

CHAPTER V

DISCUSSION

In this chapter, the researcher discusses the findings from observation and interview that has been describe in previous chapter concerning the use of anticipation guide strategy riddle poem at eight grade student of SMP Islam Al Azhaar Tulungagung. Here, the researcher will discuss three matters; firstly about the teacher's preparation before teaching English by using The Islamic Riddle Poem, secondly about the teacher's implementation of using The Islamic Riddle Poem in teaching English, and thirdly about the teacher's evaluation of using The Riddle Poem in teaching English. The three matters that will discuss are as follows:

A. The Teacher's Preparation before Teaching English by Using The Riddle Poem

Basically, the preparation before teaching English by using The Islamic Riddle Poem is that the teacher has to prepare syllabus and lesson plan in which there are some learning steps to teach English. And then, the teacher also prepares the form of The Riddle Poem before teaching English by using The Riddle Poem.

Syllabus not only understanding of how language item interlock and on the kind of topics and tasks which can follow each other in effective sequence, but also on perceptions of the needs and wants of the students (Harmer, 2007: 368). Therefore, syllabus is very important for teacher to find out the student needs before teacher make a lesson plan. From the syllabus would be nice to continue to find something a bit different that has written in lesson plan. Such as a good

activity that might be fun to use for a lesson plan. The steps of teaching are as follows:

1. Preparing a Lesson Plan

This is the step that must be gone through by teacher in order to make a good teaching learning process. Besides, it is also a learning administration in which the teacher have to prepare it before conducting a learning process.

If the teacher implements the The Islamic Riddle Poem they have to know the steps of The Riddle Poem and what teacher needs in implementing The Islamic Riddle Poem. In this case the teacher prepare a lesson plan in which it contains syllabus and steps of teaching learning, so the teacher can implement the strategy easily and to remind them what intended to do if they forget what they had intended. This lesson plan specially for teaching memorizing by using The Islamic Riddle Poem in which the teacher has to attach the text or the material, steps of implementing the The Riddle Poem and The Riddle Poem form in lesson plan.

By using a lesson plan so the teacher can know what are lesson must be achieved by student in learning process. Harmer (2007: 367) using a plan means having a constant dialogue between what we intended to do and what is actually happening. In other words it is entirely right and proper to design learning outcomes which we hope our students have achieved.

The main body of a formal plan list is the activities and procedures in that lesson, together with times and include the aids are going to use and show the different interactions which will take place in the class (Harmer, 2007: 374). It is the advantage of using lesson plan, the teacher can design a program of

study based activities student want. A lesson plan consist of some activities and procedure so the teacher will not confused what are the activity will apply in learning process.

2. Preparing Form of The Riddle Poem

Here, there are some steps that must be gone through by the teacher to prepare form of The Riddle Poem as teachers' needs in implementing the The Riddle Poem. Before teach by using The Riddle Poem the teacher has to make The Riddle Poem form first to make enjoyable in teaching learning. Based on the interview and observation the The Riddle Poem form as learning media, preparing the media is the important thing to make student enjoyable in teaching memorizing. In preparing the media, the teacher has to create an interesting media for their student and the teacher must be understood how to create a good media. According to Sadiman et. al (2009: 35) A good media are media which it is right, neat, give a title, labeled and the explanation, big and located on strategies location and arranged by general memorizing concept that is from left to right and from up to down.

B. The Teacher's Implementation by Using The Islamic Riddle Poem in Teaching English

In teaching learning process at SMP Islam Al Azhaar Tulungagung, the teacher teaches their students by using curriculum 2013 in which the student have to active in the classroom. The teacher has to apply an appropriate strategy to make student be active in learning process, especially in teaching memorizing. The steps of teaching are as follows:

1. Using Media

In this part the researcher will describe how the teacher uses media as one of tool to make student focus on memorizing material and enjoyable in teaching learning. Based on interview with English teacher, the teacher use The Riddle Poem form as media in teaching memorizing. There are two steps in using this media: firstly by distributing the The Riddle Poem form and secondly by answering the The Riddle Poem form.

By using media the teacher can make the student more interested with the memorizing material. Besides, the student also can focus on teaching memorizing in the classroom. According to Kemp and Dayton (cited in Suwarna, 2005: 128), the advantage of teaching media are: (a) Teacher can deliver the material appropriately, (b) The process of teaching and learning becomes more interesting, (c) The process of teaching and learning can more interactive, (d) The times of teaching and learning is deductible, (e) Students' learning quality increased, (f) The process of teaching and learning can apply wherever and whenever, (g) Positive attitude of students in learning process increased, (h) The teacher's role becomes more positive and productive.

Sadiman et. al. (2009: 7) stated that media is something that can use to deliver messages from sender to receiver so that can stimulate students' opinion, students' attention and students' interest therefore the learning process happened. This is the way to make student enjoyable in learning process. The teacher can use media to make their learning process be success.

2. Activating Students' Background Knowledge

This is the part that described about some steps to activate students' background knowledge before the students memorize the text or memorizing material. Based on the observation in the class of eight grade, there are two steps in activating students' background knowledge; the English teacher implements the The Riddle Poem by introducing the material first, the teacher introduces the material to the student by asking a question to make student remember the topic.

Then, the teacher gives The Riddle Poem form to the student that consists of two columns; before memorizing column and after memorizing column. Then the teacher asks student to answer the question about true or false statement before they memorize the text in before memorizing column first.

It is the first step that made by the teacher to consider students' experience or previous knowledge they has. According to Meirafoni (2014: 155) by activating the experience to the topic, it can help students to anticipate the big ideas in a text, set a purpose for memorizing and promote discussion about important concept. By think the ideas, it can encourage student to make a personal connection with a topic or unit of work so they can integrate new knowledge with their background knowledge. Automatically they will comprehend the whole text easier if they use their background knowledge.

Vacca et. al.(1999: 372) stated that prediction strategies activate thought about content before memorizing. Students must rely on what they know through previous study and experience to make educated guesses about the material to be memorize.

3. Discussing the material

This is the last part of implementing the The Riddle Poem in teaching memorizing. After answer the question, the teacher discusses the topic to know the students' understanding. There are three steps in discussing the material by using The Riddle Poem: The teacher memorizes each of the statement in front of the class. Then, the teacher ask student to memorize the text by pointing one of the students. When the students memorize the text then the teacher stops at places in the text that correspond to each of the statement. The teacher also gives opportunity to the student to discuss with their friend if they find the difficult word and check on dictionary. Finally, ask student to revise the form by marking the column after memorizing. The students check the form once more to evaluate their prediction after understanding the material

According to Meirafoni (2014: 155) there is some quick way to open up discussion, by using The Riddle Poem it can lead them to work in discussion to get comprehension and the student can also get interested to follows the lesson especially in memorizing skill.

This is consist with the findings of his research (Samani, 2013: 138), he found that Anticipation guide as a pre-memorizing strategy arise learners' curiosity and provide authentic environment in class. Moreover, the mentioned pre-memorizing strategy helps students cooperate with each other during class discussion and this kind of cooperation can be useful for all aspects of their lives. Also, in this strategy, the students learn to plan before starting to

memorize. So, it is one way to instruct students shoulder some responsibility and become more active throughout learning process.

C. The Teacher's Evaluation by Using The Islamic Riddle Poem in Teaching English

Basically, the evaluation is to know how the students can understand the materials that have learned and to measure the ability of students in learning process. The teacher evaluation of using The Riddle Poem are as follows:

1. Evaluation by using The Riddle Poem form

This is the step to evaluate students' understanding in teaching memorizing. The evaluation of The Riddle Poem that conducted by the English teacher at SMP Islam Al Azhaar Tulungagung is by using the form The Riddle Poem itself. There are two steps in evaluating student by using it form, firstly by revise the The Riddle Poem form and secondly by checking the result.

Based on the result, it named formative evaluation in which the teacher want to get a feedback about the correction of teaching and learning process. Harmer (2007: 379) states that formative assessment related to the kind of feedback teachers give students as a course is progressing and which as a result, may help them to improve their performance and help students to get it right.

2. Evaluation by conducting a test

This is the step of evaluation by conducting a test. Sometimes the teacher also evaluate student by conducting a test. The test will conduct to measure the students' ability in understanding the material that has learned. Not only to

know the students' ability but also to know the teacher's successful in teaching learning process in the classroom.

The process of test has been conducted after the teacher has completed two or three basic competence. The teacher conducted a test by using type question that consists of multiple choices and short answer. The teacher also used true or false statement if there is a memorizing material. Harmer (2007: 382) stated that for many years, multiple choice questions were considered to be ideal test instruments for measuring students' knowledge of grammar and vocabulary. Above all, this was because they were easy to mark. From that test, then the teacher can gain the score and the teacher would get a real score of his students and could make decisions about the successful of his learning process by using anticipation guide as strategy.

All evaluation above, it was used to measure the students' ability in remembering the materials that has been learned. According to Harmer (2007: 379) Teacher and other education professionals spend a lot of time testing, evaluating and assessing students. Sometimes this is to measure the students' abilities to see if they can enter a course or institution, to see how well they getting on. Sometimes this assessment is formal and public and sometimes it is informal and takes place in day-to-day lessons.