CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on presenting the research findings based on the result of data analysis, in other words, it presents the answer of the research questions

A. General Profile of MTs Plus Darul Ulum, Jombang

MTs. Plus is the Islamic Junior High School which establish in 1991 by the Majelis of Darul Ulum Foundation. Besides MTs. Plus, this foundation has also established Islamic Kindergarten until University level. Beside that the Darul Ulum foundation has also established many Islamic boarding schools in area of Pesantren to made their Students enjoy and good feel in Pesantren so they could learn and gain the religious and general knowledge.

MTs Plus is one of the schools that have some position with another Junior High School in Darul Ulum Foundation; whereas the background of MTs Plus is influenced by phenomena. We can see those phenomenons by seeing the graduator that cannot fill the society hopes even theirs family's hopes. To give contribution in society, Darul Ulum foundation tries to take away and make a community perception; because of that MTs Plus was established in big hopes that all graduator from this school can be a fill the society and family's hopes.

B. Vision and Mission of MTs Plus Daru Ulum, Jombang

1. Vision:

To create faithful generation, a pious, a good attitude, high knowledge and have a global perspective.

2. Mission

- a. Can Speak English and Arabic Languages
- b. Understand about the religious knowledge and Holy Qur'an
- c. Be Independent

3. Main Purpose

Based on the vision and mission of MTs Plus Darul Ulum has main purpose are:

The objectives are to educate generations of pious, good attitude, a high knowledge and have a global insight and be able to speak Arabic and English Language. They could understand the religious knowledge, study the Holly Al Qur'an and be Independents students so, as to navigate their life filled with challenges and obstacles these with patience and strength of the soul.

C. Research Finding

This finding of the research is analyzed based on the problems that are stated in statement of the problems which include the methods. What are the dictation technique which used in English teaching and what are the problems which faced by teacher and students in this method at MTs Plus Darul Ulum, Jombang.

1. The implementation of dictation technique in English teaching

Based on interview and observation conducted on 26th June until 7th July, 2010 at MTs Plus Darul Ulum, Jombang, there were three technique used by teacher in teaching-learning process to the Second grade students. One by one technique used by teacher is presented below:

a. The messenger and the scribe

The messenger and the scribe is a collaborative activity, who's successful on the use of spoken and written English. Beside that the messenger and the scribe is a physical activity, it can be done to introduce a new topic in English lesson.

Based on the observation conducted by the writer on June 27th 2010 at 8.20 until 9.30 am, the teacher used the messenger and the scribe. The implementation of this technique was as follow:

Pre-activities

- 1) Teacher said "Assalamu'alaikum wa rohmatullahiwabarakatuh"
- 2) Teacher asked the students condition
- 3) Teacher asked their homework
- 4) Teacher done correction together with students

Whilst-activities

1) Teacher asked students into five or six students

- 2) Teacher put and sticks it to the wall and white board
- 3) Teacher gave an explanation about the role in this material
- 4) Choose one person to be a scribe and one of to be messenger. Other students help the messenger to write the correct answer.
- 5) The group whose finish earlier, they are a winner

Post- activities

- After finished the activities, teacher asked them to sit down and make it correction together.
- Teacher ask to another group to correction the words or tenses. After they correction, the paper gave back to the original group.
- 3) Teacher does correction together
- 4) Teacher gave an explanation about the materials.
- 5) Teacher closed by Greeting Wassalam.

Based on the implementation above, the technique used by teacher is one dictation technique because all the activities used dictation, where some students are a runner and another is writer. It can be a useful for students in communication between them.

b. Dictogloss

The second various of dictation technique used by teacher is a Dictogloss. It is conducted on 3th July 2010 at 07 until 8.20 am. This technique is learning English language in grammar. The implementation of this technique was as follow:

Pre-activities

- 1) Teacher said "Assalamu'alaikum wa rohmatullahiwabarakatuh"
- 2) Teacher ask the students attendances
- 3) Teacher asked and reviewed the yesterday lesson

Whilst- activities

- Teacher divides the class into group to be five groups. Each group consist of five until six students
- 2) Teacher was read three times and students asked to listen
- 3) Ask students to write down the key words as the text teacher is read
- 4) The last read, the teacher asked students to write full the text which they were listening.
- 5) After they finished, teacher asked them to correction together with their group
- Teacher read once more and asked students to correction once again
 Post- activities
- 1) Teacher asked each group to write their result on the board.
- 2) Teacher gave a original text and do correction together
- 3) Teacher gave students Homework
- 4) Teacher closed by Greeting Wassalam.

Based on this implement above, this procedure used Dictoglass. In this variation technique has four components. First is preparation, Teacher prepares the students text they were heared. Second is Dictation, students hear what teacher being said, write down what they were headed. The third is reconstruction, Teacher asked students to correct with their group and the last is analysis and correction. Teacher gives an original text and done correct together.

c. Students Story

The third various technique of dictation used by teacher is Students story. It is conducted on 4th July 2010 at 8.20 until 9.30 am. The implementation of this technique was as follow:

Pre-activities

- 1) Teacher said "Assalamu'alaikum warohmatullahhiwabarokatuh"
- 2) Teacher asked about students attendances
- 3) Teacher asked the homework and asked them to submit it
- Whilst- activities
- 1) Teacher gave a lead in to began the lesson
- 2) Teacher told a story about My Best Friends
- Teacher told to students some questions which make students active to speak
- 4) Teacher asked to students to prepare a slice of paper and pen
- 5) Asked students to write a short story about their best friends
- 6) After finished, the teacher asked students to come forward and told all their friends about his story

Post- activities

- 1) Teacher gave a student's a homework
- 2) Teacher closed the teaching learning process

Based on the implementation above, the teacher used Students story based on the observation using a field note. The technique could give students opportunities to write, speak and express their ideas in order to make the students active.

2. The Teacher and Student Problems in Applying of Dictation Technique in English Teaching

Based on the result of observation and interview were conducted on 26th June until 7th July 2010. The teacher and students faced several problems in implementing the technique in English teaching. The problems were identified into teaching- learning process. The detailed explanations were presented below:

a. Teacher problems in English teaching

The problems faced by teacher in implementing of dictation technique based on observation and interviewed are:

Teacher has an important role in teaching – learning process, teacher must know about the characteristic and students need in the class. In the first meeting, the teacher did not have problems because the teaching – learning process were run well although the class be crowded

and noisy, the teacher lets the situation because the Messenger and the Scribe is physic and competitive activities.

In the result of observation of second meeting, teacher has a problem when divide a student's (See appendix II) because there are some students whose did want to join with their group, his reason is he want to join with a student's which has a clever. (See Appendix III) he did want to join with group which determined by teacher. It is a need a time to give an explanation for him to join and back to his group.

In this meeting, some students still depend on for their clever students it is make a teacher confused. The teacher was looking for the manner how to divide into groups and the other problem is there are three students whose slept, they looked at did not enthusiasm and did not active.

And the last meeting, the teacher have a problem, it occurs that teacher asked students to come forward to telling story about their best friends. There are students who are shy and afraid to come forward. Teacher help student to increase their confidents, teacher said that English is not our language so it is does not matter when students has wrong in pronunciation and spelling.

In the result of interview conducted on 5th July 2010, teacher said that she did not have challenges in materials, she always ready because she always prepares the lesson plan first before she teaches. But she sometimes must think hard when she would use a methods and techniques

for her students. It is caused because not all students can followed her students (See appendix III) so the teacher must be selected to choose methods and techniques for her students.

The Problem faced by teacher was the technical condition or facilities in the school, there were several equipments that broken in language laboratory. The technical problem was inactive headset and sometimes unconnecting cable. It is making the teaching and learning process could not run well.

b. Students Problems in English teaching

According the students opinion, most of students stated that dictation technique is s one alternative to help them in understanding of English language. Fifty nine percent of students answer that dictation is easy technique in learning.

Table 2.1

The result of Questionnaire

No.	Questions	Answers		
		Yes	No	
1.	Do you like English subject?	74 %	23%	
2.	Do you have an opinion about dictation?	70%	30%	
3.	Do you like Dictation techniques?	59 %	41%	
4.	Do you like the teacher topics?	93 %	7%	
5.	What is Dictation technique helps you to participate in Teaching- Learning process?	74 %	26%	
6.	What is the teacher encourages students to actives and participates in Teaching – Learning process?	96%	3%	
7.	What is the teacher more dominant in Teaching – Learning process?	78%	22%	
8.	What is the teacher gives students an opportunity to express their ideas?	93%	7%	
9.	What is Dictation technique can help in other subjects?	70%	30%	
10.	Are there any improvements in your learning?	93%	3%	
11.	According to you, this technique			

	must be applied in other subjects?	59%	41%
12.	Do you have problems in this technique?	78%	22%

Table 2.2
Students' answer in the dictation technique

No.	Questions	Reason		
		Yes	No	
3.	Do you like Dictation techniques?	Not boredNot complicatedBe independentsMore easy	 Washing time I like read than dictate Lacking vocabulary Difficult to understand 	
5.	What is the Dictation technique helps you to participate in Teaching- Learning process?	 Many opportunities Think hardly Competitive technique Help to be a good writer Shares ideas 	Still confused I can not to understand the teacher instruction	
9.	What is Dictation technique can help in other subjects?	 Help me to understand As exercise To understand our competency 	 every lesson is different no relationship between another lesson 	

		Easy to understandNot bored	•	bored
12.	Do you have problems in this technique?	 Lazy Sleepy Confused Noisy My friends does understand about the materials Less repetition 	•	Make me challenges Competitive Easy to understand

Based on the result of questionnaire, the dictation technique gives a good opportunities and be alternative to the teacher and students.

In the first meeting, the students have some problems such us, how the scribe said to the Messenger. The scribe must read and remember in short time. The scribe needs energy to run and memorize the text. Overall the scribe has a good pronunciation.

The result of Interview about the problem that was faced by Students is that they still depend on clever students so they are not independents, in other hand Student cannot explore their ideas.

The second problem is low motivation, the students need much motivation because two students said that they did not like English subject because it is very difficult. And when the teaching – learning process, there are three students were slept. Their reason is they tried because in there Boarding house has full activities until night.

And the last is self confidents, the students still shy when the teacher asks them to speak. From the interview the students said that they shy to speak because when they make mistakes in spell, their friends laugh. And another problem is lacking vocabularies. The students still confused when they want to write and followed the teacher instruction.

D. Discussion

To know the English teaching at second grade students of MTs Plus Darul Ulum Jombang, the writer took three elements, they are the implementation of dictation technique, the various technique in English teaching and teacher and students problem un applied of dictation technique

The used of various techniques in teaching – learning process is help the teacher and students. It makes teacher easy to transform her knowledge and students more enjoy, active and enthusiasm to learn English subject.

The teacher must have a good quality, these qualification could the determined the effectiveness of teaching – learning process. The appropriate method and technique makes students feel pleasant during the class and understand the materials better.

1. Implementation of dictation technique in English teaching

In English teaching, the teacher used the messenger and the scribe. It was appropriate to be implemented in Second grade at MTs Plus because the teacher had corrected the students to produce what they hear in speaking through imitation and repetition. The new vocabularies and structure are presented through dialogue and physic activities, it needs a full concentration.

Moreover, the teacher used Dictoglass in English class. She used this technique to Students work in cooperative groups to recreate a text that has been read aloud to the class.

And the last teacher used Students Story in teaching – learning process. It was implemented in this class because the teacher had an opportunity to correct the pronunciation of the students and students also had a chance to speak English the target language. Furthermore this variation of dictation technique could make the teaching – learning more active. The teacher motivated the students to think and expression their ideas.

The chosen of technique should be suitable with student's condition as well the materials in teaching – learning English should be interesting because it is avoid students bored if they learn more theory.

The teacher should manage the condition in the class; the teacher could give more various of the technique in teaching – learning process in order that to improve their potency and talent.

2. The teacher and students problem in implementing of dictation technique

Most of students answered that they like English lesson. Although they like the English lesson but in the application in teaching – learning process they cannot to avoid of the problem was occurred. For the students has a good quality or we called them is clever they still has some trouble such us the lacking vocabularies (See appendix III) they still confused and must think hardly when they found a new words. Another problem is low motivation, although the teacher gives them the spirit to learn English, there are some students whose cannot to active and followed the teaching – learning English well, and the last is self confidents, students still shy and did not confidents when the teacher ask them to speaking and performs.

For the teacher, she has found the problem how to balancing between students has a high quality and low quality. She should found the method and technique to make all them interesting, active and enthusiasm in English teaching.