CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The data are gathered through the interview, the observation, and the documentation. The findings will be discussed in the discussion session based on several related theories.

A. Research Findings

The findings of the study are presented into several parts: (1) the implementation of Intensive English Learning Program in SMP Muhammadiyah 17 Plus Surabaya (2) the teaching techniques applied in Intensive English Learning Program, and (3) the students' readiness to face National Exam of English.

1. The Implementation of IELP as Preparation to face UN.

SMP Muhammadiyah 17 plus Surabaya is the school that registers their students to participate in implementation National Exam (UN). The tutor expect that their students can able to get good graduated and get a satisfying achievement values and result so they are able to proud their school every years. Therefore, the school and tutor set up the program, which can help student more ready to face UN, named Intensive learning program. This program is required this school to their students in facing UN. The program consist of subjects to be tested are; program of intensive

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English learning, program of Mathematic learning, program of Indonesia learning, and program of Saints learning.

Intensive English Learning Program (IELP) is one of learning program at SMP Muhammadiyah 17 Plus Surabaya that had been being implemented since 2009 up to now and it will be held to prepare UN. The school's aim at implement the program is to give a channel for the students who will face UN. In 2011-2012 years, SMP Muhammadiyah 17 plus Surabaya had implemented in the last semesters.

Furthermore, UN will be applied on 23 to 25 April 2012 which consist of some subjects tested in National Exam such as; Mathematics, Indonesian, English, and Saints. And the results of national test values must be at least 5.5 and each subjects must get at least 4.00.

Such as were said by Vice Principal this school that" *the students is considered passed if the average value of all final value reached at least 5.5 and the value of each subject at least 4.0* "

To success UN 2011/2012, the committee of school set up a preparation that was discussed in meeting coordination between the principal, the curriculum director, the committee of school, and the tutor.

SMP Muhammadiyah 17 plus Surabaya applied Program of Intensive learning into agenda of schools as preparation to face National Exam which

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the program was arranged in a planning of preparation UN. At the first, principal and curriculum and Teacher chose committee of school Mr. Aswari Noor, S.E. as a chief organizing of intensive learning program and arrange Intensive learning Program of UN that involve principals, curriculum, and tutor. In the meeting had been arranged a planning program such as; design of intensive learning, application of intensive learning, and evaluation of intensive English.

In the result of interview, Mrs. Nida'urrahma, one of the vice principal, said that *"we are assigned as organizer of the National Exam preparation and determine the steps in the preparation. To take the steps we are discussed to principal, curriculum and tutors"*

This program would be informed to the students and students' parents / guardians at the beginning of the academic year. When we hold annual meeting that was attended by parent/ guardians of student, Principal of SMP Muhammadiyah 17 plus Surabaya and Vice principal. Then the Principal delivered about school's agendas in preparation to UN which require cooperation between school and student's parent to help and to support students preparing National Exam so that the students will able to face UN successfully.

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a. Design of Program IELP

The program was designed gather by the coordinator of intensive learning, the principal, the curriculum director and the tutor. And the result of designing the program trough discussing in the meeting is aimed to arrange syllabus of Intensive learning, to decide material of Intensive Learning, to choose tutor of Intensive Learning, and to arrange allocating time and Class of Intensive Learning.

The coordinator of Intensive learning Program (ILP) also choose English tutor as coordinator of Intensive English Learning Program (IELP), then coordinator of IELP made concept of learning English in the program such as; making syllabus IELP, teaching media, and Etc. This is aimed at successful of implementation IELP to face UN.

i. Syllabus of IELP

The process of arranging syllabus was discussed with the curriculum, the coordinator of Intensive Learning and the tutors of Intensive Learning especially the Tutors of IELP by analyzing SKL (Standard of Graduate's competence) as reference material of teaching learning in the class. SKL becomes reference material that would be delivered in the processing teaching and it was in the syllabus. (See table 4.1)

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Mrs. Rini, one of the coordinator of IELP, said that "*for successful in processing to give material we always make syllabus to make easier in delivering material by analyzing SKL National Exam and chose materials to teach intensive English learning program*".

Table 4.1
Syllabus Contained of Material National Exam

NO	Competence SKL	Analysis of National Exam material	Meeting
1	Reading	Short Functional Texts a. Caution/ Notice/ Warning b. Greeting card c. Letter / Email d. Short message e. Advertisement f. Announcement g. Invitation h. Label i. Manual Text (genre) a. Procedure b. Descriptive c. Recount d. Narrative e. Report	Meeting I : *caution/ notice/ warning*, greeting card meeting II : *letter/ email, short message* Meeting III: *advertisement, announcement.* meeting IV : *invitation, label, manual, procedure,* meeting V *descriptive* meeting VI :*narrative* meeting VII: *Report* Meeting VIII *cloze passage, rearranging word , Rearranging sentence*
2	Writing	a. Cloze passage b. Rearranging word c. Rearranging sentence	

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ii. Media Teaching-Learning of IELP

All the teacher especially the tutor of IELP determined media of English teaching for students in processing learning – teaching. And the tutor initiatively looked for an English book of UN and showed book of "*Detik – Detik Ujian Nasional Bahasa Inggris that is published by intan perwana and wrote by Bachtiar and Yuniarti Dwi Arini*". The Tutor chose this book since this book had completeness of prediction UN test that was perfectness. And all the students of IELP had to have this book to be successful in learning process. (To look at the cover book see the appendix 8).

Delivered by Mrs. Rini said that "we chose book of "*Detik Detik Ujian Nasional Bahasa inggris* because this book is very completeness and prediction almost perfectness and we asked student to bring this book when learning English is began"

iii. Selection Tutor of National Exam Subject

The tutor of Intensive Learning was selected by principal and coordinator of program through discussing. The result of the discussing had selected some names of Teacher who have capability to be tutor of Intensive Learning Program especially Tutors of IELP. We can look at the table 4.2 below and For IELP has 2 tutors they are Mrs. Tri and Mrs. Rini.

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Table 4.2
Tutors of Intensive English Learning Program

Tutor of Intenive learning Program	
English	**Ustadza Tri**
	Ustadza Rini
Matematic	Ustadza evi
Biologi	Ustadza Nida'
Fisika	Ustadza Ilma
Indonesia	Ustadza Mira

Besides, Intensive learning program need completeness all administration such as: arrangement of allocate intensive learning program and arrangement schedule intensive learning program.

b. Application of IELP

The Implementation of Intensive Learning Program (IELP) at this school was held every Saturday started at 07.00 – 12.30a.m. There were two classes consisted of class IX.a, IX.b and each class have twenty students. For the schedule of IELP, IX.a class held is at 07.00 – 08.30 a.m. and for IELP IX.b is held at 08.30 – 10.00 a.m. By those two classes will be conducive in teaching - learning process. This table bellow is schedule of intensive learning Program.

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Table 4.3

The Schedule of Intensive English Learning Program

Meeting	Agenda	Subjects	
		IX.a	IX.b
1	07.00 – 08.30	**English**	Matematic
2	08.30 – 10.00	Matematic	**English**
	10.00 – 09.30	**Break time**	
3	09.30 – 11.00	Indonesian	Saints
4	11..00 – 12.30	Saints	Indonesian

At the end of studying, there was activity that was not structured in the program, like praying together or giving motivation in speech after having dzuhur- pray together in the mosque. Then tutor gave speech to motivate students in studying, so they were more ready to face National Exam. This was strengthened by statement coordinator of Intensive learning program that "other *than as students' preparation to face National Exam but it is more helpful to provide motivation for students to mental readiness*".

c. Evaluation

After implementing the program of preparation to UN, the tutor and the head of program wanted to know how far the student's development. Then the committee applied evaluation of learning by using tryout periodically by a certain time as much as 7 times in the Try out test.

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Besides that, Tests of Try out were made by various sources different which Try out from school created by tutors SMP Muhammadiyah 17 plus Surabaya "(see appendix 10). Try out - the school held as much as three times, the first try-out was done on Oktober 23rd, 2011, the second try-out was done on February 16th to 10th, 2012 and third Try out was done on February 20th to 23rd 2012. Moreover, Try out made by the principal coordinator of the southern Surabaya (MKKS) Try-out (see appendix 11) and the Department of Education Office in Surabaya (DIKNAS) (see appendix 12).

Through interviewing coordinator of Intensive Learning Program, Mr. Aswari Noor, S.E. also said "*we conduct Try out of school as much as three times and we follow Try out of MKKS and the last we also follow Try out of education department (DIKNAS)*"

By implementing Try out test they would know the students' readiness concluded from the value result. Furthermore, the tutor or coordinator Intensive Learning Program could analyze their students' development and the student could see their development trough their value so they could do more seriously to study.

In addition, Try-out tests useful as an evaluation to measure teaching-learning process of IELP and as a measure student's readiness.

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The tutor initiatively made test by taking from previous test National Exam and selected which test that will be made Try out.

Table 4.4
Agenda of Try out

Schedule of Try out SMP Muhammadiyah 17 plus Surabaya 2012		
NO	**Try out**	**Schedule**
1	Try out sekolah I	23 Oktober 2011
2	Try out sekolah II	20 Desember 2011
3	Try out sekolah III	18 January 2012
4	Try out MKKS I	16 – 10 February 2012
5	Try out DIKNAS I	20 – 23 February 2012
6	Try out MKKS II	19 – 22 Maret 2012
7	Try out DIKNAS II	26 – 29 Maret 2012

Try out implemented to support students' mental readiness to face the UN at once encourage students to be more confident and motivate student learning. The results of the tryout is defined to hold the mapping ability of student mastery of the UN, Based on the results of the first try-out to the next try-out there is a change or a development. Furthermore, the students are re-classified according to their changes or their development to be handled in accordance with their problem. The problems meant is dependent on mastery of skills development and completion of the tryout matters that is seen from scale values that is obtained by each student.

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As stated by the chief coordinator of Committee school or coordinator of program, Mr. Aswari Noor, S.E., said, *"The Try out is intended as an evaluation tool and training for students to get used to resolve the matter as well as students' motivation to work on the preparation of the National Exam".*

2. The Teaching Techniques Applied in the IELP

From the class meetings being observed by the researcher, there were several techniques applied in the teaching and learning process. The techniques were: (1) reviewing, (2) explanation, (2) Discussion (3) problem solving, and (4) testing.

a. Reviewing

Reviewing was the tehnique usually used before giving learning materials. This tehnique was held by tutor to give memory to the students about the previous topic that had been taught. And this tehnique had been aplied during 20 minute.

When observation, on March 3rd, 2012 in the class of IX.a and Class of IX.b, The researcher was observing done by tutor in the class. Before main topic was taught, the tutor gave reviewed topic about *"did you still know about the genre?, how many kinds of genre text do you know?, do you know about the recount text?, What is the charateristic of*

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KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

recount text?. Then after each student express their opinion to the tutor, the tutor wrote the students' idea on the white board. And the tutor had to re-explain the wrong students' answer to give re-understanding to students.

After Tutor felt sure that students had understood about the topic that is re-explained, then tutor will continue the next topic.

At the second observation had been found that the tutor reviewed about narative text. Like in the first observation the tutor asked the students *"Did you still remember about narrative text?, what is the characteristic of narative text?"*.

And all students affroded answer the question given from tutor trough orally, and then the tutor wrote student's answer on the white board. The tutor also gave example about narrative text that was written on power point presented with projector and tutor asked to the students to analyze or identify the text with some questions.

b. Explanation

Explanation was a technique applied by tutor at the beginning of class meeting to direct the students' attention to the topic that would be learned. When observation the researcher found this technique was applied two times. First, the explanation technique was applied in the

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first meeting of class IX.a on March 3rd. The topic learned in this meeting was narrative text. The tutor used the explanation technique by giving questions to the students such as; *Do you know about the narrative text?, Do you know the characteristic of narrative text?, how do we know this is a narrative text?.* And if some students felt dificult to answer even mistake answering, then the tutor re-explained the topic and gave comprehension related to the topic to the students until the students really understand about the topic explained by the tutor.

The Second observation, the technique was also applied in the first meeting of class IX.b on March 10th. The technique was applied in this meeting. The tutor applied this technique by explaining the previous material topic to the students that is about report text. Before the tutor explained the topic, firstly, the tutor asked to the students such as; *"do you know about the report text? and what is the characteristic of report text?.* Some students can answer the question but some student also make mistake in aswering, even some students still confused about the topic. So the tutor have to explain about the topic to students. And this tehnique had been aplied during 20 minutes.

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c. Discussion,

Discussion was technique that was applied after the tutor had explained the topic. This tehnique was used to make easy in process learning. The researcher saw it when observated on February 17th and on February 24th.

The tutor used this technique when the topic learned about recount text. Before the discussion technique implemented, the tutor divided group become 5 groups, and each group consist of 4 students. the tutor asked students to open book of "Detik-Detik Ujian Nasioanal" and the tutor selected the task of Try out that related to the topic that had been taught by tutor. Each group was given different task and each group did grouply. Then they discussed to find out the answer of Try out task.

At the second observation, the research found out that the topic learned about narrative text. The process like the first observation, the students was asked by tutor to make some groups that one group was consist of 4 students and they discussed to found out the answer of Try out task about narrative text. And Before beginning this technique, the tutor had to select the task about narrative in the "Detik – Detik Ujian National".

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The function of tutor here only monitored the students if there was one of group felt confusedly or dificulty. So the tutor explained the group until the group understand, not only this group but other group also. And this tehnique had been running during 20 minutes.

d. Problem Solving

Problem solving was tehnique used by tutor to help students in finishing matter that was considered by student dificult. The tutors gave efficient ways to work on the problems easily and some times the tutor gave some tips to the students. On the first observation, the researcher had found that the tutor gave a tip to the students how to answer the task if they found task form in the task National Exam. This is the example of task generally in National Exam task;

1. What is the purpose of the text above ?
2. What does the text tell us about?
3. Which the statement is NOT TRUE according to the text?
4. What type of the text? It is a... text
5. What does the second paragraph tell us about?

The tutor tried to explain and to give some tips to the students, so they could answer the task generally in the task on National Exam rapidly and efficiently.

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At the second observation, the topic learned was about narative text. The tutor gave some tips to finish task if the students found form task bellow;

1. What is the kind of the text above?
2. When did the story take place?
3. The word "it" in the first paragraph refers to...
4. From the text we learn that...
5. What the writer's last destination?

From the first observation and the second observation there was no different task. The tutor gave some tips to assist student in finishing the task.

e. Testing

Testing was the last technique used to evaluate learning process. The tutor usually gave a testing in the end of learning by task form that had been provided before. This Testing was applied during 30 minutes.

The testing technique was applied individualy and the student had to try to think individually, and tutor only monitored the students. This testing usefull to evaluate the students' learning result whether the students had understood what was taught by tutor about the the topic.

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From the research's observation result, testing always used at last learning and the testing based on the matery that had just been taught. After testing had been finished, the student's task was excanged by each student's task and they corrected it together. And the task answer was directly discussed by the tutor, so the students knew their mistake.

3. The Students' Readiness Result to Face UN of English.

To know the students' readiness to face National Exam, the data shown the students' value of tryout taken by the researcher from the documentation of IELP. It is used to measure the students' readiness before facing National Exam.

Here, the researcher presents about the finding of analiyzing data betweeen Try out of school, Try out of MKKS (Musyawarah Kerja Kepala Sekolah) and Try out of Educational Department (DIKNAS).

This data is the values of Try out – English that had been collected by the researcher, then the researcher make table, so, the researcher easy to analyze the data.

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a. Data Display

Table 4.5
The Results of Documentation Students' English Try-out Value

No	Student' name	Class	VALUE		
			Try out Of School 1	Try out of MKKS 2	Try out of DINAS 3
1	ACH BASTOMMY IT	IX A	4.50	5.40	3.40
2	ANGGRAENI EKA P	IX A	4.00	5.20	6.00
3	ASTRI NADHIRA S	IX A	5.60	4.60	8.20
4	ATIKA HENSI	IX A	6.00	5.00	5.80
5	BAGUS TAUFIQ F	IX A	6.00	4.20	6.00
6	DEWI AYU R	IX A	4.60	4.00	8.20
7	EKO TITO RIZQI W	IX A	4.80	4.20	3.60
8	FAIZAH ZAHIROH	IX A	4.00	5.00	7.00
9	IRA ISTI ADITYA	IX A	6.00	4.60	5.40
10	LINDA TRI ANGGA	IX A	5.80	5.20	2.80
11	LINKA AJI FAUZAN	IX A	3.60	2.60	4.60
12	MAUDY OKTARIA KP	IX A	4.60	4.40	5.20
13	MEKAR MIJIL A P	IX A	5.40	4.60	7.00
14	NENI PITALOKA	IX A	5.40	4.20	5.00
15	SHAFLY AFIF AF	IX A	4.60	6.60	6.80
16	WAHYU SETIAWAN	IX A	4.00	4.20	4.80
17	YAHYA NUGROHO	IX A	6.80	8.20	7.20
18	ADITYA BINTANG	IX A	4.80	6.40	7.40
19	LAKSHAMANA MZ	IX A	5.00	4.80	4.20
20	ELFARA FRAKSI D	IX A	4.80	6.20	4.00
21	FARID AZHARI	IX A	4.60	5.00	6.60
22	AJENG AYU YULIANI	IX B	6.60	3.60	6.80
23	ALIESYA OHVIN A	IX B	3.60	4.00	3.80
24	ANGGER RIDHO F	IX B	5.00	4.80	7.40
25	ANNISA INTAN KZ	IX B	6.60	4.80	8.00
26	BUNGA RIZKY RAIS	IX B	6.00	3.80	9.20
27	CHINDY RAEGITA C	IX B	7.40	6.20	8.00

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28	ERLINDA HERASTI	IX B	5.80	4.40	6.80
29	HALIMAH AYU L	IX B	5.80	5.40	6.40
30	HUSEIN RAHMAD TIO	IX B	4.40	4.80	6.60
31	JIHAN SHOWATUL C	IX B	5.00	2.20	6.00
32	LUKMAN RAHMAD	IX B	5.00	3.60	7.20
33	M KEVIN FIRNANDA	IX B	6.00	5.00	8.20
34	MARIYA AYU Y R W	IX B	5.80	5.40	6.40
35	NUR AISYAH	IX B	6.00	4.60	7.40
36	NUR FATIMAH	IX B	6.60	3.80	4.40
37	RAVINNO DAMARA A	IX B	4.60	4.40	8.20
38	SARAH KIKI	IX B	5.80	5.60	6.00
39	WHYMAR AYU P	IX B	6.00	4.20	5.00
40	MEDY ARLIANTI	IX B	4.00	6.00	6.20
41	RAHMAD AL HAFIZH	IX B	5.00	3.80	7.40

After finding out the value of students Try out, the researcher is going to analyze data in the discussion to know the readiness student to face UN.

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B. Discussion

1. The Implementation of IELP as Preparation to Face UN.

SMP Muhammadiyah 17 plus Surabaya had been preparing their students to follow National Exam. By holding some programs such as; Intensive Learning Program as provision and Try out as measure a students' preparation to face National Exam, so the students ready to face UN. Furthermore, the school and specially curriculum included Intensive Learning and Try out in work program as a planning and as a strategy facing National Exam.

The program was applied on the date specified and discussed with some parties such as principal, curriculum, committee school and tutor to design the program that can help their students to get satisfactory results. After the program had been planned, so, the program would be evaluated by giving try-out test. By seeing the process implementation, the researcher saw there was a process of a formation program such as planning, designing, implementation and evaluation, like the theory of gibers and Hanson that there are four steps; planning, designing, implementation and evaluation[1].

[1] Gysbers, N., & Henderson, P, *Developing and Managing your School Guidance Program,* 3rd ed (Alexandria, VA: American Counseling Association. 2000), p. 55.

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a. Planning

After analyzing the findings of the study, a planning was made by the curriculum to include tutoring program and Try out in the form of the work program. Before setting up the work program, curriculum, school principal, and parties of school discuss to take a stand in the establishment of work programs. And one of them talked about how to prepare UN. Then, they set up the date for implementation of the program, and then program will be socialized to the students and parents so the program was running well.

Working by planning is as for beginning strategy for success in program goals. As cited by Lawton and Rose that planning can be seen as a process where by aims, factual evidence and assumption are translated by a process of logical argument into appropriate policies which are intended to achieve aims[2].

b. Design of Intensive English Learning program (IELP)

The tutor and the school design the program before it was implemented in order to aim the implementation of program could suitable with the rule and more easily in organizing the program.

[2] M. Aziz Satriya Jaya " *Teori Perencanaan*" (http://ratuagung78.blogspot.com/2011/11/teori-perencanaanhtml, accessed on November 1, 2011)

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In the design, firstly, the school determined the head of program and head of program discussed gather parties' school to select the tutor to be the tutor of every subject. And another design discussed about facilities, infrastructure of program such as; to make syllabi, to make schedule and to make Try out test, and the last to choose one who support students' motivation. This was done to get successful in the implementation the program.

c. Implementation

Implementation is the stage of applied program on the determined day. After the program has been designed neatly, the tutor and the students implemented the program with the determined system, so the program can run well.

d. Evaluation

Evaluation is the final step carried out by the school to measure students' readiness and evaluate teaching and learning process. The results of these evaluations would be considered through the meeting to the next same program. Evaluation made by SMP Muhammadiyah 17 plus Surabaya would be processed to trough Try out test. It aims to look at the students' ability to receive the material taught in the learning. Besides that, Try out also useful to see the readiness of students in

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National Exams. The school included their students to join some programs, in order that the school can also see the students' readiness.

By giving evaluation, the tutor and school can analyze the students' capability and next the tutor will consider their student achievement.

2. The Teaching Techniques Applied in IELP.

a. Reviewing

Reviewing was technique that was done by tutor of SMP Muhammadiyah 17 plus Surabaya to their student. With reviewing the lesson or topic, the students get more comprehension about the previous lesson or recall the material lesson that had been taught by their tutor.

This technique was applied at the first lesson before main subject had not been taught. Therefore, there was no specific time to review. The reviewing could be given when there is a need at the beginning of the period to serve as apperceptive basis for the new lesson[3]. Reviewing Technique is useful to remind the material that has been taught to students, so that students understand what was really taught before[4].

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[3] Levy Dalumpines, *Methods of Teaching: Review Principles and Techniques* (http://education-teaching-careers.factoidz.com/methods-of-teaching-review-principles-and-techniques/ accessed on juny 12, 2011)

[4] Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Garaha Ilmu, 2006), p. 13.

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b. Explanation

Explanation is a teaching technique that was usually done by tutors in the classroom as well as SMP Muhammadiyah 17 plus tutors in Surabaya. And it was as traditional teaching in the classroom[5]. By explanation technique tutor give briefing topic by explanting the topic taught at the time. So, the student could able to understand the lesson what the tutor taught.

c. Discussion,

Discussion is the teaching technique by exchanging ideas. It usually was applied by student to the student, like a tutor of SMP Muhammdiyah 17 plus Surabaya asked student to make group and the group done their work with discussion.

The discussion techniques can be applied in the class discussion and group discussion[6], it useful to each change the mind and team work to finish the task easier than think individually in answering the task. Discussion involves the students to give their opinion whether agreeing, disagreeing or suggesting alternatives related to the topic or issue they

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[5] Kolb, "*Learning Style and Learning Space*" (http://www.educativ.info/edu/licee2.html, accessed on February 16, 2011)

[6] Woods, *Teaching and Assessing Skills in Foreigner Language* (Cambridge: Cambridge University Press, 2005), p. 45.

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discuss[7]. And for student who does not understand can share or ask explanation to the friend in the group, so, they can help their self to understand the lesson than tutor, because they may feel shame to ask.

d. Problem Solving

Problem solving is the technique how to solve the task considered difficulty or give the alternative away in answering the task, so the student can finish the task quickly and correctly.

The tutor of SMP Muhammadiyah 17 plus Surabaya used the technique to make easy the students in finishing the task quickly and correctly. Hopefully it will assist the students much in answering the task of UN later.

Problem solving that was applied by tutor is to give ways or tips to the students, the student implemented the ways or tips when they were finishing the task. With the technique, the students know how to finish the task quickly and correctly.

e. Testing

This technique is applied at the last learning and teaching to know how far the students' comprehension that have been taught[8]. The tutor

[7] Lucatoni, *Teaching and Assessing Skills in English as Second Language* (Cambridge: Cambridge university press,2002), p. 50

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of SMP Muhammadiyah 17 had applied testing to the students, then the testing result would be discussed in the class by tutor and students, so the students would know where their mistake was and the tutor gave easier way to answer. This technique would be useful for student to know their result and to know the mistake and also to know how to answer the task test as preparation in National Exam.

The findings showed that the techniques applied in the teaching and learning process of Intensive English Learning Program were varied enough. However, some of the techniques applied were not very much different from the activities commonly applied in the regular classroom. Whereas according to Underwood, the Program should be conducted in more focus and efficient ways which were different from the activities conducted in the regular class[9].

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[8] Pintrich, P. & Schunk, D. *Motivation in Education: Theory, Research & Applications* (Englewood Cliffs, NJ: Prentice-Hall, 2002), p. 3.

[9] M. Underwood, *Pengelolaan Kelas yang Efektive: Suatu Pendekatan Praktis* (Jakarta: Penerbit Arcan.2000), p. 49.

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3. The Readiness of student Result to face UN.

a. Data Analysis

The data of Try out value had been found, and then the researcher will analyze each data of Try out. It is done to know the mean average, standard deviation, maximum value and minimum value, and to know the students who passed or failed.

In processing to analyze data, the researcher uses the formula from Moh. Nazir's book, entitled "Metode Penelitian".

1. Students' Data Values Analysis of English Try out of School

Table 4.6
Students' Values of English Try out of School

No	VALUE English Try out of SCHOOL		RANK
	x_i	x_i^2	
1	3.50	12.25	41
2	4.00	16.00	35
3	5.60	31.36	18
4	6.00	36.00	6
5	6.00	36.00	6
6	4.60	21.16	29
7	4.80	23.04	26
8	4.00	16.00	35
9	6.00	36.00	6
10	5.80	33.64	13
11	3.60	12.96	39
12	4.60	21.16	29

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13	5.40	29.16	19
14	5.40	29.16	19
15	4.60	21.16	29
16	4.00	16.00	35
17	6.80	46.24	2
18	4.80	23.04	26
19	5.00	25.00	21
20	4.80	23.04	26
21	4.60	21.16	29
22	6.60	43,56	3
23	3.60	12.96	39
24	5.00	25.00	21
25	6.60	43.56	3
26	6.00	36.00	6
27	7.40	54.76	1
28	5.80	33.64	13
29	5.80	33.64	13
30	4.40	19.36	34
31	5.00	25.00	21
32	5.00	25.00	21
33	6.00	36.00	6
34	5.80	33.64	13
35	6.00	36.00	6
36	6.60	43.56	3
37	4.60	21.16	29
38	5.80	33.64	13
39	6.00	36.00	6
40	4.00	16.00	35
41	5.00	25.00	21
TOTAL	$\sum X_i = 214.9$	$\sum X_i^2 = 1163.01$	

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A. FREQUENCY DISTRIBUTION

The researcher will show the frequency value and the students who passed or failed after analyzing data like a table 4.7.

Table 4.7
Frequency Students' Value Distribution English Try out of School

Valid value	Frequency	
3.50	1	Failed
3.60	2	Failed
4.00	4	Passed
4.40	1	Passed
4.60	5	Passed
4.80	3	Passed
5.00	5	Passed
5.40	2	Passed
5.60	1	Passed
5.80	5	Passed
6.00	7	Passed
6.60	3	Passed
6.80	1	Passed
7.40	1	Passed
Total	**41**	

Based on the constitution of student graduation National Exam in 2012 that

> *"The students is considered passed if the average value of all final value reached at least 5.5 and the value of each subject at least **4.0**"*

So, the researcher knows how many students get passed and failed in Try out test of school. It's determined in the table 4.8;

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Table 4.8
Frequency Passed and Failed Students

	Frequency
passed	38
failed	3
Total	41

B. MEAN AND STANDART DEVIATION

The researcher also wants to know the mean value and standard deviation of Try out test of school.

MEAN VALUE

To know the mean of student's value on English Try out of school by formula;

$$\bar{X} = \frac{\sum X_i}{n}$$

$$= \frac{214.9}{41} = 5.24$$

$\bar{X}$: mean

$\sum X_i$: total all value

n : total all students

So, the mean of value on English Try out of school is **5.24**

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C. STANDART DEVIATION

And to know the standard deviation by formula

$$s = \sqrt{V_x}$$

s : Standard deviation

V_x : Variance

But before we determine Standard deviation we must find the variance by formula;

$$V_x = \frac{n\sum X_i^2 - (\sum X_i)^2}{n(n-1)}$$

$$= \frac{41(1163.01) - (214.9)^2}{41(41-1)}$$

$$= \frac{47683.41 - 46182.01}{41(40)}$$

$$= \frac{1501.4}{1640} = 0.915$$

So the mean of student value of Try out school is **5.24** and the value variance is **0.915**

And we look at again the formula before the Standard deviation is root from variance, its mean;

$$s = \sqrt{V_x}$$

$$= \sqrt{0.915} = 0.96$$

So, the Standard deviation is **0.96**

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D. STATISTIC

To read more easily and understandable the researcher will conclude data by showing statistic on the table 4.9 below;

Table 4.9
The Results of Calculation English Try out of School

Value of Try out School	English
Mean Value	5.24
Standard deviation	0.96
Value Minimum	3.50
Value Maximum	7.40
Failed	3
Passed	38
N = total all students	41

2. Students' Data Values Analysis of English Try out of MKKS

Table 4.10
Students' Values of English Try out Test of MKKS

No	VALUE English Try out of MKKS		RANK
	x_i	x_i^2	
1	5.40	29.16	8
2	5.20	27.04	11
3	4.60	21.16	21
4	5.00	25.00	13
5	4.20	17.64	28
6	4.00	16.00	33
7	4.20	17.64	28
8	5.00	25.00	13
9	4.60	21.16	21
10	5.20	27.04	11
11	2.60	6.76	40

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12	4.40	19.36	25
13	4.60	21.16	21
14	4.20	17.64	28
15	6.60	43.56	2
16	4.20	17.64	28
17	8.20	67.24	1
18	6.40	40.96	3
19	4.80	23.04	17
20	6.20	38.44	4
21	5.00	25.00	13
22	3.60	12.96	38
23	4.00	16.00	33
24	4.80	23.04	17
25	4.80	23.80	17
26	3.80	14.44	35
27	6.20	38.44	4
28	4.40	19.36	25
29	5.40	29.16	8
30	4.80	23.04	17
31	2.20	4.84	41
32	3.60	12.96	38
33	5.00	25.00	13
34	5.40	29.16	8
35	4.60	21.16	21
36	3.80	14.44	35
37	4.40	19.36	25
38	5.60	31.36	7
39	4.20	17.64	28
40	6.00	36.00	6
41	3.80	14.44	35
TOTAL	$\sum X_i = 195$	$\sum X_i^2 = 974.24$	

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A. FREQUENCY DISTRIBUTION

Table 4.11
Frequency Students Value Distribution English Try out of MKKS

Valid Value	Frequency	
2.20	1	Failed
2.60	1	Failed
3.60	2	Failed
3.80	3	Failed
4.00	2	Passed
4.20	5	Passed
4.40	3	Passed
4.60	4	Passed
4.80	4	Passed
5.00	4	Passed
5.20	2	Passed
5.40	3	Passed
5.60	1	Passed
6.00	1	Passed
6.20	2	Passed
6.40	1	Passed
6.60	1	Passed
8.20	1	Passed
TOTAL	**41**	**Passed : 34** **Failed : 7**

B. MEAN VALUE AND STANDART DEVIATION

MEAN VALUE

To know the mean of students' value on English Try out of MKKS by formula;

$$\bar{X} = \frac{\sum x_i}{n}$$

$$= \frac{195}{41} = 4.76$$

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$\overline{X}$: mean

$\sum X_i$: total all value

n : The students

So, the mean of value on English Try out of MKKS is **4.76**

C. STANDART DEVIATION

To know the standard deviation by formula

$$s = \sqrt{V_x}$$

s : Standard deviation

V_x : Variance

Before determining Standard deviation, we must find out the variance by formula;

$$V_x = \frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}$$

$$= \frac{41(974.24) - (195)^2}{41(41-1)}$$

$$= \frac{39943.84 - 38025}{41(40)}$$

$$= \frac{1918.24}{1640} = 1.16$$

So, the mean value of student value of English Try out MKKS is **4.67** and the value variance is **1.16**

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And we look at again the formula before that the Standard deviation is root from variance, its mean:

$$s = \sqrt{V_x}$$

$$= \sqrt{1.16} \ = 1.07$$

So, the Standard deviation is **1.07**

D. STATISTIC

Table 4.12
The Results of Calculation English Try out of MKKS

Value of Try out MKKS	English
Mean	4.76
Standard deviation	1.07
Value Minimum	2.20
Value Maximum	8.20
Failed	7
Passed	34
N = Total all students	41

3. Students' Data Values Analysis of English Try out of DIKNAS

Table 4.13
Students' Values of English Try out of DIKNAS

No	VALUE English Try out of DIKNAS		RANK
	x_i	x_i^2	
1	3.40	11.56	39
2	6.00	36.00	24
3	8.20	67.24	2
4	5.80	33.64	28
5	6.00	36.00	24
6	8.20	67.24	2 3

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7	3.60	12.96	38
8	7.00	49.00	14
9	5.40	29.16	29
10	2.80	7.84	40
11	4.60	21.16	33
12	5.20	27.04	30
13	7.00	49.00	14
14	5.00	25.00	31
15	6.80	46.24	16
16	4.80	23.04	32
17	7.20	51.84	12
18	7.40	54.76	8
19	4.20	17.64	35
20	4.00	16.00	36
21	6.60	43.56	19
22	6.80	46.24	16
23	3.80	14.44	37
24	7.40	54.76	8
25	8.00	64.00	6
26	9.20	84.54	1
27	8.00	64.24	6
28	6.80	46.24	16
29	6.40	40.96	21
30	6.60	43.56	19
31	6.00	36.00	24
32	7.20	51.84	12
33	8.20	67.24	2
34	6.40	40.96	21
35	7.40	54.76	8
36	4.40	19.36	34
37	8.20	67.24	2 5
38	6.00	36.00	24
39	5.00	25.00	41
40	6.20	38.44	23
41	7.40	54.76	8
TOTAL	$\sum X_i = 254.6$	$\sum X_i^2 = 1676.26$	

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A. FREQUENCY DISTRIBUTION

Table 4.14
Frequency Student's Value Distribution English Try out of DIKNAS

Valid Value	Frequency	
2.80	1	Failed
3.40	1	Failed
3.60	1	Failed
3.80	1	Failed
4.00	1	Passed
4.20	1	Passed
4.40	1	Passed
4.60	1	Passed
4.80	1	Passed
5.00	2	Passed
5.20	1	Passed
5.40	1	Passed
5.80	1	Passed
6.00	4	Passed
6.20	1	Passed
6.40	2	Passed
6.60	2	Passed
6.80	3	Passed
7.00	2	Passed
7.20	2	Passed
7.40	4	Passed
8.00	2	Passed
8.20	4	Passed
9.20	1	Passed
TOTAL	**41**	**Passed : 4** **Failed : 37**

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B. MEAN VALUE AND STANDART DEVIATION

MEAN VALUE

To know the mean of students' value on English Try out of DIKNAS students by formula;

$$\bar{X} = \frac{\sum X_i}{n}$$

$$= \frac{254.6}{41} = 6.21$$

$\bar{X}$: mean

$\sum X_i$: total all value

n : the students

So, the mean of value on English Try out of DIKNAS is **6.21**

C. STANDAR DEVIATION

To know the standard deviation by formula;

$$s = \sqrt{V_x}$$

s : Standard deviation

V_x : Variance

Before determining Standard deviation we must find the variance by formula;

$$V_x = \frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}$$

$$= \frac{41(1676.26) - (254.6)^2}{41(41-1)}$$

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$$= \frac{68726.66 - 64821.16}{41(40)}$$

$$= \frac{3905.5}{1640} = 2.4$$

So, the mean of student value on English Try out DIKNAS is **6.21** and the value variance is **2.4**

And we look at again the formula before that the Standard deviation is root from variance, its mean:

$$s = \sqrt{V_x}$$

$$= \sqrt{2.4} \quad = 1.53$$

So, the Standard deviation is **1.53**

D. STATISTIC

Table 4.15
The Results of Calculation English Try out of DIKNAS

Value of Try out DIKNAS	English
Mean	6.21
Standard deviation	1.53
Value Minimum	2.80
Value Maximum	9.20
Failed	4
Passed	37
N = total all students	41

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b. Conclusion English Data Try out Analysis

The data analysis Try out was aimed to know the readiness after following IELP to face National Exam. There are several steps to analyze the data. Firstly, to determine average mean of English Try out of School, MKKS, DIKNAS. Secondly, to determine minimum and Maximum value student of Try out. Third, to determine Standard Deviation of the Try out English School, MKKS and DIKNAS, and the last, the researcher wanted to know whether the students failed or passed.

After analyzing the data and get all the result of the Statistic of mean, maximum and minimum, Standard Deviation, Passed and Failed of the English Try out (school), English Try out (MKKS) and English Try out (DIKNAS) was presented by following table 4.16.

Table 4.16
Statistic of English Tryout Test between
SCHOOL – MKKS – DIKNAS

	English Try out test of school	**English Try out test of MKKS**	**English Try out test of DIKNAS**
Mean	5.24	4.76	6.21
Minimum	3.50	2.20	2.80
Maximum	7.40	8.20	9.20
S.D	0.96	1.07	1.53
Passed	38	34	37
Failed	3	7	4

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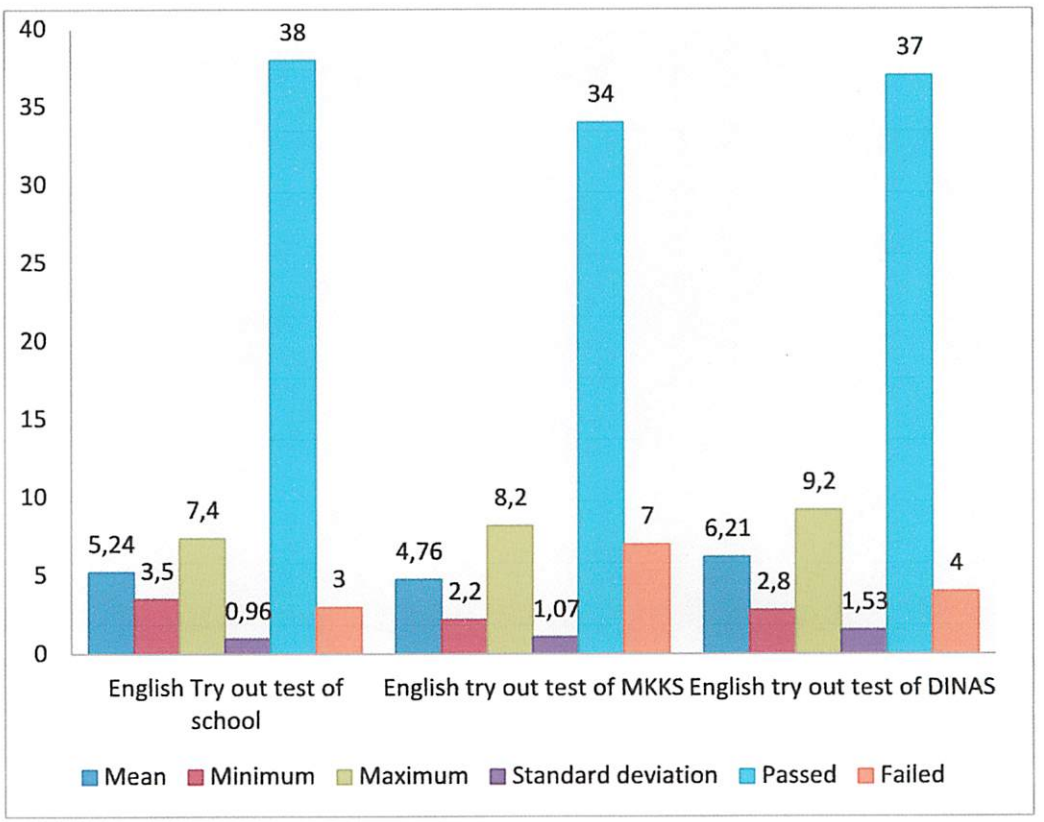
The result of Statistic of English tryout test between Try out-school, Try out- MKKS and Try out- DIKNAS. And all statistic result has been drawn by following figure 4.1.

Figure 4.1
Chart of Statistic English Try out Test between
SCHOOL, MKKS, DIKNAS



The researcher would explain the result statistic of English Try out on the table 4.16 or figure 4.1 and the researcher here would also compare all Try out. So the reader can understand about the meaning of the table and the figure.

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1. Differences of Mean Average

To compare the average mean between the English Try out of school, English Try out of MKKS, and English Try out of DIKNAS, the researcher see the average mean value of English Try out of DIKNAS was increased than value of English Try out of school and English Try out of MKKS average mean value. In conclusion, lot of students get average means value 6.21 in English Try out of DIKNAS better than Try out of school which they get value of average mean 5.27, moreover in the English Try out of MKKS they only get 4.76 value average mean.

2. Minimum and Maximum Value English Try out Test

For minimum and maximum student's value, the researcher see that smallest value student still have not passed, because the tutor wanted if students who get smallest value at least up 4.00 not less 4.00. like some students get law value, in the Try out school get minimum value is 3.80 and Try out MKKS get down 2.80 and the last Try out of DIKNAS little increase is 2.80 although it still under Try out school. But all Try out that have minimum value still have not get 4.00.

For the maximum value, the student's value of English Try out of DIKNAS get higher value is 9.20 and high value of try-out of

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MKKS is 8.20 and high value of school is 7.40. This shown that there is increase maximum value of student in the Try out DIKNAS. Whereas, Try out of DIKNAS is the last Try out before going to National Exam.

3. The Student Passed and Failed

The researcher see the figure 4.1 and table 4.16 that many students' graduation in the Try out of school better than Try out of MKKS and Try out of DIKNAS. There are 41 students who followed Try out of school, 38 students passed and 3students failed and Try out of MKKS have 41 students follow the Try out that 34 passed and 8 students failed. Then for try-out of DIKNAS that 37 students passed and 4 students failed.

This improvement that still had not been stability because there is get higher and get lower and had not increased continually. And the school hopes in the National Exam that all students could be graduated or passed without failed. And it will be anticipated by committee of program IELP for good will of students and school.

After the researcher analyze Intensive English Learning Program (IELP) and analyze Try out data to know the student's readiness in

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facing National Exam (UN), beside that the result analysis of data Try out as consider to measure achievement the program.

The results of this discussion that is less intensively in the implementation of the program because researcher still concluded some students who have not ready to face the National Exam, seen from the statistical analysis of students' readiness to face the National Exam, through the table 4.16 and figure 4.1. This proves there are still students who failed in carrying out the test Try out, whereas the commitment of the school expects 100 percent is passed.

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