This practice was like simulation to face the real computer based national examination. That was suitable with the data (a.1), the teacher said :

"... untuk mempersiapkan murid-murid terhadap UNBK, saya mengadakan kegiatan seperti simulasi UNBK gitu. Jadi ruangnya di laboratorium computer, soal-soalnya diprogram di computer, tempat duduknya dibuat seperti UNBK, pokoknya semua diatur mirip seperti ujian beneran."

"... to prepare the students in computer based national examination, I held the activity like simulation of computer based national examination, the questions that was programmed in computer, the set of benches were made like in computer based national"

examination, so all of the equipments were arranged like really in computer based national examination.”

Furthermore, practice had many benefits for students. With this practice, the students could manage their time to do the test in computer based national examination. Moreover, the students could face their obstacles in doing this test. It was like in observation on 15th November 2017. In this observation showed that the students found many obstacles in doing simulation. Many students had obstacles in operate the computer well. Besides, at the end of test, many students could not answer all the questions. When, the computer was closed by server, many students were shocked, because they had not finish the test. They were seldom to attention the time that was appeared in the computer. Thus, with this practice the students could operate the computer well and repair their mistakes in doing computer based test before they done the really computer based national examination.

This practice was very important to prepare the students' examination. It could train them to operate the computer in computer based national examination well. If the students had never tried to do computer based test, they could not do the examination well. Besides, with this simulation practice, they could manage their time in doing the test. Therefore, the students could

solve their problem in doing computer based national examination well.

B. Findings

The finding was data found from the fields. It discussed the results of the research. It showed some selected informations got from English teacher in XII MIPA Students of SMAN 2 Trenggalek. It covered the teacher's practices in preparing the English material for national examination and teacher's practices in preparing the computer skill for computer based national examination. The findings were explained as follow :

1. Teacher's Practices in Preparing the English Materials for National Examination at SMAN 2 Trenggalek

This part presents the research finding found in the field by conducting observation and interview. It related to the teacher's practice in preparing the English materials for national examination at SMAN 2 Trenggalek. After the researcher investigated the teacher's practice, the researcher got the data. From the result of observation and interview, the researcher got similar answers among the subject related to teacher's practice in preparing the English materials for national examination.

The teacher said that there are three practices applied in preparing the English materials for national examination, they were Listening Practice, Reading Practice, and Cooperative Practice. The finding on the teacher's practice in preparing the English materials for national examination at SMAN 2 Trenggalek were summarized in the table 4.1 below:

Table 4.1 : Teacher's Practices in Preparing the English Materials for National Examination

No.	Teacher's Practices	Description
1.	Listening Practice	In this practice, the teacher always uses English language in giving instruction and command to the students. The students listen the teacher's said well. This practice applied to make habitual activity of the students in listen the English vocabulary. Besides, the teacher also played the music in listening practices. After that, the teacher also gave some exercises and the students must do exercises that suitable with the speaker's say in listening section. It can make the students felt relax in learning and felt that listening section in computer based national examination was not scary thing. So, with listening practice, the students can make habitual activity to listen the English vocabularies and decrease their anxiety in doing computer based national examination.
2.	Reading Practice	The teacher gave the exercises in worksheet. He asked the students to do the exercises with the reasons of the answer. After that, the teacher asked the students to discuss the answer. Then, the teacher gave the correct answer and explained it. With this practice, the students can increase their understanding of the English material. It was important practice, because reading is one of skill that included in computer based national examination. Therefore, the

		reading practice can make the students understand with the English materials well.
3.	Cooperative Practice	The teacher gave the exercises to students. He asked the students to do the exercise with their group. In the group, they could exchange ideas with their friends. After that, they must present their work in front of the class. With this practice, the students can share the idea or information about the materials with their friends. It was also important practice, because the students' understanding could come from the other students' ideas or informations. Thus, the cooperative practice applied by the teacher to increase the students' understanding in English materials well for preparing the national examination.

2. Teacher's Practices in Preparing the Computer Skill for Computer Based National Examination at SMAN 2 Trenggalek

This part presents the research finding found in the field by conducting observation and interview. It related to the teacher's practice in preparing the computer skill for computer based national examination at SMAN 2 Trenggalek. After the researcher investigated the teacher's practice, the researcher got the data. From the result of observation and interview, the researcher got similar answers among the subject related to teacher's practice in preparing the English materials for national examination.

The teacher said that there is one practice applied in preparing the computer skill for computer based national examination, they was Simulation Practice. The finding on the teacher's practice in preparing the computer skill for computer based

national examination at SMAN 2 Trenggalek were summarized in the table 4.2 below:

Table 4.2 : Teacher's Practices in Preparing the Computer Skill for Computer Based National Examination

No.	Teacher's Practices	Description
1.	Simulation Practice	The teacher gave the simulation for preparing the computer based national examination in computer laboratory. The teacher gave the test into computer. The students must do the test in computer. They must do the test and they must pay attention in the time on computer. With this practice, the students could manage their time in doing computer based examination. Besides, they could evaluate their mistakes in this simulation in order to they could do the examination well. It was very important practice, because in this practice the students could operate the computer well. So, this simulation practice could increase the student's ability in operating the computer for preparing the computer based national examination.