

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 FINDING

4.1.1 The Process of Teaching English in MTS N I KUDUS

All teachers have already followed the steps of doing proper teaching and learning process. The activities range from the apperception, whiles teaching and closing. In doing apperception teacher prepare the students by rearranging the seat and dividing the group. The seating arrangements usually are changed at every occasion based on the learning purposes. The teachers also consider the students capability in dividing them into group. In giving apperception, teachers usually give questions related to the material given and also the purposes of the teaching and learning. The questions are varied depend on the students competence, some can be analytical one. This activity is used to motivate the students and to raise the students' enthusiasms.

In whiles teaching phase, teacher give the material and tries to understand the material well. They also extend the material by making some adjustment to the students' daily context. The teachers also guide the students in doing the task. They guide them by providing clear instruction, both verbal and nonverbal instruction in order to make the students to do the task well. In explaining the material, teachers also focus on the students understanding. Explanation is done by maximizing the use of verbal and nonverbal language. Teachers also adjust the volume of their voice base on the condition of the classroom, to control the students and to maintain interaction. In the lesson plan, the teachers include the objectives of the lesson and arrange all the activities to adjust the time allocation, although sometimes the teaching and learning may not happened exactly the same due to the time allotment.

The material given during the lesson has already supported by technology, like the equipment which support audio and video playing. The teaching aids usage depends on the

need of the learning material. These aids should be able to be used to support the success of the learning outcome. This aid should also facilitate the students' enthusiasms.

In building the students report, teachers try to distribute the same chances to students to participate in the classroom activities. They show openness to respond to students who actively raising questions when they get difficulties. Teacher also appreciates the students who answer questions correctly and honor the students' willingness to participate. They stimulate the students' confidence in participating classroom discussion and manage students' anxiety by creating comfortable atmosphere.

The closing activities are done by summarizing and concluding the lesson to check the students' understanding on the subject. Teachers also give the students some assignment as remedial assignment or to extend their understanding. This has purpose to connect the learning material into the students' context.

Table 4.1 The Result of The Teacher Questionnaires

No	Teacher's activity	Yes/No	Percentage
A	Pre teaching		
1	Preparing the students by grouping and organizing the seats	Yes	100%
2	Doing apperceptions by introducing the materials	Yes	100%
B	Whiles teaching		
B.1	Delivering The Material		
3	Preparing the material well	Yes	100%
4	Giving instruction clearly	Yes	100%
5	Delivering the material well by using clear language and gesture	Yes	100%

6	Manage the quality of voice (to make the students listen to the teachers' voice)	Yes	100%
7	Creating the teaching and learning base on its purposes	Yes	100%
8	Managing the teaching and learning base on the time allocation	Yes	100%
B.2 The use of media as learning sources			
9	Using media appropriately and effectively	Yes	100%
10	Using media base on the teaching material	Yes	100%
11	Using media which create the students' enthusiasm	Yes	100%
B.3 Building students rapport			
12	Giving students chances to participate	Yes	100%
13	Showing open attitudes to students critics	Yes	100%
14	creating students' fun and enthusiasm for students learning environment	Yes	100%
C Closing			
15	Doing reflection and making conclusion base on the students' involvement	sometimes	100%
16	Making follow up by using clear instruction, students' activities, or remedial as additional assignment	Yes	100%

4.1.2 The Teacher's Difficulties in Teaching English in MTS N I KUDUS

The teachers claim that they do have many difficulties in preparing the listening material based on syllabus, because the material has already prepared by the government. Although the material has already available, it seems that students still need adjustment. The students have limited vocabulary to understand the listening text. Furthermore students have limited time to listening exposure. Their listening exposure is still at the level of words and sentences.

Table 4.2 The Result of Teachers' Difficulties in Teaching Listening

D	LISTENING DIFFICULTIES	ANSWER		
		Yes	No	Sometimes
17	Difficulties in preparing the listening material based in syllabus.		100%	
18	Students have difficulties in understanding vocabulary	60%		40%
19	Classroom facilities do not support the listening activities	60%		40%
20	Limited time allocation in Listening activities	60%	40%	

4.1.3 The listening materials for teaching Listening in MTS N I KUDUS

In this research we will use news item as the listening resources. News item is one of text type or genre introduced in Junior High school. News item text is the factual text which has purpose to inform the readers about events of the day which are considered news worthy or important. The purpose of news item text is to inform the society about the event happened which is considered as newsworthy. The event is considered as news worthy because the society need to know what happened in their surroundings. There are many things that we need to know about news item, why it is important to be introduced to students. The first is Social function of news item texts. In this research, the news is only in form of short news and it uses simple vocabularies which already recognized by Junior High School students. This module is design for the students of junior high school in general. It is not presented for specific level of grades.

4.2 DISCUSSION

4.2.1 The Teaching Process

The teaching activities in MTSN I Kudus start from the pre teaching activity. Before beginning the class the teachers try to reach every student in the classroom, because the class consists of many students it occasionally becomes necessary to divide them into groups. Grouping students quickly and effectively can be difficult. The teachers realize that students

have different capability and ability, therefore it needs to be arranged base on the purpose, whether they have to be in group with the same or combination of level of proficiencies. Teachers have been struggling with this concept, because students really want to work in groups on a full time basis. The sitting arrangement should also be adjusted to make sure that every student has a chance to participate and sit in his/her comfort zone.

During the teaching process, they also use various techniques in teaching. It is meant to avoid students' boredom because technique really influences students' interest. The technique which issued by the teacher to teach English is varied. The media is concerned with deriving new vocabulary item in text. In teaching, the teacher uses some Islamic approach and national character education to build students' characteristics.

So in the process of teaching, the teachers always use Islamic approach to build students' characteristics. Islamic approach is approach that considered and adopted from Islam. National character was also used because this school also used the curriculum from DEPDIKNAS. The characteristics building in this school is an important thing because they not only teach the material or delivering knowledge but also educate and create students who have good characteristics.

Before giving the lesson, teacher makes the preparation by developing lesson plan. Teachers try to follow the plan, but it is not always happened exactly the same. Sometimes the teaching and learning do not run exactly like the lesson plans. It is happened when the students wanted or asked other material or giving questions. Therefore a teacher should made preparation and understand the material well, in order to make the teaching and learning process success. By making the lesson plan, the teachers have an outline to keep the lesson work as it is supported by the government. Grossman (1990) states that teaching must be planned in such a way that learning became an interesting, even at time entertaining process. So, the preparation before teaching is needed to make the process of teaching successful.

In starting the class, the teacher always greets students by saying assalamu'alaikum and all students answer the teacher. While the teacher enters the class, all students have been ready to study. No one is still playing or talking with their friends. Before starting the lesson, the teacher always asks the chief of class to lead the praying. It is the culture of this school, before starting the lesson they should pray first and after that teacher explains the lesson. In explaining the lesson, teacher uses code mixing because some of students do not understand about English yet.

In teaching process, at first the teacher explains by using English and then she translates it into Indonesian to avoid misunderstanding. That is why the students' achievement in English is moderate good enough. The teacher tries to make the students used to listen English and also makes them used to speak using English so they will be able to understand English and produce English by speaking.

In applying teaching technique, the teacher sometimes uses audio visual to improve the students' listening comprehension. She used media to attract students' attention namely video on news item text.

To build up the students' rapport, the teacher often gave a joke to students if they look bored. Usually after giving joke, the students are fresh again and interested in following the class. In improving their ability in listening and speaking of English, the teacher used to guide them when they are doing the task. It means that the teacher give more attention to the students' difficulties. By giving the students appreciation teacher also show good willingness and attitudes.

Audio video is used by the teacher to make them memorizing vocabulary which is often used in the video. Then, after the students' have already understood about the vocabulary, teacher asks them to pronounce the difficult word. It is hoped that the students can pronounce the word correctly. The second activity is make simple story based on the

video that appeared. In other word, students are asked to make simple summary about the video. The students are very enthusiastic because the video related to their daily issues.

Besides giving suitable teaching material, giving assignment, and joke, the teacher also give students motivation. In delivering motivation, she used various ways. Sometimes teachers give motivation. Teachers tried to deliver the motivation in an interesting way.

Teachers give real example and relate those to students' daily activities. By giving the real example, for instance, the students will understand the material well. It was very interesting since young learners are easy to understand by providing them the real example. To create comfortable atmosphere in the class, the teacher should avoid of frightening or threatening them. In the process of teaching listening, the teachers often interact with students in the questions and answer session. It uses to build their confidence around of their friends during the class.

After the process of teaching and learning, the teachers summarize the materials by making question and answer session. This activity gave the teacher illustration of learning evaluation to know the success of the teaching and learning. This evaluation showed the result of teaching and learning which has been done. By giving evaluation, the teachers evaluate their success in delivering material. In giving evaluation, the English teacher used two kinds of evaluation; theoretical and practical evaluation. In theoretical evaluation, the teacher gave some questions to students and they had to answer the question. The result is in form of direct question and answer and questions and answer sheets. The teacher also asked students to practice, for instance, pronouncing words on video and making conversation with the teacher. The evaluation intended to make students able to produce English both written and oral.

Related to the national character education, as stated before, this class has applied national character education in teaching listening. It was stated in lesson plan and then

applied in the process of teaching. In applying national character education, this school combined it with Islamic character so students have strong guidance in building their good characteristics.

To make the teaching process run successfully, teachers should understand about the students' character. By understanding the characteristics of each student, they will know how to treat them appropriately. Every student has its own character and learning style, and as professional teachers, they should be aware. Teachers should try to understand what students want. In teaching listening, the teacher was expected to be creative. The teachers can create a condition in which the students relax and enjoy the learning activities.

4.2.2 Teaching Difficulties

The interview was conducted to explore deeper information about EFL teachers' difficulties at MTSN I Kudus in teaching English. There is actually one major question of this research: What are EFL teachers' difficulties in teaching English at junior high school schools? This study was intended to explore the challenges faced by EFL Junior high school teachers in MTSN I Kudus, Indonesia. The findings of the study revealed the facts that there were many problems faced by EFL teachers at junior high level in teaching English. There are three major problems with the practice of teaching and learning English at the research sites, including finding out appropriate material: Insufficient time, resources, and materials and other problems; limited time, limited resources, limited facilities, and difficult materials.

Some teachers feel that preparing students to work in group sometimes it takes more time. They need to think whether they would like to group the students with the same capability or with different capability. Each student has different characteristics and not every student is willing to work with other students. This group work might offer the students chances to learn from each other, but it may also create new problems like personal conflict. There are many factors influence the quality of working together in group project. The first

problem is trust. Trust is crucial in teamwork, and it starts with students knowing each other. Team members need to be connected, both professionally and personally. Sometimes members do not understand each other, they do not want to engage because there might be students' personal problems among members. This kind of problem may be an effect of individual way of thinking.

When the students become very enthusiastic the class turns to be very noisy and overcrowded. The participants mentioned that their classes are over-crowded consisting more than 30 students. This condition affects the teacher's feeling and expectation. They shared that they did not enjoy teaching the class, and the situation led to ineffective classroom atmosphere. In addition, the participants also emphasized the further effect of too many students in the classroom, such as being noisy and loud.

In managing the class situation, teacher admits that they need more energy. Teachers need to adjust the voice to make the students listen to the teachers' voice clearly. In a large class, the situation can be very crowded and confusing. To be able to control the class, teachers should be able to turn up the volume of their voice without shouting or giving over threatening tone.

The students' limited vocabulary is also becoming one of the problems in teaching English. To be able to understand the English students just listen, the students need to increase their vocabulary mastery. Vocabulary development plays an important role in improving the students' level of language proficiency, but many students appear to have reached limited vocabulary. This may be seen in the overuse of simple vocabulary and failure to acquire new complicated vocabulary. In terms of the quantitative dimension of vocabulary learning, vocabulary development in Junior high school in Indonesia can be thought as in a low level of achievements. Richard says teacher should stimulate students' vocabulary in different domains, genres, and text types. In addition, learners

build up more specialized vocabulary related to their own needs and fields of interests, whether these be academic, occupational, or social. (Richard, 2015: <https://www.cambridge.org/elt/blog/2015/10/20/learners-limited-vocabulary-range-1/>)

4.2.3 Listening Material and Activities

There are some listening activities which are done by the teachers:

Repetition is the simple way of practicing pronunciation through listening activities, the teacher do such kind of activity to stimulate the students vocabulary and speaking ability. Other activities with similar purpose are completing missing part. Teacher can give the transcription to the students and omitting some words to let the students fill the gab. Listen and answer the questions activities can be done to check the students understanding on the *what, where, why, and when*. Wh-questions will explore the students understanding on specific information in the text.

Group discussion can be set up to create chances to the students to share their ideas and thought. To give the students to produce respond to a certain topic, teachers ask the to present their thought. The process of listening is the process of acquiring other skill. Listening and speaking are considered as receptive and productive skill in language learning. A presentation in the class will provide the opportunity for the students to communicate and share their prior knowledge. A suitable listening material presented by the students will deliberately improve the students' comprehension and students' language acquisition. As their present the new knowledge, they will learn the form of the English expression in the video.

4.2.4 Draft of the Listening Module

The activity in this module will be based on the listening orientation, produced by Rost. Rost (2011: 2-4) purposes four listening orientation; receptive, constructive, collaborative, and transformative. The first Orientation is receptive. It deals with receiving

and catching what the speaker actually says. The second is listening for constructing and representing meaning. Listening means reframing the speaker's message in a way that's relevant to the hearer, understanding why the speaker is talking and noticing what is not said. The third orientation is collaborative. Listening is negotiating meaning with the speaker and responding. It involves having the emotional climate. In conclusion, Listening is the acquisition, processing, and retention of information in the interpersonal context. The last listening orientation is transformative. Listening is creating meaning through involvement, imagination and empathy.

Meeting I

COMPREHENDING LISTENING MATERIALS OF NEWS ITEM

HEALTHY LIFE

A. Healthy

The aims of listening to Healthy

The aim listening activity of comprehending news item is to comprehend the specific information and understanding event. In this section students are challenged to understand specific information about healthy life.

New vocabularies

- 1) Healthy
- 2) Vegetables
- 3) Exercise
- 4) Sport
- 5) food

Pre-listening

- 1) Discuss about factors of that support a healthy life
- 2) Which of these pictures the pictures represent a healthy life?



These two first activities are adopting the top-down listening approaches. This aims to introduce the main topic to the students. This will also stimulate the students prior knowledge about the subject matter. It is an important start to give students an appreciation before going to the main activity.

- 3) Read through the text before listening and completing it. Listen to the news about healthy life. Fill the gaps in the form or tick the correct option.

Audio I

In order to remain _____ (healthy/ wealthy), we should eat a balanced ____ (diet/ duet). This means we should eat a variety of _____(foods/ flood). Food can be sorted into several groups – fruit, vegetables, meat, fish and ____ (nuts/ mood), dairy and grains.

You should eat 3 serves of vegetables each _____(day/ way). It is best to eat a variety of vegetables so that you don't get _____(hot/bored). Dark green and orange vegetables are best for us. Vegetables are best eaten____(low/ raw). They lose some of their vitamins if they're _____ (cooked/ grouped). Where possible, it is best to eat the skin of vegetables. Most of the vitamins are just under the _____(tin/ skin), so if you take off the skin, you also take of the vitamins.

- 4) Work in pairs. Write the difficult words!

Words	Meaning

- 5) What are the main ideas from the topic above?
- 1) a.
 - 2) b.
 - 3) c.
 - 4) d.
 - 5) e.

The above activities are adopted the bottom-up listening processes. This activities is intended to stimulate the students to understand the text from the words level and specific information from the text.

Post-listening

- 1) Listen to the news again.
 - a. Listen to the feedback from the teacher. Mention the activity that you usually do to stay healthy!
 - b. Mention the kind of foods in your area which are healthy!
 - c. Add some more tips to stay healthy!