

## **CHAPTER IV**

### **DATA PRESENTATION AND RESEARCH FINDINGS**

This chapter discusses the findings result of the study. It covers the data presentation and data research finding related to the statement of the research problem.

#### **A. Data Presentation**

In the data presentation the researcher would like to present about the data that has been gotten during having observation in the classroom. To make the teaching-learning process easy to understand by the students, the teacher should develop the material based on the syllabus by designing the lesson plan. The material that is used to the seven grade students of Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung is Book (handbook and workbook) and. Handbook contains materials and exercises. The workbook contains summary of the materials and exercises.

Turn out that English teaching and learning in the school that are not task integrated lee, but it was thought per skill covering : speaking, reading, listening, writing. It is based on the formulation of the research question and some additional data in supporting the research findings such as the teacher design English teaching and learning at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung, the teacher motivate the students to improve themselves in learning

English and method are used by the teacher English at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung. It is as follows:

#### **A. Teacher design English teaching and learning**

While doing observation in the classroom, it turns out that learning there was already fragmented per skill there are : speaking, reading, listening, writing. Before teaching learning process, it is covering: activity before the lesson (Pre- teaching activity), activity during the lesson (While- teaching activity) and activity ending the lesson (Post- teaching activity).

##### **1) Activity before the Lesson (Pre- teaching activity)**

The teacher's activity before the lesson can be described as follows: the first Checking teacher's equipment: this was to make sure that everything needed was available. The second Checking the room equipment: this was to make sure that the blackboard, chalk, eraser, etc. were ready to use. The third Ensuring access: this was to make sure that the teacher would have access to every student in the class. The arrangement of students' desks should be in such a way that the teacher could move freely around the class. The fourth Reducing the distance: this was to make sure that the students did not sit too far from the teacher. If there were empty desks in the front row, the teacher should ask the students who sit at the back to move forward.

## **2) Activities during the Lesson (While- teaching activity)**

The teacher enters to the class, than stood in front of the class and opened the lesson by greeting the students. After that, there were different kinds of teacher activities related to the materials. Those activities covered: the first Introduce the new material that would be tough to the students. The second Presenting the materials. In her explanation, the teacher used both of the first and target language. The use of first language was to give clear understanding about the material, whereas the use of target language was to make the learners get usual to listen and use the language. The third giving a dialogue and pattern practice. Here the teacher also used the first and the target language to give the students ability to communicate in English. The fourth asking the students questions related to the materials. The fifth giving the students feedback and reinforcement. The sixth giving the learners jokes in order to avoid boredom and attract students' attention. The seventh giving the learners task and evaluation to know how far the learners' mastery toward the lesson given.

## **3) Activity ending the lesson (Post- teaching activity)**

When the time was up, the teacher stopped as the cleanest break-in activity. She advised the learners to study the materials. Before leaving the class, she collected the equipment she had used and cleaned the whiteboard.

In accordance with the teacher's activities describe above, the learners' activities can be generally described as follows: the first attend the lesson. The

second answer the teacher's questions. The third respond to the teacher's stimulus. The fourth ask question if they did not understand. The fifth did the task.

Sometimes, the students work in groups, but sometimes individually or in pairs according to the type of task given. For instance, when the students were asked to discuss something, they worked in group; when they were asked to practice a dialogue, they work in pairs; but to do exercise on the book, they work individually.

English teaching and learning in the school that are not task integrated lee, but it was thought per skill covering : speaking, reading, listening, writing.

## **1. Speaking**

(Tuesday, 09. 10.00-11.00)

Miss Frilla, an English teacher, walked into the classroom. Then he sat down while putting the book on the table. He smiled at all the students in the class. Teacher asks the class leader to lead the prayer. After completion of praying the teacher to attend students, the purpose is to know the completeness of the students, there is permission or not.

After pre teaching activity in the classroom, teacher given students more vocabulary and the teacher command the students to memorize all the vocabulary given by the teacher and correct their pronunciation. Among the vocab given to the students is taken from the material to be taught, the goal is that students more easily understand the intent of the reading, so that if asked to do the exercises on the book students not so objected. There are some new vocab given by the teacher for

student: something, different, stamp, bought, history. After that read together the goal is to justify the pronunciation. When the students speak word “bought” there are some students who still difficult to good pronounce and must be repeated several time. After discuss about the vocab the teacher asked the students to open on page 148.

This is material on page 148 :

“ Hobby is something to do which different with our work. The hobby make to refresh our body and our mind. The hobby make happy.

Risa’s hobby is collecting stamps. There are many stamps. She has stamps from many different countries. She has Indonesian stamps since Holland Collonial. She has Indonesian stamps with Sukarno’s pictures. The first President in Indonesia.

Rina gets her stamps with bought it. She also joined with community which the same hobby. Rina very happy with her hobby because she can learn history from it. She can see many countries in the world too. She gets many friends from her community.”

The teacher explain about the material that is about asking, giving and opinion, all of the students were very enthusiastic to understand the teacher explain the material that is taught. In there is page explain about hobby.

Teacher explain about hobby :

“you all must have known what hobby is. Yes, hobby is some kind of activity that we like to do in particular time or circumstance, in our leisure times. Each of you must have different hobbies. You can do your hobbies all the time as long as it doesn’t bother your studying times or harm others. Would you tell me what your hobbies.

The teacher command the students to read the material in front of the class. After some students read the material in front of the class, the teacher command the students to make conversation with other friends was talking about their hobby and explain in front of the class. And the students do it.

This is one of the result of the dialogue made the students and explain in front of the class:

“Darril : Hey, Arni! How are you?

Arni : Hello Darril! i am fine, and how about you Darril?

Darril : I am fine too.

Arni : By the way, what’s your hobby, Darril ?

Darril : My hobby is watching movies.

Arni : Why do you like to watch movies?

Darril : It’s very interesting, it makes my mind relax. Do you like to watch a movie too Arni?

Arni : Yes, I do. But that’s not my hobby

Darril : What’s your hobby Arni?

Arni : My hobby is collecting stamps.

Darril : oh, it is good for you.

Arni : Thanks.”

The teacher hope the students are expected to be able to respond a question, to be able to make conversation about a fact, and to be able to make conversation about their daily activity. After conversation about hobby the teacher given task in guide book page on 150 work individually.

Because speaking is one of skills that very important at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung. Because in Islamic Junior

High School Al-Fattahiyyah applies and practices English interm of a conversation in English daily speaking ones a weeeek as a demand for the students. To achieve the good conversation, one of the students should be able to master the vocab, and according to the results of the interview of me, done by the teacher is the teacher ask the students to create a dictionary whose contents of objects around him. The way student create a dictionary with a way to write objects around him and accompanied the image. For example the teacher write a word “table” so students should also draw a table. The students also have the little book, the contents of which special vocabulary.

This skill the teacher make inquiry method because of this method is the activities of learning that emphasizes in the process of thinking is critical and analytical to seek and found himself from something problems. For example the teacher asked the students to make conversation about their hobby or their daily activity.

## **2. Reading**

(Friday, 13. 13.00-14.00)

Miss Frilla, an English teacher, walked into the classroom. Then he sat down while putting the book on the table. He smiled at all the students in the class. Teacher asks the class leader to lead the prayer. After completion of praying the teacher to attend students, the purpose is to know the completeness of the students, there is permission or not.

After pre-teaching activity in the classroom, the teacher to do with warming. One of the warm up is to make a “cross words” of words taken from the discourse which will be discussed. Words can be taken from a word that difficult to pronounce until the word that is not familiar among students or that is quite difficult. There are some new vocab given by the teacher for student taken from a word that difficult to pronounce : green grocer, profit, honest, creates, often, accept. Thus the students are invited to explore the word first.

After they finish the cross word then small discussion about the meaning to pronunciation. After all understand from meaning to pronunciation it means they are ready to go into the core problem of reading. In this way it is quite affective. Because students who had been shy to read so have confidence because it already knows better the meaning of some word and pronunciation.

After communicative teachers and students have finished students are told to understand the material. The teacher asked the students to open on page 160 and there was a reading accompanied by a picture but no title and the student's job was to give the title of the passage. The goal is in reading exercise so that students are more critical thinking. After finished adding the title of the reading then students are then asked to do the exercise questions related to the reading.

This is of material in reading exercise that no title :

“ Mr. Robi is a green grocer. He works at a traditional market. He sells many kinds of groceries to buyers or customers. There are sugar, milk, butter, rice, flour, cooking oil and other groceries. Mr. Robi gets the groceries from big markets and some agents. He sells them to get money and profit. Mr. Robi is a kind and honest seller. People like to buy groceries



from him. He gets a lot of money and profits. Now, he becomes a successful entrepreneur.

Entrepreneur is a person who creates or starts a new project, opportunity, or business. An entrepreneur is someone who makes a new thing to offer a new or existing product or service into a new or existing market for a profit or non profit purpose. Entrepreneurs often have strong beliefs about a market opportunity. They are also willing to accept a high level of personal, professional or financial risk to take that opportunity.”

In reading, the students are expected to be able to read a functional text orally with good intonation, to be able read a descriptive text loudly with good intonation, to be able to identify pronunciation and to be able to identify information

In this skill the teacher used methods they are TPR and inquiry. TPR is used because the teacher wants the students to be able to pronounce and improve vocabulary. Meanwhile inquiry method is used to help students to understand material in all skill.

### **3. Listening**

(Tuesday, 09. 10.00-11.00)

Based on the observations during the listening process in the classroom media use teaching voice. I think for learning listening at Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung can be said to be less effective. One of the problems causing less effective listening lessons is the unavailability of Language laboratories at Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung

Listening process in the classroom. The first Teacher reads out a reading of the available book hold then the students listen carefully and students respond to the text that goes from teacher voice. while listening to the first part once again the students check their answers after that In turns students are asked to read aloud the answer followed by a discussion together whether the answer is right or wrong the students listen to the entire text once again for consolidation.

But, even though it is less effective, this way make it easy for basic learning and is suitable to apply in the seventh grade classroom. This technique is liked by students, thus creating lessons that are not boring. In listening, students are expected to be able to identify the detail of information, and to be able to identify detail information of a dialogue.

#### **4. Writing**

(Friday, 13. 13.00-14.00)

Based on the observation this morning research with writing skill. With passion and the face of woman I watched the learning process in the class. To the theme or a lesson this day is descriptive people, the teacher hopes students can describe a picture into a paragraph provided by the teacher

After that the teacher begins to show a beautiful female poster. I asked the students to comment on the woman's poster. Students is very enthusiastic. Some students say the woman has long hair, beautiful eyes, whitening skin and so on.

"Beautiful girl, baby face, thin lips, long neck, white and black eyes ...," says the brand. The teacher rewrote the comments on the board.

After having a list of words that many, then the teacher invites students to write the words into the sentence. For example, for a long-haired woman, I write it to be, "She has long hair." For a beautiful woman I write as, "She has beautiful face." Description and writing of this sentence I aim for students to know the types of words and sentences descriptive and recount.

After students know the words and sentences descriptive and recount, the teacher asks students to form groups. Each group is given envelopes and worksheets that contain descriptive images and sentences so students compose sentences in the envelope into a single paragraph. Students should discuss and determine along the right sentence arrangement.

When students discuss, teachers come to each group. The teacher listens carefully to the topic and the way they discuss. The goal is that teachers want to make sure students understand it or not. Groups that already understand, are left. As for the group that is still confused, the teacher helps with additional explanation. In this process the teacher positions itself as a facilitator, so the students are more active.

## **B. Method used by the English teacher in the classroom**

From the data that has been collected from the observation during at least one month, the researcher find out that teacher used various methods relevant to the

situations in the classroom. It is such as Lecturing method, inquiry method, GTM, Communicative approach, and TPR (Total Physical Response), there three approach can be described as follows;

Based on the observations design the teaching English and learning process in the classroom, the researcher find out that teacher used various methods relevant to the situations in the classroom. It is such as lecturing method, Inquiry method, GTM, Communicative approach, and TPR (Total Physical Response), there five approach can be described as follows;

When I do the interview with the teacher and I asked about the method are used, the teacher said:

"If I teach it depends on the students, I also have many methods, but not everything I can apply to students. I most often use lecture methods where students hear what I say, because if children are left alone there will be difficulties, and I also use inquiry method, GTM method, communicative approach, same TPR. "

### **1. Lecturing method**

This method used to describe oral interaction given by a teacher in front of class or in front of learners. Today based on my study is a teaching method that involves, primarily, an oral presentation given by the teacher for students. The teacher used this method accompanied by some short of visual aid, such as a word

document and an image. The teacher also use a whiteboard for to emphasize important point the process of the lecture. Every teaching and learning process the teacher at Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung always used lecturing method. The purpose of the teacher to use this method is easy for the student to understand. This method used all of skill. Because before while teaching activity, the teacher always used this method to explain about the material.

## **2. Inquiry method**

Inquiry is an approach that promotes engagement motivation and learning which involves use of cognitive knowledge, bodily experience and communicative skill. Usually the inquiry method with the teacher to use for student motivation base on experience. The teacher used inquiry method because of this strategy is the activities of learning that emphasizes in the process of thinking is critical and analytical to seek and found himself from something problems. For example the teacher asked the students to make conversation about their hobby or their daily activity. This method used all of skill. Because before while teaching activity, the teacher always used this method to explain about the material.

This method is a way of delivering teaching materials by giving students the opportunity to develop their intellectual potential. The goal is to develop students' thinking skills by gathering data, analyzing data so as to draw conclusions that are the result of the solution. This method is used for teaching all skills. The teacher

applies this method by assigning tasks according to the lesson at that time and the students are divided into groups and each group gets a specific task to do.

### **3. Grammar translation Method**

Teacher used this approach when he explained new teaching material in the attempt to make the students understand it more clearly. To teach grammar with the main characteristic of focusing on translation (translation) and when teaching, the teacher usually explains the material by using the local language. The main skills that are the focus of this method are reading and writing. However teacher opines that the goals of use grammar translation methods are to be able to read the literature written in the target language, to do this students need to learn about grammar rules and vocabulary of target language, in addition it is belief that studying a foreign language provides students with good mental exercise which help develop their minds.

However one of constraint in the learning process is about the students mastery in grammar and vocabulary, although they has been accustomed to use English in their daily interaction but some time they still not mastering the vocabulary over all however the structure of the grammatical. This all are the reason why teachers apply this approach to foreign language teaching. To teach grammar with the main characteristic of focusing on translation (translation) and when teaching, the teacher usually explains the material by using the local language. The main skills that are the focus of this method are reading and writing.

The purpose of this method is: the first to make students able to read literature written in target language (foreign language taught). The second to make students able to translate mother tongue into target language or vice versa, for example Indonesian to English or English to Bahasa Indonesia. The third to develop the ability to (writing) and (reading)

#### **4. The total Physical Response**

The teacher wanted to practice the target language through commands. In this case, the students were obeying the teacher's commands by doing what the teacher said. For instance, when the teacher said,

“Do it in a group or make a partner, please!” then the learners do the exercise. Here are the examples of interaction which occur during in the teaching and learning process.”

This method on learning foreign languages in children. He argues that the direct pronunciation of a child or student contains a command, and then the child or student will respond to his physicality before they begin to produce a verbal or speech response.

TPR method is very easy and light in terms of language use and also contains elements of the game movement so as to relieve stress on learners because of the problems encountered in the lesson, especially when studying a foreign language, and also can create a positive mood in learners which can facilitate learning so as to enhance student motivation and achievement in the lesson.

Using TPR method is a lot of activities that can be done by teachers and students, among others:

Imperative drill, is the main activity that teachers do in the classroom of the TPR method. Exercise is useful for acquiring students' physical movements and activities. The first Dialog or conversational (conversational dialogue). The second Role play (Role Play), can be focused on everyday activities such as in schools, restaurants, markets, etc. and usually this method focus on (reading) skill , (speaking) skill and (writing) skill to increase vocabularies and also train on the order of sentences based on tenses and so on.

## **5. Communicative Approach**

This method was used when the teacher communicated with the students based on real need to communicate. This communicative is a theoretical basis in learning the language. This approach lays the theoretical foundations on how to enable students to communicate, through teaching procedures that lead to students' ability to communicate in the language they learn.

The purpose of learning a language is to be able to communicate in the language both oral and written. Language is one tool to communicate. Communication with the other person, the author with the reader. A language as a communication system can be minimally connected to a code submitted by individuals for the purpose of sending messages. There are three types of communications as follows: the first One-way communication, in which the



students just listen the teacher without responding. This kind of communication was applied when the teacher gave lecturing to the students. In this case after prepare the media that's projector the teacher begin to explain about the material that is about application letter and no talk in this time except teacher, if the students less understand about the explanation they may ask in the end of explanation. The second restricted two-way communication, in which the learners respond orally to the teacher in whatever language (the target or the first language) or even by using gestures. This kind of communication was used when the teacher asked the students about things related to the materials of the lesson it was used to see the student involvement in the lesson. The third full two-way communication, in which the students speak in target language, acting as both recipient and sender of verbal messages. This kind of communication was used when the students had question and-answer activities with their friends.

To make the English teaching-learning process more effective lassroom procedure is important. The English teacher of Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung uses Indonesian and English to teach the students, because most students of Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung don't master English well. Using both Indonesian and English makes the students easier to understand the materials. The teacher also combines some teaching methods to make the teaching learning process fun and easy to understand.

### **C. Teacher motivate the students to improve themselves in learning English**

From my observations the way the teacher motivates students to improve their English skills in the following way: the first teacher was care toward each individual students. As one of the teachers I interviewed was "the first one I often call and take jokes, the kids are sometimes too formal and even depressed, and when the children are making the text or are practicing I usually travel around, I approach one by one I continue to ask 'what's the trouble' continue if there are still difficulties I give directions or sometimes if there is a friend who is finished they also help, because there is also a shy child if the teacher ask .Usually to deal with shy people like that often I call going forward for the practice of dialogue or answering questions, so the sometimes embarrassed children to raise their hands have a chance to go ahead, sometimes they can but do not want to raise their hands, mostly so."

Furthermore, the Teacher also explained, that the majority of students are still difficult understanding the lesson because limitations of the students on the meaning of the word (pronunciation), which became the start in study English. Because if the students do not know the meaning of a word, how students are able to understand the meaning of a sentences. So once again the teacher also emphasize that motivation is very important for student, because with have motivation they will have spirit to receive lessons and study the lesson well.

The teacher uses various methods, that the teacher uses several methods such as explained in research finding number two is used five method that is lecturing method, inquiry method, GTM, TPR, and communicative approach. By

applying some of these methods, students become more active and can improve the quality of their learning. The various methods provided by the teacher, can create interesting learning situations to be more meaningful, in this way students can be motivated.

In addition, with the existence of some of these methods students become easier to understand the material. Motivation is very important determinant, because motivation can help students understanding the lesson better, with have strong motivation to study, students will show the interest, activity, and participation in the learning process that followed him. And I also interviewed several students, my goal is to find out how response them when was the motivation by the teacher. And one of the students answer like this “So far we are taught by Mrs. Frilla already understand, but sometimes we still have difficulty in understanding English lesson because in school our task too many, not only from English lesson. But Mrs. Frilla always teaching us patiently, humorous, cheerful and full of smiles. Moreover, English lessons during the day time is always come in after break time so many of us who sleepy during in the class, because it was Mrs. Frilla always taught with interspersed jokes so that are not boring.”

## **B. DATA FINDING**

Based on data presentation about the findings was Finding on the teacher design English teaching and learning at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung, Finding on the method are used by the teacher English at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung , Finding on the teacher motivate the students to improve themselves in learning English

### **1. Finding on how the teacher design English teaching and learning at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung?**

Based on the observations design the teaching English and learning process in the classroom, he suggest that the way to create good atmosphere in the classroom activity. Turn out that English teaching and learning in the school that are not task integrated lee, but it was thought per skill covering : speaking, reading, listening, writing. By applying this strategy in the classroom will be interactive and effective, because learners will not got boring in teaching learning process, other that the can accept the material that has been given by the teacher easily. Because the teacher always explain in detail and if the teacher find the difficult vocabulary the teacher translate in to Indonesia language, and the student enjoy with their explanation. the general objective of English teaching-learning process in Junior High School is to improve the students' English ability. It includes four language skills, those are speaking, listening, reading, and writing.

## 1. Speaking

In this skill the students are expected to be able to respond a question, to be able to make conversation about a fact, and to be able to make conversation about their daily activity. Speaking activity in the classroom, teacher given students more vocabulary and the teacher command the students to memorize all the vocabulary given by the teacher and correct their pronunciation. Among the vocab given to the students is taken from the material to be taught, the goal is that students more easily understand the intent of the reading, so that if asked to do the exercises on the book students not so objected. There are some new vocab given by the teacher for student: something, different, stamp, bought, history. After that read together the goal is to justify the pronunciation. After that the teacher give the material and some students read the material in front of the class, the teacher command the students to make conversation with other friends was talking about their hobby and explain in front of the class.

Moreover, in this skill the teacher required to students that the students should be able to make their conversation about the daily activity. Because speaking is one of skills that very important at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung. Because in Islamic Junior High School Al-Fattahiyyah applies and practices English interm of a conversation in english daily speaking ones a weeeek as a demand for the students. To achieve the good conversation, one of the students should be able to master the vocab, and according to the results of the interview of me, done by the teacher is the teacher ask the students to create a dictionary whose contents of objects around him. The way

student create a dictionary with a way to write objects around him and accompanied the image. For example the teacher write a word “table” so students should also draw a table. The students also have the little book, the contents of which special vocabulary.

In this skill the teacher makes inquiry method because of this strategy is the activities of learning that emphasizes in the process of thinking is critical and analytical to seek and found himself from something problems. For example the teacher asked the students to make conversation about their hobby or their daily activity.

## **2. Reading**

In reading, the students are expected to be able to read a functional text orally with good intonation, to be able read a descriptive text loudly with good intonation, to be able to identify pronunciation and to be able to identify information. The teacher given some new vocabulary for student taken from a word that difficult to pronounce : green grocer, profit, honest, creates, often, accept. The goal is to make it easy to understand the reading of materials given by the teachers. The material given by the teacher is there was a reading accompanied by a picture but no title and the student's job was to give the title of the passage. The goal is in reading exercise so that students are more critical thinking. After finished adding the title of the reading then students are then asked to do the exercise questions related to the reading.

In this skill the teacher used methods they are TPR and inquiry. TPR is used because the teacher wants the students to be able to pronounce and improve vocabulary. Meanwhile inquiry method is used to help students to understand material in all skill.

### **3. Listening**

Based on the observations during the listening process in the classroom media use teaching voice. Listening process in the classroom. The first Teacher reads out a reading of the available book hold then the students listen carefully and students respond to the text that goes from teacher voice. While listening to the first part once again the students check their answers after that In turns students are asked to read aloud the answer followed by a discussion together whether the answer is right or wrong the students listen to the entire text once again for consolidation.

From teaching media that is used teaching voice. This way make it easy for basic learning and is suitable to apply in the seventh grade classroom. This technique is liked by students, thus creating lessons that are not boring. In listening, students are expected to be able to identify the detail of information, and to be able to identify detail information of a dialogue.

### **4. Writing**

In this writing the teacher hopes students can describe a picture into a paragraph provided by the teacher. This theme is descriptive people, based on the observation this morning research with writing skill. With passion and the face of

woman I watched the learning process in the class. To the theme or a lesson this day is descriptive people, the teacher hopes students can describe a picture into a paragraph provided by the teacher.

After having a list of words about descriptive a woman so many, then the teacher invites students to write the words into the sentence. Students know the words and sentences descriptive and recount, the teacher asks students to form groups. Each group is given envelopes and worksheets that contain descriptive images and sentences so students compose sentences in the envelope into a single paragraph. Students should discuss and determine along the right sentence arrangement.

## **2. Finding on the method used by the teacher English at Islamic Junior High School Al-Fattahiyyah Ngranti Boyolangu Tulungagung**

Based on the observations design the teaching English and learning process in the classroom, the researcher find out that teacher used various methods relevant to the situations in the classroom. It is such as lecturing method, Inquiry method, GTM, Communicative approach, and TPR (Total Physical Response), there five approach can be described as follows;

### **1. Lecturing method**

Today based on my study is a teaching method that involves, primarily, an oral presentation given by the teacher for students. This method used to describe



oral interaction given by a teacher in front of class or in front of learners. The teacher used this method accompanied by some short of visual aid, such as a word document and an image. The teacher also use a whiteboard for to emphasize important point the process of the lecture.

Every teaching and learning process the teacher at Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung always used lecturing method. The purpose of the teacher to use this method is easy for the student to understand. This method used all of skill. Because before while teaching activity, the teacher always used this method to explain about the material.

## **2. Inquiry method**

The teacher used inquiry method because of this method is the activities of learning that emphasizes in the process of thinking is critical and analytical to seek and found himself from something problems. For example the teacher asked the students to make conversation.

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This method is a way of delivering teaching materials by giving students the opportunity to develop their intellectual potential. The goal is to develop students' thinking skills by gathering data, analyzing data so as to draw conclusions that are the result of the solution. This method is used for teaching all skills. The teacher

applies this method by assigning tasks according to the lesson at that time and the students are divided into groups and each group gets a specific task to do.

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However one of constraint in the learning process is about the students mastery in grammar and vocabulary, although they has been accustomed to use English in their daily interaction but some time they still not mastering the vocabulary over all however the structure of the grammatical. This all are the reason why teachers apply this approach to foreign language teaching. To teach grammar with the main characteristic of focusing on translation (translation) and when teaching, the teacher usually explains the material by using the local language.

The purpose of this method is: the first to make students able to read literature written in target language (foreign language taught). The second to make students able to translate mother tongue into target language or vice versa, for example Indonesian to English or English to Indonesian language. The third to develop the ability to (writing) and (reading)

#### **4. The total Physical Response**

This method on learning foreign languages in children. He argues that the direct pronunciation of a child or student contains a command, and then the student will respond to his physicality before they begin to produce a verbal or speech response. TPR method is very easy and light in terms of language use and also contains elements of the game movement so as to relieve stress on learners because of the problems encountered in the lesson, especially when studying a foreign language, and also can create a positive mood in learners which can facilitate learning so as to enhance student motivation and achievement in the lesson.

Using TPR method is a lot of activities that can be done by teachers and students, likes: Imperative drill, is the main activity that teachers do in the classroom of the TPR method. Exercise is useful for acquiring students' physical movements and activities. The first Dialog or conversational dialogue. The second Role play (Role Play), can be focused on everyday activities such as in schools, or other place, and usually this method focus on (reading) skill , (speaking) skill and (writing) skill to increase vocabularies and also train on the order of sentences based on tenses and so on.

#### **5. Communicative Approach**

This method was used when the teacher communicated with the students based on real need to communicate. This communicative is a theoretical basis in learning the language.

The purpose of learning a language is to be able to communicate in the language both oral and written. Language is one tool to communicate. Communication with the other person, the author with the reader. A language as a communication system can be minimally connected to a code submitted by individuals for the purpose of sending messages.

There are three types of communications as follows: the first One-way communication, in which the students just listen the teacher without responding. This kind of communication was applied when the teacher gave lecturing to the students. In this case after prepare the media that's projector or handbook the teacher begin to explain about the material that is about application descriptive teks or their hobby, if the students less understand about the explanation they may ask in the end of explanation. The second restricted two-way communication, in which the learners respond orally to the teacher in whatever language (the target or the first language) or even by using gestures. This kind of communication was used when the teacher asked the students about things related to the materials of the lesson it was used to see the student involvement in the lesson. The third full two-way communication, in which the students speak in target language, acting as both recipient and sender of verbal messages. This kind of communication was used when the students had question and-answer activities with their friends.

To make the English teaching-learning process more effective lassroom procedure is important. The English teacher of Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung uses Indonesian and English to teach the students, because most students of Islamic Junior High School Al-Fatahiyyah

Ngranti Boyolangu Tulungagung don't master English well. Using both Indonesian and English makes the students easier to understand the materials. The teacher also combines some teaching methods to make the teaching learning process fun and easy to understand.

### **3. Finding on how the teacher motivate the students to improve themselves in learning English**

From my observations the way the teacher motivates students to improve their English skills in the following way: the first teacher was care toward each individual students. As one of the teachers I interviewed was "the first one I often call and take jokes, the kids are sometimes too formal and even depressed, and when the children are making the text or are practicing I usually travel around, I approach one by one I continue to ask 'what's the trouble' continue if there are still difficulties I give directions or sometimes if there is a friend who is finished they also help, because there is also a shy child if the teacher ask .Usually to deal with shy people like that often I call going forward for the practice of dialogue or answering questions, so the sometimes embarrassed children to raise their hands have a chance to go ahead, sometimes they can but do not want to raise their hands, mostly so."

The teacher uses various methods, that the teacher uses several methods such as explained in research finding number two is used five method that is lecturing method, inquiry method, GTM, TPR, and communicative approach. By applying some of these methods, students become more active and can improve the quality of their learning. The various methods provided by the teacher, can create

interesting learning situations to be more meaningful, in this way students can be motivated.

In addition, with the existence of some of these methods students become easier to understand the material. Motivation is very important determinant, because motivation can help students understanding the lesson better, with have strong motivation to study, students will show the interest, activity, and participation in the learning process that followed him.