CHAPTER IV

RESEARCH FINDING

A. Description of School

In this study, the researcher explains the data as the result from observation, interview and documentation. This data has been reduced and displayed which in appropriate to be discussed in this study.

1. History

This Institute of Islamic Boarding School is an Institute that focus on education and social aspect, built by KH.Muhtadi Salim on Friday in Katimoho-Kedamean sub district Gresik East Java province it is ± 300 KM from Surabaya.

On Friday, 14th August 1984, Darussalam legitimated as body cooperate in the one of notary act. Notarize Woelang Soehardi, SH. Number 13 / BH / Js / 88 / Pn. Gs. with the basic and principles of Islam, Pancasila and UUD.

While the purpose of the institute of Islamic Boarding School Darussalam is on education side especially Islam and social activities to help government in the program of national education, to educate people and human resource and raising human level and prosperity especially. That institute stands on some educational unit to support educational programs.

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The education unit in the institute of Islamic Boarding School Darussalam they are:

- Islamic Boarding House for ladies and gents
- Madrasah Diniyah
- Batsul Matsail
- Roudlotul Athfal (RA)
- Madrasah Ibtidaiyah (MI)
- Madrasah Tsanawiyah (Islamic Junior High School)
- Madrasah Tsanawiyah (MA)

2. Profile

a. Vision and mission

Darussalam stand on clear foundation. It is responsible for drawing up the Moslem high grade generation, best rating in faith, science and deed, powerful generation and social sensitive.

Darussalam as an education institute create students more creative, religious, and autonomous with the concept of Islamic school that built on Katimoho based on decree letter (SK) Bupati with number 212 352 503 050 that over shade on education-service Gresik regency.

Vision of that school is excellent on performance, stand on IPTEK and IMTAQ. Thus, the mission is preparing students that have superiority, raising faith, and god fearing with the knowledge of IPTEK and IMTAQ.

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That school is applying some facilities to support teaching-learning process, they are:

- Interesting and enjoying classroom

Picture 1.1

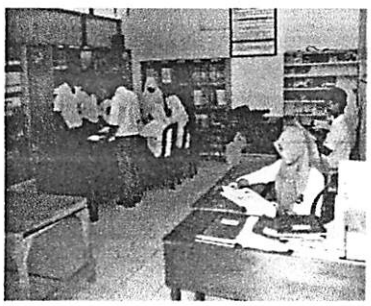
Picture 1.2

- Laboratory of computer, science and chemist

Picture 1.3

- Library

Picture 1.4



Picture 1.5

- Sound system in every classroom used to listening class

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And, the Eighth grade of Islamic Junior High School.Darussalam consists of thirty nine students; include 19 ladies and 20 gents.

1	Ahmad Roziqul Murtadlo
2	Adi Wahyu Prasetyo
3	Ahmad Maksuni
4	Akiyat Abadi
5	Aris Setiawan
6	Atik Fafikhah
7	Ayu Rahayu Safitri
8	Benni Agus Setiawan G.
9	Dani Setiawan
10	Eka Yuni Hariyati
11	Erika Laila Rosidah
12	Eva Damayanti
13	Eva Khurmatul Walidah
14	Fifi Putri Oktavia
15	Heri Rahmadi
16	Joko Prasetio
17	Lilik Yuanawati
18	Muhammad Ega Budimas
19	Machmudien
20	Maimunah
21	Malis Suyanto
22	Mimawati
23	Muhammad Rianto
24	Muhammad Taufiq
25	Muthoharoh
26	Nur Hidayat
27	Puji Mulyono
28	Putri Mega Dewi
29	Rateh Dewi Anggraini
30	Sandra Santika Dewi
31	Syafi Habibullah
32	Syamsul Arifin

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33	Tanti Cahniya
34	Widyawati
35	Yanuar Frandy Saputro
36	Zahrotun Nadhifah
37	Zuni Kamalia Wardani
38	Zunita Hidayatus Sa'adah
39	Bagus Aria Rachman

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B. Research Finding

1. The implementation of English teaching-learning based on SBC in Islamic Junior High School.Darussalam – Gresik

Based on the government recommendation, SBC have two cycles and four stages recommendation.[60] SBC through oral and written cycles and four steps of teaching learning activities, they are: Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT).

And the research result is the teacher here, implemented SBC based on government recommendation, through two section (oral and written cycles) and four stages suggestion (Building Knowledge of Field, Modeling of Text, Joint Construction of Text and Independent Construction of Text). The observation checklist data described that teacher present material in interesting way. The teacher gives warmer-up to built students knowledge related to the topic in various activities such us, sharing knowledge, vocabulary building and grammar focus. Then, the teacher used story telling to read a simple text and the realia sometimes used to help student's interpretation. The teacher can interact actively with students, due to the teacher led students to the particular context before students asked to create transactional conversation. And to measure the students, the teacher gives assessment in peer or group work and individual assessment. It was proven

[60] Ibid.

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from researcher's finding during observation in that school about global description teaching-learning steps used by teacher during in the class based government suggestion. (See Appendix 1)

The researcher explain global description about teaching learning stages based on government suggestion due to in once meeting the teacher not only used in one aspect like oral cycle but also sometimes, the teacher used two cycle also in once meeting. So, it makes reader easier to know the implementation English teaching-learning process in Islamic Junior High School.Darussalam-Gresik. Here are the global descriptions about teaching learning stages based on government suggestion when observation in the class.

a. Oral Section

1) Building knowledge of the field

- Sharing Knowledge

  In this stage, the teacher leads to the topic and the kind of the text being discussed by digging student's experiences in their daily life. For example, about their family, flora and fauna, tourism, etc. It is well-done by asking and answering question through picture or photograph.

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- Vocabulary building

  The teacher pronouns some words then student repeat after teacher or students learn phonology to differentiate pronunciation of morpheme have rather same.

- Grammar focus

  This section teacher discussed the grammar point. Various gambits used to express the feeling or something.

2) Modeling of the text

- Story telling

  In this section, teacher read a simple story by using oral gambits such as, what is the title of the story?. The realia sometimes used by teacher to help student's interpretation.

- Transactional and interpersonal exchange

  Teacher led student to a transactional conversation. For example, if you want to borrow your friend's book, what will you say?..... It can motivated student to answer.

  And, Interpersonal conversation is done by giving students a particular situation based on theme such as, if you go to tourism and meet foreigner, what will you say to begin conversation with them?

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3) Joint Construction

- Constructing stories

  Teacher ask student to arrange a simple story with their friend or in group. Then, student present or retell the story in oral performance.

- Constructing transactional conversation

  Teacher asks student to make a transactional conversation with friend or in group. Then, student practice it with friend in oral performance

- Constructing interpersonal conversation

  The teacher explains about grammar focus related to the material. Then, students asked to identify the structure of grammar in the text or story to give more students understanding about grammar. Teacher asks student to make a interpersonal conversation with friend or in group. Then, student practice it with friend in oral performance

4) Independent Construction

- Constructing performing stories

  Teacher ask student to make a simple story independently. Then, student present or retell the story in oral performance.

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- Constructing transactional conversation

  Teacher ask student then, student answer spontaneously.

- Constructing interpersonal conversation

  Teacher ask student then, student answer spontaneously

b. Written Section

1) Building knowledge of the field

- Sharing knowledge

  Teacher ask student to read the text. Then, teacher asks about student's opinion about the story.

- Vocabulary building

  Teacher ask student about some vocabulary that didn't know about the meaning. Then, student asked to check in dictionary.

- Grammar focus

  Discuss structure of sentence in the text between teacher and students. Then, students asked to make sentence base on grammar focus thus time.

2) Modeling of the text

- Reading comprehension and interpretation

  Students read a particular kind of text which followed by interpreting the main ideas.

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- Reflecting of text

  Discuss the structure of the text.

- Reading short functional text

  Read the short functional text like as invitation and announcement.

3) Joint Construction

- Constructing text

  Teacher give theme and students in group make outline of the text together. Then, they develop it into simple story.

- Constructing short functional text

  The students practice to write some short functional text.

4) Independent Construction

- Constructing text

  Students make a simple story independently by following, make outline and develop it into good story.

- Constructing short functional text

  Students make short functional text independently.

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2. The material used by the teacher in the classroom.

According some experts, the material can be display in authentic material and textbook material. The material can be presented in print, audio or video form, on CD Rooms, internet, or though live performance. Teachers use material as their main teaching recourse. Material may be presented in textbooks, cassettes, videos, magazines, newspapers, or leaflets.

The data when do observation checklist seen that the material which used in the class text based material (anecdote, recount, description, and narrative). And the grammatical feature is easily understood and familiar (simple present, simple past tense and present continuous). Moreover, the topic is about daily life, so it can motivate students. And, it display in interesting way with colorful picture.

In this case, English teacher in Islamic Junior High School in Darussalam combines between authentic material and text book. It is aimed English teaching-learning process was not bored and the students can interest to learn. Authentic materials can be taken from the English-language newspaper, magazines, brochures, interesting short stories, menus, advertisements, and instructional leaflets. Sometimes, the teacher used authentic material to support textbook material to motivate students and give understanding about English culture and grammar structure. Teacher used textbook as primary source material in teaching-learning process. Textbook used as material to goal of syllabus and supported by LKS (student's

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worksheets) and authentic material. It contains about grammar focus, text based material, and four stages government suggestion. And, the textbook material that used in Islamic Junior High School in Darussalam is suitable on some stages and section in SBC through two cycles, written and oral section and four stages, BKOF, MOT, JCOT, and ICOT. It was through kind of the text in SBC; anecdote, recount, description, and narrative. It supported by documentation of material used by teacher through kind of the text based on SBC. (See appendix IV)

3. **Student's assessment and measurement form used by teacher.**

Classroom assessment is conducted by the teacher to get information about student's learning product used as diagnosis and input in guiding and determining further action to developed student's competence.

As stated the goals of SBC is assessed the students are expected to be able to communicate in oral and writing text. In this case, the teacher asked students to create conversation based on the situation happen. It about transactional or interpersonal such as, if you ant to borrow your friend's digital camera, what will you say?

The classroom assessment must be suite on two steps in SBC here are, JCOT and ICOT.

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JCOT can be doing in pair-work or group assessment to built corporation each other. While, ICOT can be doing in self-assessment to improve student's competence individual.

In this case, teacher gives students assessment individually, pair work and in group. Individual assessment is aimed student's understanding individually, then pair work and in group is aimed to know student's corporation each other to do their work. Thus, the teacher can do assessment variously to interested student such as, interview, portfolio, performance, retell, and reply letter or e-mail, etc. teacher explain about narrative feature, then asked students to identify about it in group work. (See appendix V)

The classroom assessment through two stages bases SBC, here are, JCOT and ICOT. It is done through pair or group assessment and individual assessment. Besides, the classroom assessments are suitable of material used, text-based material (narrative, descriptive, anecdote and recount).

The result, the students can understand about text-based material. It can be seen in student's work sheet individually, they can make simple conversation and in group assessment, they can identification about narrative text features, orientation, resolution and re-orientation or moral message of the story.

And, the result of interview guide with English teacher seen that the measurement form is based on three categories; there are phsycomotoric, affective and cognitive. The teacher did not see at one point (cognitive) to give score, but he look up in another point (phsycomotric and affective) to

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considering another skill that student have. It can be motivated for student to study hard. So, it was helped the teacher to know students improvement not only in one aspect but in any aspects. As a result, almost every student is fulfilling more score from KKM in English subject (65). The measurement form used by teacher show that only seven person from thirty nine students get minimum score (KKM) 65.

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