KEMENTERIAN AGAMA
PERPUSTAKAAN
IAIN SUNAN AMPEL
SURABAYA

THE IMPLEMENTATION OF FULL DAY SCHOOL SYSTEM IN IMPROVING SPEAKING ABILITY AT MTs PLUS RADEN PAKU TRENGGALEK

(A Case Study at Second Grade of MTs Plus Raden Paku Trenggalek)

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I.) in Teaching English

PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA
No. KLAS : T.2012 / 033 / PBI
No. REG : T.2012/PBI/3
ASAL BUKU :
TANGGAL :

By
Zainal Arifin
D35207023

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2012

APPROVAL SHEET

This Thesis by Zainal Arifin entitled THE IMPLEMENTATION OF FULL DAY SCHOOL SYSTEM IN IMPROVING SPEAKING ABILITY AT MTs PLUS RADAEN PAKU TRENGGALEK (A case study at second grate of MTs Raden Paku Trenggalek) has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabay, 23 juli, 2012

Advisor I

Dra. Arbaiyah Ys, MA
NIP. 196405031991032002

Advisor II

Afida Safriani, MA
NIP. 197509162009122003

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

STATEMENT OF THE ORIGINALITY OF *SARJANA* THESIS

The undersigned,

Name : Zainal Arifin

Nim : D35207023

Major : English Education Departement

Faculty : Tarbiyah

Thesis's Title : The Implementation of Full Day School System in Improving Speaking Ability at MTs Plus Raden Paku Trenggalek

(Case Study at second grade of MTs Plus Raden Paku Trenggalek)

Declares that the present *sarjana's* thesis's is original research undertaken by the researcher mentioned above for the English department, Tarbiyah Faculty, state Institute of Islamic Studies Sunan Ampel Surabaya. Theoretical contributions and findings in this study are my original work and have not been submitted for any degree in this or any other universities. If later it can be revealed that this *Sarjana's* thesis contains party or wholly plagiarized others' intellectual work of any kind, I will be ready to accept to accept the sanction established by the university on the matter.

Surabaya, September 15th, 2012

The Statement maker

Zainal Arifin

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

APPROVAL SHEET

This thesis by Zainal Arifin entitled THE IMPLEMENTATION OF FULL DAY SCHOOL SYSTEM IN IMPROVING SPEAKING ABILITY AT MTs PLUS RADEN PAKU TRENGGALEK (A case study at second grade of MTs Plus Raden Paku Trenggalek) has been approved by the thesis advisors for the further approval by the Board of Examiners.

Dean,

Drs. H. Nur Hamim, M.Ag
NIP.196203120991031002

The board of examiners
chairman,

Dra. Arbaiyyah YS, MA.
NIP. 196405031991032002

Scretary,

Rizka Safriyani, M.Pd.
NIP.19840914200912200

Examiner I

Prof. H. Arief Furqon, MA, Ph.D
NIP.150094096

Examiner II,

Nur Fitriatin, M.Ed,
NIF. 196701121997032001

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Thank you so much for all

ABSTRAC

Arifin, zainal. *A Study of Students' The Implementation of Full Day School System In Improving Speaking Ability:* A case study at second grate of MTs Raden Paku Trenggalek. A Thesis. English Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisors: Dra. Arbaiyah Ys, MA, Afida Safriani, MA.

Key Words: Implementation, full day school, improving speaking ability.

Improving English language skills does not just aim to the lessons learned by the students, but also concerns to the process and methods of learning. The process includes a model of the curriculum implemented. Regarding to the implementation of the curriculum, full day school system is one model of education which strongly supports in improving the English language skills with supporting activities.

Relating to improve the ability of speaking English, the author chooses MTs plus Raden Paku Trenggalek as the site of study. This is because of the vision and mission of this school is hoping to be able to increase the mastery of language skills. Therefore, the principal wants to realize the vision and mission by implementing a system of full day school that aims to improve students' proficiency of foreign language (Arabic, English), so that graduates are able to continue to abroad.

Based on the information and issues above, then the researcher raises the title "the implementation of full day school system for improving speaking ability at MT plus Raden Paku Trenggalek" for his study. The purpose of this study is to understand the implementation of full day school system and to understand whether the implementation of full day school can improve students' speaking ability for grade 2 of MTs plus Raden Paku Trenggalek.

This study is included to the qualitative descriptive approach. Subjects of the study were all students in grade 2 of MTs plus Raden Paku Trenggalek, the headmaster and the English teacher who teaches the grade 2. And in collecting the data, the researcher uses the technique of observation, interviews, questionnaires and documentation. Observation and documentation to address the implementation of full day school, while the questionnaire and interview to answer whether the implementation of full day school can improve speaking ability.

The result of the research shows that the implementation of full day school system to improve the ability to speak in MTs plus Raden Paku Trenggalek has been going well but not be said to succeed. By implementing activities that help in training students to learn speaking English, for example, the provision of new vocabularies

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

every day, English speech, discussion, and trained to have conversation every Sunday morning.

ACKNOWLEDGMENTS

First of all, the writer would like to express his deepest gratitude to the Lord, Allah SWT. This thesis would not be accomplished without His mercy and blessing. Everything is possible with His help and guidance. The second, Peace and blessing upon our prophet Muhammad SAW, his families, his companion and his followers.

Not less important, the writer also would like to thank to people who have given their priceless contributions during the writing process of this thesis. Therefore, the writer gives the greatest thank to:

1. Dr. H Nur Hamim, M.Ag., as Dean of Tarbiyah Faculty.
2. Dra. Irma Soraya, M.Pd., as The Chair person of English Department of Tarbiyah Faculty.
3. Dra. Arbaiyah Ys, MA., as the first Advisor of the Thesis who always guides and gives many suggestion to the writer.
4. Afida Safriani, MA., as the second Advisor of the Thesis who always gives critical input for this thesis.
5. Parent of the writer and also brother, who always give motivation and support the writer to finish this thesis.
6. Rakhma Istiyara as the closest person who always stands beside the writer in finishing this thesis.
7. The Headmaster of MTs Plus Raden Paku who allows the writer to do the observation in that school.
8. The English teacher of MTs Plus Raden Paku who help the researcher in conducting the research.
9. All the writer's friends who help him to finish this Thesis.

Last but not least, thanks to everybody that the writer cannot mention one by one. Thanks for all. There is a big hope that this piece of writing could be useful for all readers in order to make the education quality better than before.

The writer

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

TABLE OF CONTENT

THE INSIDE COVER ii
ADVISOR APPROVAL SHEET iii
APPROVAL SHEET iv
MOTTO v
DEDICATION SHEET vi
ABSTRACT vii
ACKNOWLADGMANT viii
TABLE OF CONTENTS ix
LIST OF TABLES xi
LIST OF APPENDIX xii

CHAPTER I INTRODUCTION

A. The Background of the Study 1
B. Research question 4
C. The purposes of the study 4
D. The Significance of the Study 4
E. Scope and Limitatio 5
F. Definition of Key Terms 5

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Previous Study 7
B. Full Day School 9
C. The Objectives of Full Day School 12
D. The Implementation of Full Day School System 15
E. Characteristic of Full Day School System 19
F. Advantage and Disadvantage of Full Day School System 20

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

G. Speaking Ability 22
1. The Nature of Speaking 22
2. Teaching Speaking 24
3. The Purpose of learning Speaking 27

CHAPTER III RESEARCH METHOD

A. Research Design 30
B. Subject of the Study 31
C. Population and Sample 31
D. Source of the Data 33
E. Data Collection Technique 34
F. Instrument of the Study 36
G. Research Procedure 38
H. Data Analysis Technique 38

CHAPTER IV REASEARCH FINDINGS AND DISCUSSION

A. General Description of The subject 40
B. Research Finding 46
1. The Implementation of Full Day School System in MTs Plus Raden Paku Trenggalek 46
2. The Implementation of Full Day School System in Improving Speaking Ability 50
C. Discussion 69

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion 74
B. Suggestion 74

BIBLIOGHRAPY

LIST OF APPENDICES

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF TABLE

Table

1. The calculation of the sample.....33
2. Organizational Structure of MTs Plus Raden Paku Trenggalek Lessons Year 2011/2012.....44
3. The Data of Infrastructures in MTs Plus Raden Paku Trenggalek.....45
4. Activities of Full Day School in MTs Plus Raden Paku.....47

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF APPENDIX

Appendix

1. Questionnaire for the student I
2. The result of the interview with the English teacher IV
3. The result of the interview with the English teacher about response Full Day School VIII
4. The result of interview with headmaster about response full Day School X
5. The photographs XII

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER I

INTRODUCTION

A. Background of the Study

The educational institution is seen as an industry that provides educational services. An educational service is a process of service that changes human condition from not having education to be an educated person.[1]

Education has a very important role for humans. Through education, people expect that all the talents, skills and knowledge can be developed optimally. Education also can help people in the process of building their characters. To make it comes true, of course, it should require a good education.

To get a good education, people are trying to find an educational institution that implements a better alternative learning system. One of the learning systems is a full day school system. Salim explained that the word "full day" comes from English. Full means complete or whole, day means the time between sunrise and sunset, while school means a place of education for children. Therefore, full day school is a school with all day learning, or the learning process is conducted from 6:45 am to 3:00 pm with a break of two hours.[2]

The educational system of full day school has several advantages which aim to improve the quality of students" learning. One of the advantages of the

[1] Styosari, *Model pembelajaran Kontivistik, Sumber Belajar, Kajian Teori dan Aplikasinya,* (Malang: LP3U, 2001), p. 18.
[2] Peter Salim, *Advanced English – Indonesia dictionary*, (Jakarta : 1998), p. 340.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

implementation of the full day school system is it can be one of the systems that emphasize on learning process. Full day school also concerns with the curriculum that contains of suitable timetable to the schedule sitting of subjects (Salim, 1998: 340).[3] Full-day school system does not just use the class as the media to learn, but also use a form of teaching integrated with the daily activities of students like playing, worship, meals and other activities.

By using full day school system, it is assumed that the effectiveness of good learning can be reached. Setyosari explains that effective learning is an effort done by the teacher to help people or student facilitate their learning. There are two aspects to make good learning effective: first, the learning itself. Learning is an effort that is done by a teacher to help students to be able to learn easier. Second, learning activity. It needs the whole preparation from the teacher, teaching materials, tools and supported environment. Thus, learning activity should be managed profesionally to get good product, good quality graduation and never give up to face the problem.[4]

Fullday school learning is an education system that aims to improve learning affectivity in the school. MTs plus Raden paku is one of school that uses this system. This school uses fullday learning system by giving many activities that aim to improve students' learning quality. Those activities can be internal activities inside the classroom or an external activities outside the class or school.

---

[3] Ibid, p. 340

[4] Syosari, *Model Pembelajaran Konstruktivistik; Sumber Belajar, Kajian Teori dan Aplikasinya* (Malang: LP3UM, 2001), p. 18.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Some activities that aim to improve students' speaking ability are students get two new vocabularies to be memorized everyday. This activity is done every morning before entering school. Another activity is a discussion that is done once a week using formal language. On sunday morning, conversation is also done to practise new vocabularies they have gotten in a week. It is done in pairs.

Furthermore, some reasons why researcher wants to analyze this school are: first, this school is a famous school in Trenggalek and has different learning system compared to other schools. Although this school is not a state school but it can compete with other state schools in Trenggalek.

Second, this school has a value for the society because this school is set in modern Islamic boarding school area that uses two foreign languages for daily communication: English and Arabic.

Based on the theoritical introduction that the researcher has stated in the previous paragraphs, the researcher will conduct a research for the second grade students. It attempts to know how the implementation of full day schooll system can improve students‟ speaking ability and to prove whether or not the implementation of fullday school system can improve students speaking ability. Therefore, the researcher conducts the study by the title ”The Implementation of full day school system in improving speaking ability (a case study at second grade of MTs Plus Raden Paku Trenggalek).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

B. Research Questions

From the background of the study above, researcher formulates the problem as follows:

1. Does the implementation of full day school system improve students speaking ability at MTs Plus Raden Pake Trenggalek?

C. The Purposes of the Study

According to Prof. Dr. Sutrisno Hadi, MA, A research especially in empirical knowledge commonly has some purposes to find, to reveal and to examine the truth and validity.[5] The purposes of this research are:

1. To know whether or not the implementation of full day school system can improve students speaking ability at MTs Plus Raden Pake Trenggalek.

D. The Significance of The Study

This research has function as a medium for the development of skills and knowledge of the researcher in terms of implementation of full day school system and the regular school, especially in MTs Plus Raden Paku Trenggalek.

The Researchers hopes the results of this research could be an input to see if the full day school system was able to run well and as expected by the school.

[5] Sutrisno Hadi, *Metodologi Research I* (Yogyakarta : Andi Offset, 2000), p. 3

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

For the Headmaster, it may be used as a benchmark in the implementation or development model of full day school in MTs Plus Raden Paku Trenggalek.

E. Scope and limitation

In this study the resercher analyses *(The Implementation of Full Day School System in Improving Speaking Ability At MTs Plus Raden Paku Trenggalek)*

F. Definition of Key Term

The title of this thesis is " *The Implementation of Full Day School Systemin for Improving Speaking Ability at MTs Plus Raden Paku Trenggalek* ". To avoid misunderstanding about the purposes, then the will gives an explanation about the title, namely:

1. Full day school: the education program occurs throughout the day at school, in which the process of teaching and learning is not only in class but is integrated throughout the curriculum program with a children life, such as learning, play, worship, meals, etc.[6]
2. Implementation: Instrumentation (a piece of equipment or tool) used to affect an end or the act of accomplishing some aims or executing some order "the agency was created for the implementation of the policy". [7]
3. Ability: the quality of being to do something, especially the physical, mental, financial, or legal power to accomplish something.[8]

[6] http://www.thefreedictionary.com/implementation (Accessed on November 21, 2011)
[7] Ibid.,http://www.thefreedictionary.com/implementation (Accessed on November 21, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some previous studies, theories from many sources, the concept of full day school system and also speaking ability, that are needed to give relevant knowledge to this study.

A. The Previous Study

1. The Effective Learning of Islamic Full Day School Toward Student Achievement In SD Sabilillah And MI Thoriqussalam Sidoarjo (Comparative study)-by Uswatun Khasanah-State Institute for Islamic Studies Sunan Ampel Surabaya-Tarbiyah Faculty-Islamic Education Program, 2008.

   In this study, the researcher wants to know about how is the learning outcome by a full day system toward students‟ achievement. The result says that the average of learning achievement obtained by students from MI Sabilillah Full Day School Sidoarjo is on the acquisition of 79.32, and then rounded to 79, which means very good. On the other hand, the average of achievement obtained by student of MI Thoriqussalam Sidoarjo is on the acquisition of 74.65 then rounded to 75, which means good. Judging from the results of the

[8] Ibid., http://www.thefreedictionary.com/implementation (Accessed on November 21, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

research, learning achievements of students who use full day school system is better than regular school.[9]

2. The Application System of Full Day School as Efforts To Improve the Quality of Education in MI Al-Qamar Bagor Nganjuk –by Addin Arsyadana- Islamic Religious Education Program- Faculty of Tarbiyah- State Islamic University (UIN) Maulana Malik Ibrahim Malang, 2010.

   The Implementation of full day school in MI Al-Qamar is good enough. It can be seen from the use of the components of curriculum 2004, namely the teachers require implementing a variety of learning strategies, such as games, setting different learning, moving class, and others. Then the quality of education of this Madrasah is working continuously by completing the facilities, monitoring and intensive coaching to learn which not rigid.[10]

3. Teacher Performances of Elementary School in Full Day School Program-by Fandi Hardhyono, Thesis, Faculty of Psychology, University of Airlangga, 2009.

   This study aims to describe the performance of primary school teachers in a full day school program. Performance is the result of quality and quantity of work achieved by an employee in carrying out their duties in

[9] Uswatun Hasanah, Thesis: *"Efektivitas Pembelajaran Full Day School Terhadap Prestasi Belajar Siswa di SD Islam Sabilillah dan MI Thoriqussalam Sidoarjo"*, (Institut Agama Islam Negeri Sunan Ampel Surabaya, 2008), p.138.

[10] Addin Arsyadana, Thesis: *"Penerapan Sistem Full Day School Sebagai Upaya Untuk Meningkatkan Kualitas Pendidikan di MI Al-Qamar Nganjuk",* (Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, April 2010), p. 122.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

accordance with the responsibilities given. Teacher performance also includes a sense of responsibility that carry out their mandate, the profession adopted and moral responsibility as a teacher. Teachers‟ performance grouped into three aspect: (a) professional skills, (b) social skills, (c) the ability of personality. Those three aspects are seen from the performance of teachers before and after the full day school program. These aspects, before a full day program implemented, already looked well, so later after a full day program was implemented, teachers become more prepared and their performance is expected to increase. However the result showed that the performance of primary school teachers before and after a full day program implemented is the same even they though show increased performance.[11]

4. The Effects of Full Day versus Half Day: Review and Analysis of National and Indiana Data- by Jonathan A. Plucker, Center for Evaluation and Education Policy- January, 2004.

   In essence, the results of this study are full-day school system aims to make learning more effective. Another result is some teaching shows that smaller class size implemented in the full day program is more effective than the bigger one.[12]

---

[11] Fandi Hardhyono, Thesis: *"Performances of Primary School Teachers in Full-Day School Program",* (Faculty of Psychology Airlangga University Surabaya, 2009), p. 80.
[12] Jonathan A. Plucker, Ph.D*, "Review and Analysis of National and Indiana Data",* (Prepared for the Indiana Association of Public School Superintendents Information and Research Commission One North Capitol Avenue, Suite 1215 Indianapolis, IN 46204, January 09 2004), p. 38.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

B. Full Day School

1. The History and Definition of Full Day School

The history of full day school emerged in the early 1980s in America. Firstly, it was just applied for kindergarten school, and then it developed to be applied to the elementary through senior high school.[13] There are some factors why most American people interest to put their children into full day school. They are described as follows:

a. The growing number of parents, especially mothers who work and have children less than 6 years.

b. The increasing number of preschool children who are accommodated in public schools.

c. The increasing of television effects and parents‟ activities.

d. Progress and modernity has developed in all aspects of life.

From the reasons explained above, most American people send their children to full day school because they want their children academic develops to higher level. Some students who have been joining to full day school showed better academic excellence. They also have better performances every time they follow the lesson without any significant adverse effects.[14]

Another history explains that full day school firstly applied in Uruguay. It is not called full day school but Full-time State School (FTS). FTS program was

[13] http://www. *Fullday School*. Com / (Accessed on Oktober 07, 2011)
[14] http://mkpd. *Wordpress.* (*menakar kapitalisasi fullday school*). Com. (Accessed on Oktober 07, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

introduced in the early 1990‟s as an effort to increase the students‟ achievement where they are incapable financial condition. But in 1996, National Public Education Administration (ANEP) did National census of students learning. It showed a number of alarming trends. First, overall students‟ achievement was low. A number of 43 percent of sixth grade did not reach the "sufficient" score in language, and 65 percent failed to do so in math. Second, students‟ performance was highly unequal and strongly correlated to the socio-economic and the characteristic of the parents.[15]

The history of full day school in Indonesia found in the middle of 1990‟s. It was considered as a superior school which grew quickly. The growth started by private schools including Islamic schools with expensive fee, luxuries and exclusive facilities, and handled by professional instructor. Those kinds of school considered having a good or high quality and usually their location are in the big cities in Indonesia.[16]

Nowadays, the form of full day schools become a trademark in the society. Its varieties and styles that being developed and more keep going, for example, schools plus, excellent schools, integrated schools, experiments school

[15] Pedro Cerdan-Infantes and Christel Vermeersch. More Time is Better: An Evaluation of the Full-Time School Program in Uruguay. IMPACT EVALUATION SERIES NO. 13. (Accessed on Oktober 07, 2011)
[16] Sismanto, *Awal Munculnya Sekolah Unggulan*, Artikel. (Accessed on Oktober 07, 2011)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

(laboratory), and other labels attached to the school that are assumed by the "school of excellence".[17]

After learning the history of full day school system that has been explained above, the next stage is to understand the sense of full day school. Before defining the full day school, firstly we describe the meaning of learning, so that between learning and full day school can be united as one subject that is easy to understand.

Learning defined as an effort to help facilitating the others in achieving knowledge. In particular, learning is an attempt conducted by teachers to help students to learn easily. Salim explained the term of full day school comes from English that means full, the day and the school. So, full day school means that teaching and learning process in a whole day which starts at 6.45 am -3.00 pm and it takes a rest every two hours. It is a school that its learning process runs all day starting in morning until evening.[18]

C. The Objectives of Full Day School

Juvenile delinquency is increasingly rising. It can be seen from the reports in the mass media that often contains of various irregularities carried out by the students, such as free sex, drunk, and so forth. This case motivates parents to find a formal school that is able to provide positive activities for their children. They

[17] Styosari, *Model pembelajaran Kontivistik, Sumber Belajar, Kajian Teori dan Aplikasinya,* (Malang: LP3U, 2001), p. 24
[18] Peter Salim, *Advance English-Indonesia Dictionary.* (Jakarta: 1988), p. 340

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

hope if their children participate in full day school, parents can prevent and reduce the tendency of children to the activities that lead to negative activities.[19]

According to Muhaimin, There are many reasons for using a full day school, including:[20]

First, the increasing number of single parent who have many activities (career parent) which give less attention to the children, particularly associated to the children activity after coming home from school. Parent leave house since 6 o‟clock and go back home at night. They work for 5 days in a week and they get holiday on Saturday and Sundays. While children go to school at 6.30 o‟clock in the morning and at 13.00 they go home. They study at school for 6 days and they got holiday only on Sunday.

Second, socio-cultural changes occur from an agrarian society toward civic industries. The changes are obviously very influential on the mindset and worldview of society. Advancement of science and technology are so rapid development, especially communication technology and information environment of urban life that lead towards individualism.

Third, socio-cultural changes affect the mindset and view of society. One characteristic of industrial society is a measure of success with the material. It is very influential on the pattern of community life, which ultimately influences the changing role. The roles of mother who was just a housewife, now required for a

[19] Muhaimin, *Paradigma Pendidikan Islam,* (Bandung: Remaja Rosada Karya 2004), p. 168
[20] Ibid., p. 168

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

career outside the home. We cannot blame them because they have their own reasons. Some are required to help the husband in meeting the economic needs of families and for self-actualization. They also want their potential can be harnessed for the good of the people.

Fourth, the development of science and technology is so fast. If it is not observed, we will be victims, especially in terms of communication technology. Due to the development of increasingly sophisticated communications, the world as though was without limit (borderless world). The number of television programs made children more enjoy to sit in front of the television. The existence of the changes above is an important thing to look for alternative solutions. From these circumstances, ultimately education practitioners think hard to formulate a new paradigm in education.

The education program now designed to allow more time for the children oriented to the process-activities that encourage social and cognitive development. Children learn through play and do some activities based on their initiative as well as teachers give directed instruction, thus a balance between the two is achieved .[21] Morrow suggested that consuming a longer time of class will provide better literacy outcomes because literacy instruction is available in a full-

[21] Bredekamp, S., & Copple, C. (Eds). *Developmentally Appropriate Practice in Early Childhood Programs* (Revised ed). (Washington, DC: National Association for the Education of Young Children, (1997), pp. 34-35

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

day program, as well as more time proportionately than half-day programs.[22] Finally, several studies have suggested that children get much benefit the most from full-day programs.[23]

According to Suharsimi Arikunto, in education organization the goal of education has been formulated in various goal levels, include:[24]

1. The purpose of National education
2. The purpose of Institution
3. The purpose of Curriculum
4. The purposes of Instruction (teaching).

All the purposes are a hierarchy sequence that are linked one to each other depends on the formula of their purpose, so, all these education purposes from basic level to university level should be started from the purposes of that national education.

So purpose of full day school programs is a result which expected by education system for intensification education in teaching and learning in school. The changes that have been mentioned are an important signal to find out an alternative solving. From this situation, some education practitioners work hard in order to find a new paradigm education in order to maximize children spare time, so that they argued that full day school needs to be applied.

---

[22] Morrow, L. M., Strickland, D. S., & Woo, D. G. *Literacy Instruction in Half- and Whole- Day Kindergarten: Research to Practice*, (Newark, DE: International Reading Association, (1998), P. 76.
[23] Clark, P., & Kirk, E. All-Day Kindergarten. *Childhood Education*, (2000), p. 228
[24] Suharsimi Arikonto, *Managemen Pengajaran Secara Manusia,* (Bandung: Rineka Cipta, Ce t, II, 1993), p. 14

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

D. The Implementation of full day school

The difference between schools in common models and full day school are Full day school applies the basic concept „‟integrated activity and integrated-curriculum". It means that the whole programs and activities of children including studying, entertaining, and praying is a unity of education system. The learning system of Full day school focuses on education programs that all of activities done in the school. Full day school trains students to achieve good prestige in learning process, it is also makes students got a changing in individual or in community.[25]

According to Muhibin Syah, there are three prestiges of the study:[26]

1. Cognitive prestige

It is including memory, comprehension, appliance, identification, analysis, synthesis and so on. For instance, every student is able to mention and retell their lesson materials that had been studied. It means that students have prestige in their cognitive.

2. Affective prestige

It includes appreciate, receive and refusal. For example, a student can show receiving or refusing to the question or a problem.

3. Psychomotor prestige

[25] Muhibin Syah, *Psikologi Pendidikan Dengan pendekatan Baru,*(Bandung: Remaja Rosada, 2004), p. 154

[26] Ibid.,pp. 154-156

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

It consists of ability, verbal experiment, and creativity in doing something. For instance, a student understands the study about politeness to parents. Therefore, this student has applied the study in their life.

Therefore, if students do these three things, it means that the teacher has succeeded to develop learning quality, because teaching and learning process focus on these three things. Full day school method also focuses on dynamic relation in the classroom environment. In this method, teaching and learning process more focus on student-centered not teacher-centered, so the student can explore their learning in creative and dynamic ways.[27]

However, the concept of full day school emphasizes on education. It also develops creativity integrated to three things named as cognitive, affective and psychomotor. Full day school system is a packet of study which is oriented in the education qualities that have been processed all day using amusing games through learning activities. This is applied in this learning system through interesting teaching and learning activity, because these activities give big motivation to the students, although it spent much time in all day.[28]

The originality concept of full day school does not only add time and give more materials, but it also trains student to life in good way. Training the selfness is first. The second is to make dinkies material concept to be clearer. The third is

[27] Ibid., p. 156
[28] Ibid., p. 156

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

mix the Islamic material in lesson subject as a special lesson for students to the future.

The education concept of Full day school is one of the teaching and learning processes that oblige students to join in learning process since morning to evening. One of the activities at full day school learning system is doing the homework in the rest of half-day school. It is done at school with teachers guidance, So students have no homework to be submitted tomorrow because all the home work have finished in school with their friends. The result of study that has been achieved by student was told by "clack" student result in school is 70 % affected by student‟s skill and 30% affected by environment.[29]

The game in teaching is another activity that applied to get instructional purposes. It is a good technique if used in wisely way because it can avoid students boredom in study, stress in learning environment and develops student‟s motivation. However, the game is not the part of goal; it is just a way to achieve learning quality. Sometimes games can amuse and interesting but it cannot give maximal result in learning if games just waste time and it should be avoid. If games can produce and rise studying, so it is needed by education to develop the quality of education itself.[30]

[29] Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo), 2005), p. 39
[30] Ibid., p.39

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Therefore, the use of game in learning activity should be applied well to create good learning environment. Appearance of happiness and amusing situation in learning teaching process can raise students‟ spirit of study. It also affects the comprehension better than before.

This methodology also gives an understanding about teaching skills which is appeared by education theory "deictic, methodic and pedagogy". It means the professional teachers should have idealism including behavior and commitment for struggling on a good point as like justice, fairness, rightness, humanism and making their job as a choice of life, where the occupation and their life taken from their job. On the other word, it is said that a professional teacher must show a good behavior.[31]

The main processes of full day school learning are:

1. Learning process happens in active, creative, transformative, and intensive activities. The school system and full day school role indicate active learning process that means it should be optimal in all the power to achieve optimal learning, and to develop learning process conductively for students' potential.
2. Learning process in all day does not make the comprehension of study boring.[32]

[31] Ibid., p.40
[32] Nor Hasan, *Fullday School, (Model Alternatif Pembelajaran Bahasa Asing)*.(Jurnal Pendidikan Tadris. Vol1, 2006), pp. 110-111

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In full day school, a difficult lesson pleased in beginning of day and an easy lesson placed in the last schedule or in the evening. The reason is students are more active and fresh in the morning, so the difficult lesson seems easy to study. Another reason is that students' mind still is fresh. But in the evening, students always feel tired and is not interested in doing activity and that problem will students‟ effect physical condition. Therefore, the easy lesson is placed in the last of day. [33]

E. Characteristic of Full day School

The most basic characteristic of full day school teaching for integrated curriculum process and integrated activity is a teaching form that is expected be train a high intellectual student who can combine creativity aspect and academic skills in a good and Islamic way.

The schools that apply full day school learning have various teaching practices. It could be from the duration side or the use of curriculum. According to its principle, it starts from religious aspect and good moral as important thing for future and its education assembly.[34]

[33] Bobbi Departer, Mark Reardon & Sarah Singger Naurie, *Quantum Teaching Mempraktekan Quantum Teaching Diruang Kelas-Kelas,* (Kaifa Bandung: 2004), p. 4
[34] Romli, Moch, *Manajemen Pembelajaran Di Sekolah Dasar Full day School,* (Disertasi UM Malang, 2004), p. 18

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Another point is that full day school for elementary school must fulfill an effective criteria school and has to be able to use its source to achieve the target that is the graduate will achieve in high quality in effective and efficient way.

F. Advantages and Disadvantage of Full Day School System

According to Bobbi Departer, Full day school system has some positive aspect, those are:[35]

1. Full day school system guarantees a full education. Benyamin S. Blom said that the purpose of education consist of three skills named cognitive, affective and psychomotor. Because of boarding system, full day school tends to play a role of tendency toward strengthening the cognitive side alone, in the sense that aspects can be more effectively directed to students as well as psychomotor aspects.
2. Full day school aims to make an effective education process because in full day school all of the process becomes easier to manage.
3. Full day school has effective way in applying students' skill in every problems of the study, for instance in application of foreign language which has all aspects: cognitive, effective and also psychomotor.

In the other hand, full day school also has some disadvantages, includes:[36]

---

[35] Bobbi Departer, Mark Reardon & Sarah Singger Naurie, *Quantum Teaching Mempraktekan Quantum Teaching Diruang Kelas-Kelas,* (Kaifa Bandung: 2004), pp. 7-8
[36] Ibid., p. 7

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1. Full Day school system makes the student bored. The reason is a learning system of full day school needs good preparation including physic, psychology or good intellectual. Full active learning and punishment appliance, consistently make students bored.
2. Full day school system needs responsibility and management to create new and different innovations in ordinary school education.

However, full day school system can be developed if both school and parents can co-operative each other, so they will become a good team. Full day school expects student to be able to get:

1. Wide education in the growth of science and technology.
2. Professional English education.
3. Education of personal value which has social and culture growth in globalization era.
4. Improve students‟ skills through extracurricular.
5. Develop the interests, talents and intelligence of early age children through monitoring their psychological.
6. The reduction of negative effect of students‟ activity in spare time. It can be scheduled affectivity because student learning duration is longer, planned and purposeful. [37]

[37] Ibid., p. 8

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

G. Speaking Ability

1. The Nature of Speaking

Among the four skills, spoken language should be the primary objective in language teaching.[38] It is because most students want to be able to speak English in order to communicate with foreigners. It is also to get a good job or continue their study abroad. Therefore, the teacher should encourages students to use the target language.

The basic types of speaking:[39]

a. Imitative

One types of speaking performances is an ability to simply parrot back (imitate) a word a phrase or possibility a sentence. This is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

A second types of speaking frequently employed in assessment contexts is production of short stretches of oral language designed to demonstrate competence in a narrow bands of grammatical, phrasal, lexical, or phonological relationships (such as prosodic element intonation, stress, rhythm, juncture). The

[38] Chastain Keneith, *Developing Second Language Skill*: Theory to Practice Second Edition. (Chicago: Menlly. Collego. Publishing Company, 1976), p. 330

[39] Douglass brown, *language assessment (Principle And Classroom Practices),* (American: san Francisco state university, 2004), p. 141-142

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Example of intensive assessment tasks is including directed response tasks, reading aloud, sentence and dialogue completion.

c. Responsive

Responsive assessment task includes interaction and test comprehension, short conversations, standard greetings and small talks, simple requests and comment, and so on.

d. Interactive

The difference between responsive and interactive speaking is in the length and the complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take the two form of interpersonal exchanges (responsive and interactive), which have the purpose of maintaining social relationship.

e. Extensive

Extensive tasks of oral production include speeches, oral presentations and story telling, during which the opportunity for oral interaction from listeners is highly limited (perhaps to non verbal responses) or ruled out altogether.

There are micro and macro skills of speaking. The micro skills refer to produce the smaller chunks of language such as phoneme, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker‟s focus on the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategy options.[40]

2. Teaching Speaking

According to Jermy Harmer,[41] the goal of teaching a foreign language is to gain the ability to communicate in the target language. In learning foreign language, speaking is very important. Therefore, the teacher should give the students opportunities to use the target language to communicate with other. The teacher could use the speaking class to improve the students speaking ability.

According to Jermy Harmer, there are main reasons for getting students to speak in the classroom:[42]

Firstly, speaking activities provide rehearsal opportunities, chances to practice the real life speaking applied in the classroom.

Secondly, speaking which students try to use anything about the languages they know. It can provide feedback for both teachers and students. Everyone can see how well they are doing, how successful they are, and also what language problem they are experiencing.

Finally, the more students have opportunities to activate the various elements of language that they have stored in their brains, so the result is students gradually

[40] Ibid., p. 142
[41] Jermy Harmer, *How to Teach English,* (Longman: Person Education Limited, 2007), p, 123
[42] Ibid., p. 123

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

become autonomous language users. This means that they will be able to use words and phrases fluently without much of conscious thought.

Good speaking activities should be extremely engaged to the students. If they all participate fully and the teacher has set up the activity properly, gives sympathetic and useful feedback, they will get tremendous and satisfaction from it. According Scott Thorn, he suggests that teaching speaking depends on the classroom. In other words, students will be much more confident speakers (and their speaking ability will improve) if this kind of speaking is to regular the regular feature of the lesson.[43]

Some teachers get very involved with their students during a speaking activity and want to join. They argue in a discussion or play their role in the discussion. They are not wrong with teacher getting involved if they do not start to dominate. Although it is probably better to stand back so that the teachers can watch and listen to what is going on. Students can also appreciate their teacher participation at the appropriate level.[44]

The teacher must not only help the students acquire the necessary competencies to communicate. They also should be responsible for establishing in which the students are stimulated to express themselves. There are fourteen

[43] Ibid., p. 123
[44] Jermy harmer, *how to teach English,* (longman: England. 1998), p. 94

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

reasons for using language that can be incorporated into interaction activities in the classroom. Those are:[45]

1. Establishing and maintaining social relations
2. Expressing one‟s intensions
3. Hiding one‟s intensions
4. Talking one‟s way out of trouble
5. Seeking and giving information
6. Learning or teaching others to do or make something
7. Conversing over the telephone
8. Solving problems
9. Discussion idea
10. Playing with language
11. Acting out social roles
12. Entertaining others
13. Displaying one‟s achievements
14. Sharing leisure activities.

The students want to learn in expressing themselves orally in a second language. They are often reluctant to participate in the classroom activities that will enhance their oral expression. There are some phenomena happen the students. First, speaking practice is more difficult then sitting back and just

[45] Chastain Kenneth, *Developing Second Language Skill : Theory to Practice*, (USA: University of Virgina. 1976), p. 356

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

listening to the teacher. Second, many students feel speech in the second language is strange. Third, many students are self conscious and do not want to make mistakes or to appear stupid in front of their peers. Last, they are afraid of failure, laughter, and ridicule.[46]

The teachers should give careful attention to the students who need encouragement and support in overcoming these hurdles path to a functional speaking ability.

3. The Purpose of Learning Speaking

According to me, full day school system can make the learning process better. Because the time spent in learning is much more, so that the teachers are more easily to set the desired learning methods. Full day school system is also very helpful to improve the quality of learning speaking because:

1. The amount of time used to learn to speak is more, so that students are better trained to talk.
2. The more time to learn to speak, the more vocabularies learned by students.
3. The more often students speak, the better speech they get.
4. The more often students speak, they are more confident.
5. The more often students speak they are able to communicate with others.

[46] Ibid., p, 336

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The purpose of speaking can usually be distinguished on five categories, namely:[47]

1. Speaking to Entertain

Speakers draw listeners‟ attention with a variety of ways, such as humor, spontaneity, the stories witty, and so on. Entertaining is making people laugh with things that can please and create an atmosphere of gaiety. Media that often used in speech to entertain is the art of telling stories or storytelling (the art of storytelling). The more stories are funny, witty, and laughable, the time, the participants can laugh with joy of kinship or friendship.

2. Speaking to Inform

Speaking for the purpose of informing carried out if someone intends to:

a. describe or explain something to the process.
b. give or impart knowledge.
c. describe, interpret something.
d. explain the connection, relationship between objects, things, or events.

3. Speaking to Stimulate

Speaking for the purpose of stimulating the audience is much more complex than talking to entertain or to inform because speakers must be smart to seduce, influence, or persuade the listener. This can be achieved if the speaker really

[47]Susan Halliwell, *Teaching English in the Primary Classroom,* (London and New York: longman, 1994), p. 18

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

know willingness, interest, inspiration, needs, and ideals of his audience. Speaker's speech burns the passion and emotion of audience, so the listener ultimately was moved to do what the speaker desires.

4. Speaking to Persuade

The main objective is to convince the speech to audiences. Through a convincing speech, listener attitudes can be modified to refusing to accept the position. For example, when a person or group of people do not approve a plan, an opinion or judgments of another person, the person or group need to be convinced that their attitude is not right. Through a skilled speaker and is accompanied with evidence, facts, examples, and objective illustrations, the attitude can be changed from disagree to agree.

5. Speaking to Move

This kind os speech aims to move mass audiences to do or act as the speaker desire. This speech aims to make the speaker to be authoritative, role model, or idol of society. Through his intelligence speaking, it seems to burn emotions, ability to exploit the situation, plus the mastery of science - the soul of mass, the speaker can move the listener. For example, Tomo can burn spirit and emotion of the young people in Surabaya, so they dare to die defend the homeland.

In speaking learning, communicating does not need a hundred percent true, whether in speech, as grammar. It is enough to be understood by others, it does

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

not need to be corrected one by one error when the speakers are talking because disclosure will interfere with the overall meaning of what the speaking was talking about, but at a certain time.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research includes the type of case study using descriptive qualitative method. Case study has the characteristics stated by the experts as a study that is conducted intensively, detailed and in depth toward an organization, institution or certain phenomenon.[48] Case can be an individual, an institution or a group considered as a unit in the research.[49]

Correlating to the explanation, this research is a case study because of its characteristics. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research is the implementation of full day school system for improving speaking ability and the subject of students in second grade of MTs Plus Raden Paku Trenggalek.

Because this research is a case study, it uses descriptive qualitative method. Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the

[48] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2006), pp. 31-32.
[49] Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), p. 29

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

present.[50] Qualitative research is a research procedure which produces written or spoken descriptive data of research that is possible to observe. [51]

This research uses that method because it is appropriate to the objectives of the research which focus on the implementation of full day school, and in improving speaking ability. The results of the research emphasize more toward the data interpretation found in the field. The results are not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words in narrative.

B. Subject of the Study

The subject of this study was the students of second grade at MTs Plus Raden Paku Trenggalek. The headmaster and the English teacher who handled the classes were also the subjects of this research.

The researcher examined the entire students of second grade of MTs Plus Raden Paku Trenggalek because they saw able to speak English based on the preliminary study that the researcher did. Therefore, the researcher wants to prove whether the implementation of full day school could improve the quality of learning speaking at that school.

C. Population and Sample

According to Sugiyono,[52] the population is groups of subject that is determined by the researchers to be studied and drawn the conclusions. The

[50] Moh Nazir, *Metode Penelitian* (Bogor: Ghalia Indonesia, 2005), p. 54
[51] Ibid., p. 36

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

number of population greatly affects the course of population. If it is large, researcher will likely find some difficulties in conducting the research, for examples, limited funds, energy and time. To overcome these problems, researcher may take the sample.

The sample was a representation of the total population. It is designed to make the research easier to be conducted. What is learned from the sample and the conclusions derived will represent the whole respondents. Therefore, the sample taken from the population should be truly representative.

To determine the number of representative sample, researchers applied theory of *Isaac* and *Michael* that was given in tabular form. Based on the table, the sample can be determined with an error rate of 1%, 5% or 10% of the total population. The smaller error rate was taken, it means that the sample will be closer to the actual population. Of course, the results obtained would be more representative.

In this study, the researcher had a population of 57 students of second grade of MTs Plus Raden Paku. To determine the sample, the researcher decided to take the error rate of 10%. It means that 90% reliance rate toward the population. The researcher took this rate because if the researcher took 1% or 5%, the sample was still too big and it would be difficult for the researcher.

From calculation based on the table, the researcher got 57 students as the sample. From this sample, the researcher divided them into 3 parts (because the

[52] Sugiono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 117

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

population consisted of 3 classes). The researcher did such calculation because the sample was the representation of each class. The table below shows how the sample divided.

Table.I The calculation of the sample

No.	Grade	Number of Student	Sample Calculation	Number of Samples per class
1	VII-A	19	(19 : 57) x 46 = 15	15 students
2	VII-B	19	(19 : 57) x 46 = 15	15 students
3	VII-C	19	(19 : 57) x 46 = 15	15 students
TOTAL				45 **students**

The researcher took the sample randomly. He used the technique of simple random sampling. It was considered simple because the election of the sample done randomly without regarding to strata in the population. On the other word, researcher considered that the population was homogeneous. To apply this technique, the researcher used the list of student attendance. Students who had odd number were decided to be the sample.

D. Source of the Data

The sources of data are the important things in a research. The sources of the data of this research are described as follow:

1. The documents, books, and references that had relevant information to this research.
2. The headmaster and the English teacher of second grade of MTs Plus Raden Paku. The researcher would interview the headmaster and the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

English teacher to find out the information about how were the implementations of full day school system and the results.

3. The second grade students. The researcher would use a questionnaire to be answered by the students. It aimed to find out whether the implementation of full day school system helped students in learning or improve speaking ability.

E. Data Collection Technique

In this study, several procedures were used to get the empirical data required to this study. The research was conducted in four ways. They are described follows:

1. Observation

Sutrisno Hadi explained that observation is a complex process. A process constructed by several biological and psychological processes. The important things of both are the process of observation and memories.[53]

In this technique, the researcher used nonparticipant observation because researcher only come as an observer without participating in learning speaking through full day school conducted. Then the researcher wrote, analyzed summarized the data that had been obtained.

[53] Ibid., p. 203

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Interview

The meaning of the interview is the process of obtaining information for research purposes by giving question then getting the answer and the procedure by making face to face conversation between the interviewer and respondent.[54] In this case the respondents were the headmaster, teachers and the second grade of MTs Plus Raden Paku Trenggalek.

The researcher used data collection technique because:

a. The subject (respondent) was the person who was most knowledgeable about his/her own self.
b. The what was stated by the subjects to the researcher was true and trustworthy.
c. The interpretation of the subject to the questions asked by the researches was the same as what was referred by the researcher.[55]

Researcher used the unstructured interview because it was able to find in-depth information from the respondents. The researcher just more listened to what answer was given by respondents and he did not limit the explanation of the respondent. The purpose of this interview itself was to get more detailed information.

[54] Sukmadinata, *Metode Penelitian Pendidikan.* p. 194
[55] Sugiyono, *Metode Penelitian Pendidikan*…p. 194

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Questionnaire

Questionnaires are written sets of some questions used to gain responses in non-face-to-face situations; questions are usually focused on specific information.[56] This technique was distributed to the students in order to get the data about students‟ response to the implementation of full day school system in improving students speaking ability.

4. Documentation

This method is as important as the other methods. According to Guba and Lincoln, they said that documentation is any written material or film, which are not prepared because of the demand for an investigator. The method of documentation is very essential for researchers to confirm the data that were obtained using observation, interview, and questionnaire. By implementing this method, the data obtained by observation, interviews and questionnaire will be the strongest or more valid data.[57] The research expected that this technique could answer the second question of the research in this study.

[56] Margono, *Metodologi Penelitian…*p. 168
[57] Lexi J. Moleong, *Metode Penelitian Kualitatif,* (Bandung: PT Remaja Rosdakarya, 1996), P. 161

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

F. Instruments of the Study

1. Observation Checklist

Checklist is a list that contains of subjects‟ name and factors that are observed. Checklist is used to systematize the transcript of observation.[58] The researcher used checklist when observing the learning process.

In this case, the researcher planed to observe toward the whole activities in that school, such as: their learning process, the students‟ and the teacher‟ activities when the learning process was taking place or during the break. By doing this comprehension observation, the researcher wanted to get more valid and reliable data, so this research could be categorized as a good result and could be prove. The researcher expected that this instrument could answer the first question of the research problems (How is the implementation of full day school system for improving students speaking ability at MTs Plus Raden Paku Trenggalek).

2. Interview guide

In this research, the researcher would interview the head master, the teacher and the students to get some information, such us: how is the implementation of full day school, their difficulties, their learning and activities and the teacher‟s solution to solve the students‟ difficulties in English learning process especially in speaking. The result of learning process using full day

[58] Sutrisno Hadi, *Metodologi Research*...151

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

school system also becomes the focus of this interview. The research expects that this instrument could answer (The first question of the research problem in this study).

3. Questionnaire Guide

The researcher gave the questionnaire to all second grade students to collect the data about students‟ responses to the implementation of full day school system applied in that school. The researcher wrote the questionnaire using Indonesian language in order to facilitate students in answering the questionnaire. The researcher directly gave the questions that had been compiled by the researcher and provides alternative answers to choose (yes / no) to be selected by the students. In this questioner, the researcher gave 20 questions for each student. The researcher hoped that this instrument would answer the research problem number 2.

4. Documentation

In documentation, the researcher hoped to know about some documents that were relevant to the study as a review for the investigator. The researcher started collecting the documents from the schedule of lessons, both principal and additional lesson schedules, lists of the number of teachers and students, student learning outcomes (report cards), and others that supported the research. The researcher expected that this instrument could answer the second question of the research problem in this study.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

G. Research Procedure

1. The researcher asked for permission in advance to the respondents concerned, i.e. English teacher of second grade of Mts Plus Raden Paku Trenggalek to do an interview. After obtaining the consent, the researcher asked some issues directly concerning to the study in investigated.
2. The Researcher also used the tools in this instrument. It was a tape recorder that facilitated the researcher to record all of information described by the respondent, and a camera to take pictures as documentation. After the researcher had recorded all of the explanations, then researcher wrote in the form of scripts.
3. The researcher writes back the data scripts from the interview that was conducted over two times. The researcher did it two times because researcher would not get in-depth information if he just did once. Thus the researcher conducted two interviews.

H. Data Analysis Technique

Sugiyono quotes the notion, Miles and Huberman explain that the activities in qualitative data analysis done interactively and runs continually until the ends. Therefore, the data has been processed. Those activities are: data reduction, data display and conclusion drawing/ verification. [59]

After collecting data from instruments, the researcher analyzed the data.

[59] Sugiyono, *Metode Penelitian Pendidikan*…p. 337

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

First is data reduction. It aims to reduce and to simplify dates, to elect the main thing, to focus on the important thing and to cut the useless data from the research. Then the researcher grouped it from some instruments (interview and documentation) based on the research problem.

Second is data display. It aims to explain the data by short explanation because qualitative research commonly uses narrative text.

Third is drawing conclusion/verification. The researcher concluded the result of his research he conducted based on data analysis he has.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on presenting the research finding based on the result of data analysis. In other words, it presents the discussion based on related theories to clarify the findings.

A. General Description of Subject

1. The Profile of MTs Plus Raden Paku Trenggalek

Inspired by the people who aspired in founding a good and positive modern education in Trenggalek which avoid negative influences, the establishment of Modern Islamic Boarding School Raden Paku Trenggalek was agreed which temporarily occupies the building of STIT Sunan Giri Trenggalek. Starting from the education of junior secondary school, further established Madrasah Aliyah and continuing into the existing universities.

Modern Islamic Boarding School Raden Paku Trenggalek is an Islamic educational institution that implements three curriculum, they are the “Salafi" as the basis rule, moral development and learning of science equipment. The curriculum of Modern Islamic boarding School is applied in the field of

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

language teaching, discipline and organization, while the Ministry of Religious Affairs implements a curriculum of formal education.[60]

Driven by religious figures, education experts, entrepreneurs and other Muslim leaders committee then it was drafted named the Islamic Education Foundation Board Raden Paku Trenggalek, with a Notary Deed No. 6, date 9 November 1995.

The composition is as follows:

Chair	: Drs Munirul Anam
Secretary	: Drs. A. Badawi Irfan
Treasurer	: Drs. H. Imam Daroni
Members	: Drs. Shafi'i.

MTs Plus Raden Paku Trenggalek was opened since July 15, 1998. After the assessment conducted by the authorities, so it came the founding charter of private madrasah dated 30 September 1998 with a statistical number (NSM): 212 350 311 019.

The numbers of students in first year were 30 students, and in second year achieved the two classes of 84 students. From period three on up to now the numbers of students who join in MTs Plus Raden Paku always parallel three classes.

[60] Observation and Documentation on Friday, March 16th, 2012, at 08.00 am.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In year 2000 was conducted an assessment by the Department of Religion and obtained the charter of accreditation Study recognized on October 20, 2000 by Number: Wm.06.03/PP.03.2/876/2000

In year 2005 was conducted an assessment by the Department of Religion and obtained the charter of accreditation A (superior) on June 8, 2005 by Number: A/Kw.13.4/MTs/500/2005.[61]

Since then the board of trustees changed in the composition of the management as follows:

Chairman of the Foundation	: Drs. H. Imam Daroni, MM
Secretary	: Drs. H. Shafi, M.H.I.
Treasurer	: Drs. Wagiman
Member	: Drs. A. Badawi Irfan

2. Vision, Mission, and Purpose of MTs Plus Raden Paku Trenggalek

The vision MTs Plus Raden Paku Trenggalek is creates qualified Muslims cadres in the fields of science, skilled, having good behavior and devote to Allah SWT.[62]

The mission of MTs Plus Raden Paku Trenggalek

a. Improving the quality of the academic field.
b. Improving the mastery of language skills.
c. Creating good human resources, powerful thought, appropriately action.

[61] Observation and Documentation on Friday, March 16th, 2012, at 08.00 am.
[62] Observation and Documentation on Friday, March 16th, 2012, at 08.00 am.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d. Creating the character of discipline generation.

The purposes of Plus MTs Raden Paku Trenggalek

a. The achievement of increased ratings of school which is oriented on the average acquisition of NEM.
b. The realization of foreign language proficiency (Arabic, English) so that the graduates are able to continue studying abroad.
c. The realization of student achievement in the field of sports, arts and culture.
d. The realization of appreciation and practice of religion in daily life.
e. The realization in an orderly and unified discipline.

In addition to getting a lesson in the form of formal education in the classroom, students also have extracurricular activities that aim to help students develop cognitive, affective and psychomotor towards the realization of students who have Islamic behave, intelligent, creative, independent and social sensitivity. Extracurricular activities in MTs Plus Raden Paku:

1. Scout
2. Dance
3. Memorizing the vocabularies of two languages (Arabic and English)
4. Conversation 2 languages (Arabic and English)
5. Discussion 2 languages (Arabic and English)
6. The speech Arabic and English

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

7. Tambourine
8. Art music

3. Geographical location of MTs Plus Raden Paku Trenggalek

MTs Plus Raden Paku locates at Jl. Kimangun sarkoro No. 17 B, surodakan village, district Trenggalek. It is a strategic location because it is near to State institutions such as Police, District Office, Health Center, Bank etc.

4. Organizational structure of MTs Plus Raden Paku

The organizational structure is an important thing for an institution, both formal and non formal. By the organizational structure, the school can divide the tasks among school administrators in order to avoid disputes among administrators. A good organizational structure can facilitate the tasks of an institution towards the vision, mission and goals of the school.

Table II
Organizational Structure of
"MTs Plus Raden Paku Trenggalek"
Lessons Year 2011/2012. [63]

NO	Teacher Name	Position
1.	Ihsan Makin, S. Pd.	Headmaster
2.	Nikmah Arie Rhisma Putri, A.Md.	Head of Administration
3.	Endang Riyayanti, S.Pd.	Deputy Head of Curriculum
4.	Zaenal Abidin Syah, M.PdI.	Deputy Head of Student
5.	Muh. Nurul Huda, S.Ag.	Deputy head of Social

[63] Observation and Documentation on Friday, March 16th, 2012, at 08.00 am.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

		relationship
6.	M. Zaenal Fanani, M.PdI.	Deputy of equipment
7.	Welliana Nidar, S.Ag.	Coordinator BP/BK
8.	Joko Argianto, S.pdi.	Coordinator 9K
9.	Suci Wulandari, S.Pd.	Coordinator of laboratory

5. Infrastructure of MTs Plus Raden Paku

In order to improve student achievement, certainly it is not free from some of the contributing factors in the form of adequate facilities and infrastructure. Efforts to achieve these targets both physical infrastructure, environment of school and related personnel should be empowered to effectively and efficiently.

Associated with facilities and infrastructure, of course it must not be forgotten also hiring personnel who are experts in the field of use of such infrastructure. Infrastructure existing at MTs Plus Raden Paku as a list of the table below:[64]

Table III
The Data of Infrastructures in MTs Plus Raden Paku Trenggalek

No	Kind of Building	Number	Condition		
			B	RR	RB
1	Class	10	7	3	
2	Library	1	1		
3	Administration office	1	1		
4	Principal office	1	1		
5	Teacher office	1	1		
6	Laboratory	2	2		

[64] Observation and Documentation on Friday, March 16th, 2012, at 08.00 am.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

7	Osis	1	1		
8	Scouts office	1	1		
9	guidance counseling	1	1		
10	School Health Unit	1	1		
11	Art gallery	1	1		
12	Teachers bathroom	6	6		
13	Men students bathroom	15	15	4	
14	Woman students bathroom	17	17		
15	Mosque	2	2		
16	Guard room	1	1		
17	Language room	2	2		
18	Other rooms	2	2		

B. Research findings

1. The Implementation of Full Day School System in Improving Students Speaking Ability.

a. Activities of full day school in MTs Plus Raden Paku

Full day school which is applied in MTs Plus Raden Paku has a very long time schedule, but not all the formal activities provided. The researcher here has learned all the activities implemented in MTs Plus Raden Paku.

To find out all the activities of researchers has obtained data from the following observation:[65]

Tabel IV
Activities of Full Day School in MTs Plus Raden Paku

NO	Time	Kinds of Activities
1	03.00-04.00	Wake up and prepare for praying Subuh
2	04.00-04.30	Praying Subuh
3	04.30-05.00	Reading holy Qur"an
4	05.00-05.30	Memorizing new vocabulary
5	05.30-06.00	Morning sport

[65] Observation on Saturday and Sunday, March 17th and 18th , 2012, at 07.00-07.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6	06.00-06.30	Take a bath
7	06.30-07.00	Having breakfast
8	07.00-11.30	Studying at class
9	11.30-13.00	Take a rest, praying Dzuhur, having lunch
10	13.00-15.40	Studying at class
11	15.40-16.00	Praying ashar
12	16.00-16.45	Sport / course
13	16.45-17.45	Preparing for praying maghrib / Reading holy Qur"an
14	17.45-18.15	praying Maghrib
15	18.15-18.45	Reading holy Qur"an
16	18.45-19.00	Having dinner
17	19.00-19.30	Praying Isya"
18	19.30-21.00	Getting night course
19	21.00-21.30	night out
20	21.30-03.30	Night rest

There are differences of schedules and activities when Friday night, Saturday night and Sunday morning. When the researcher has researched in MTs Plus Raden Paku at Saturday night at 7.30 a.m.-9.00 a.m. the students were joining English speech. Next in Sunday night at 7.30 a.m.-9.00 a.m. the students were joining discussion activity and in the morning at 5.00 p.m. – 6.00 p.m. the students were joining conversation activity.

From the explanation above, there are two formal activities which were conducted in full day school activities. At 7.00 am-11.00 am the students studied in the school in the morning and continued at 1.00 pm- 3.40 pm which is named studying in the afternoon.

b. Learning Places of Full Day School

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

To support the learning process trough Full Day School in MTs Plus Raden Paku, so the learning places have important role. The places are described as follow:[66]

i. Class
ii. Terrace
iii. Hall
iv. Language Laboratory
v. Library
vi. Computer laboratory
vii. Field
viii. Road

c. Students Service Activities

To support the learning process trough Full Day School, MTs Plus Raden Paku tries to facilitate the students needs. These attentions are realized in the public services for students. They are:[67]

i. Library

Laboratory is one of students learning sources that provide wide ranges of books, for examples textbooks and another important book to support students learning activities.

[66] Observation on Monday, march 19th, 2012, at 08.00 am
[67] Observation on Tuesday, march 20th, 2012, at 08.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ii. Laboratory

Laboratory is one of the sources of students learning process that is given by MTs Plus Raden Paku for the students. In supporting education life, the laboratory given especially for practical activities is much more support the students to apply the that is given by their teachers, so they are hoped not only understand the theory but also able to apply the theory they got.

iii. Guidance and Counseling

Here students will be guided intensively. For students who have problems that may hinder student learning will be assisted by the counselor with a variety of approaches to help find a solution in solving the problem.

iv. School Health Unit

Due to the density of student learning, the school provides School health unit to deal with health problems. Health services are provided by the school to every citizen in need, both for teachers, staff and students. It has a relationship with the health center that has visited 2 schools per month that each of the 2nd and the 16th of a month.

v. Arts and Sports

Art academy has provided complete equipment for sholawat, Hadrah

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

such as: organ, guitar, and others.

For sports activity, the equipment has also been prepared such as; the soccer field, Volley ball, soccer and table tennis and so on..

vi. Dormitory and Kitchen

Due to the very dense Activities, the school provides facilities for student services in the form of common dormitory and kitchen. It purposes to the children are not preoccupied with the problem of bed and eat. Besides prepares dormitories, It is also provided a communal kitchen that is ready to provide good child eat morning, noon and night.

vii. Cooperative or Shop

The school also provides a cooperative that provides a variety of daily needs of students, in addition to the available snacks are also a variety of other needs that allows students to buy without leave out the location of the school.

d. Kinds of Full Day School Activities to Improve Speaking Ability

Based on the result of observation at MTs Plus Paku Trenggalek,[68] the researcher had known kinds of full day school activities to improve speaking ability namely as follows:

[68] Observation on Saturday and Sunday, Mart 17th and 18th, 2012 at 05.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

i. Conversation

Conversation is an activity provided by the teacher as students‟ training to practice English speaking skills. This activity helped students to achieve the learning specifically in the ability in speaking English. Within this activity, the students communicated directly with the English by its own theme, and of course the students were more accustomed to pronounce English words.

ii. Discussion

The discussion activity was an alternative way applied by the English teacher of second grade of MTs Plus Raden Paku for teaching English speaking to help the teacher to reach the goal of teaching, especially to improve the students‟ speaking ability. Discussion increases students‟ confidence in speaking.

iii. English Speech

English speech was one of the activities applied by the English teacher of second grade of MTs Plus Raden Paku as well to teach speaking in MTs Plus Raden Paku. In this activity, the students were taught to speak English in front of crowds and of course it would train students for their self-confidence in speaking English.

iv. Provision of new vocabularies

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Provisions of new vocabularies were also given to students of MTs Raden Paku Plus every morning before the lesson started. This activity which is given to students every day aimed to get the students memorizes new vocabularies, to recall previous vocabularies and to practice pronunciation. By this activity, the students were also given training to make sentences using new vocabularies that had been granted from the instructor. Therefore, from this activity teacher expected that the students were able to memorize the new vocabularies, able to make sentences from new vocabularies and their pronunciation would be good.

e. Time of Full Day School Activities to Improve Speaking Ability

From the result of observation at MTs Plus Raden Paku,[69] the researcher also has got data on the time of implementation of full day school activity.

i. Conversation (once a week)

English was taught four times a week and each session had 45 minutes. Besides the meetings in the class, the students have to join the extra time called "Conversation" every Sunday at 5:00 pm–6:00 pm.

ii. Discussion (once a week)

Learning English for extra hours was also given through the learning called discussion. It was done once every weekend at 7:30 pm

[69] Observation on Saturday and Sunday, Mart 17th and 18th, 2012 at 05.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

to 9:30 pm. This activity was carried out in groups and placed in the hall. There was one group that presented the headline issues to be discussed at the time of discussion. After that another groups asked and responded when there were problems that were less obvious to be discussed along with using the English. From these activities students could respond to the opinions of others students.

iii. English Speech (once a week)

English speech in MTs Plus Raden was done as well as the discussion, but differences were just in time, and place and group. English speech was held on every Saturday night at 7:30 pm to 9:30 pm hours and took place in each class its own class. Groups divided by grade division of each

iv. Provision of new vocabularies (Everyday)

Provision of new vocabularies was held every morning at 5:00 am to 5:30 pm. This activity was different from the discussion, English speech, and conversation. Here, the students were given two new vocabularies to be memorized by them and then they made sentences from those vocabularies.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

f. Places of Full Day School Activities to Improve Speaking Ability

MTs Plus Raden Paku also provides places to conducted full day school activities. From the result the researcher got from observation,[70] that places are used for full day activity as follows:

i. Class (used for speech)
ii. Hall (used for discussion)
iii. Parks and roads (used for conversation)
iv. Language lab and a terrace (used for the activity of provision of new vocabulary).

g. Teacher roles

`From the results of interviews with English teachers,[71] the researcher found that in order to improve the speaking ability of students, the English teacher had an important role in that. After the researcher directly asked what the teacher role in teaching speaking was, researchers have revealed three important roles namely: first, the teacher always informed or explained it before the lesson begun. Second, when students practiced speaking, the teacher should observe them. Third, the teacher gave students the freedom to think for issuing its own opinion of students in discussion to develop students' knowledge.

[70] Observation on Saturday and Sunday, March 17th and 18th, 2012, at 05.00 am
[71] Interview on Wednesday, march 21th , 2012, at 09.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

h. Place to learn

For the places to learn, Full Day School of MTs Plus Raden Paku have some places for learning processes including the classroom, auditorium, computer lab, terraces, gardens and roads. Data that the researcher got from the interview with the English teacher said that students prefer to learn outside the classroom than inside when learning speaking.[72] The reason is students feel happier and enjoy. The teacher also said that by studying speaking outside, it can improve students' speaking ability.

i. Learning strategy

Teaching strategy also greatly affected the outcome of the learning and teaching. From the interview,[73] the researcher got the data from respondents about the strategy that had been used by the teacher. They were: preparation of teaching, learning and teaching in groups, discussion, explaining the material, and facilitating learning and setting ground rules.

In addition, the researcher also have obtained the data on those aspects that were taught which are: mastery of vocabulary, pronunciation and able to speak and confident when speaking English. However, there was one aspect of them that was more emphasized namely students‟ confidence when speaking English.

[72] Ibid., March 21th, 2012, at 09.00 am
[73] Ibid., March 21th, 2012, at 09.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

According to the English teacher, it became selected aspects because if there was no courage to speak, the student might not be able to develop their English speaking skills. Therefore, the emphasis was on forming student confidence to speak English first.

j. Students‟ responses about the implementation of full day school system to improve speaking ability.

In this collecting data, researcher gave questionnaire for 45 respondents at MTs Plus Raden Paku Trenggalek.[74] In the questionnaire, there were four data that researcher got those were students‟ speaking well, confident, mastering English vocabulary and responses by implementing full day school system.

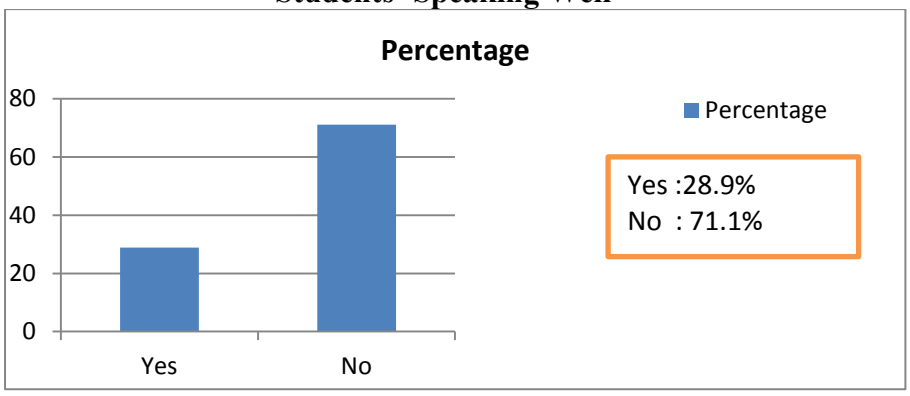
i. Students‟ Speaking Well

The following chart is a 6 item questionnaire on the implementation of full day school in MTs Plus Raden Paku who could make the "Students‟ speaking well" which had been distributed to 45 students as respondents.[75] Explanation is as follows:

[74] Questionnaire on Monday, Mart 26th, at 09.00 am
[75] Ibid., Questionnaire on Monday, Mart 26th, at 09.00 am

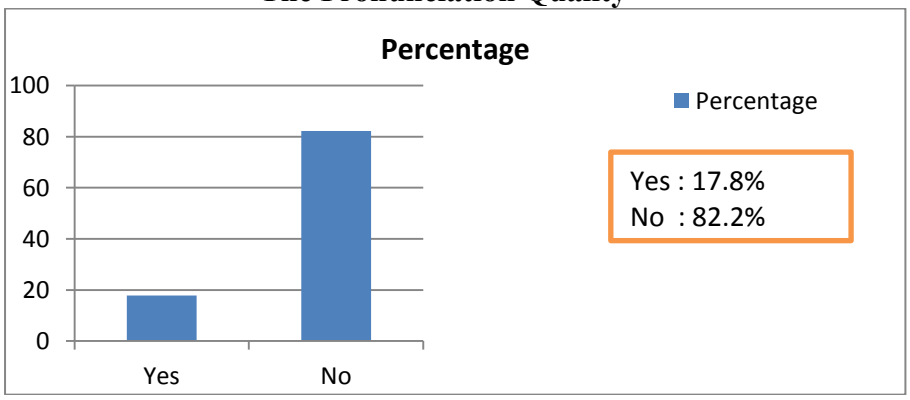
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 1
Students' Speaking Well



From the results of the questionnaire that the researcher had given to 45 respondents, the researcher obtained the data of 13 respondents (28.9%) said "Yes", while 32 respondents (71.1%) said "No".

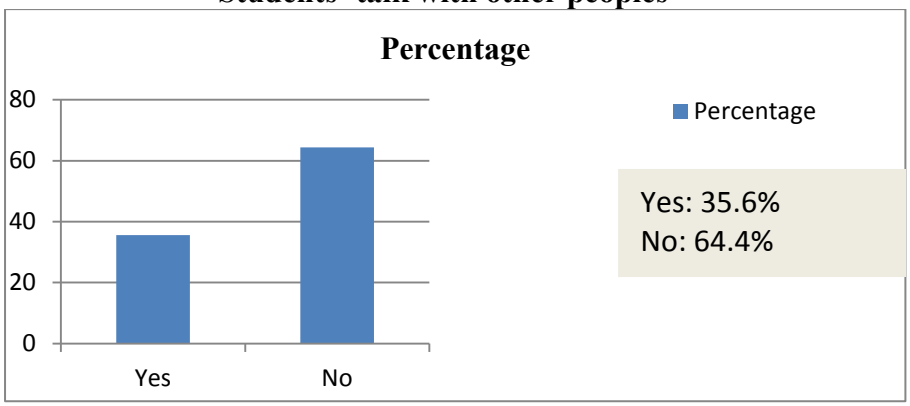
Figure 2
The Pronunciation Quality



From the distribution of questionnaire that had been distributed to 45 respondents, the researcher obtained the following data. 8 respondents (17.8%) stated "Yes" while 37 respondents (82.2%) said "No".

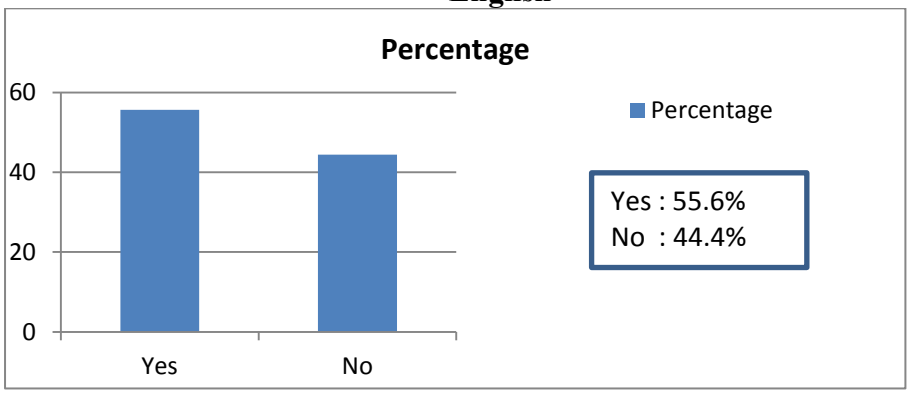
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 3
Students' talk with other peoples



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher obtained the following data. 16 respondents (35.6%) stated that "Yes" while 29 respondents (64.4%) said "No".

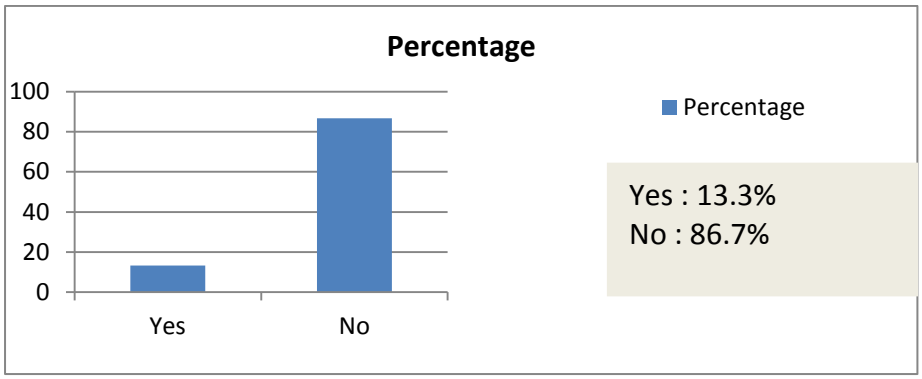
Figure 4
Students' understand when the teacher explains the lesson with the English



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher obtained the following data. 25 respondents (55.6%) said "Yes" while 20 respondents (44.4%) said "No".

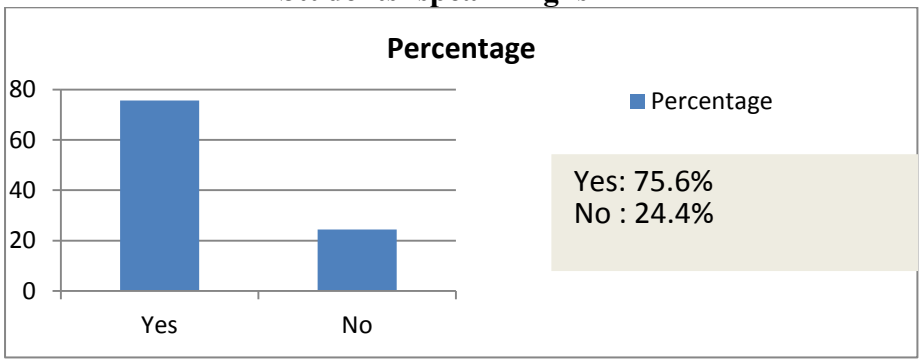
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 5
Students' have been able to discussion in English



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher obtained the following data. 6 respondents (13.3%) said "Yes" while 39 respondents (86.7%) said "No".

Figure 6
Students' speak English



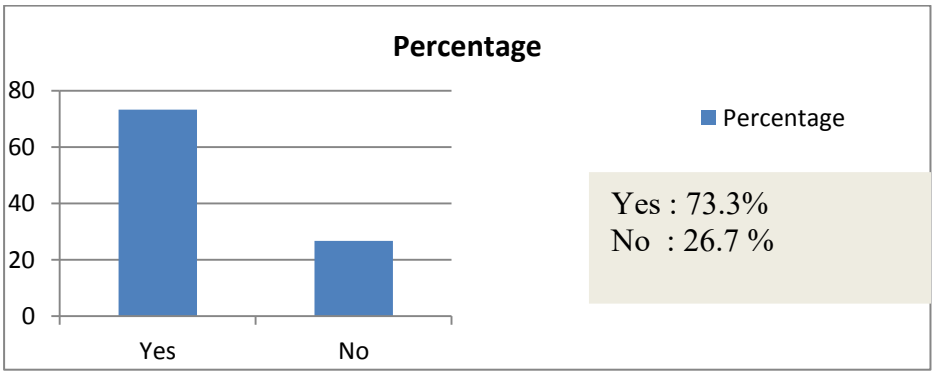
From the distribution of questionnaires that had been distributed to 45 respondents, the researcher obtained the following data. 34 respondents (75.6%) said "Yes" while 11 respondents (24.4%) said "No".

ii. Students‟ confident

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

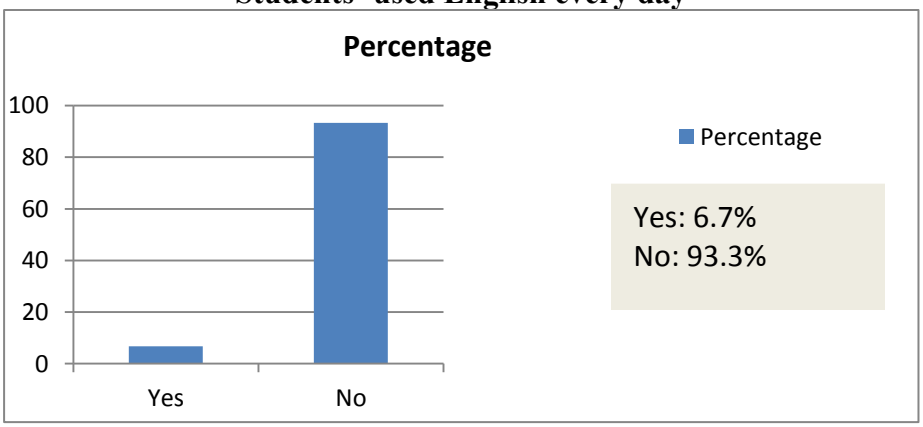
The charts below are from 5 item questionnaire about the implementation of full day school in MTs Plus Raden Paku that enabled the "students confident" which had been distributed to 45 students as respondents.[76] They are as follows:

Figure 1
Students' more confident



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher obtained the following data. 12 respondents (73.3%) said "Yes" while 11 respondents (24.4%) said "No".

Figure 2
Students' used English every day

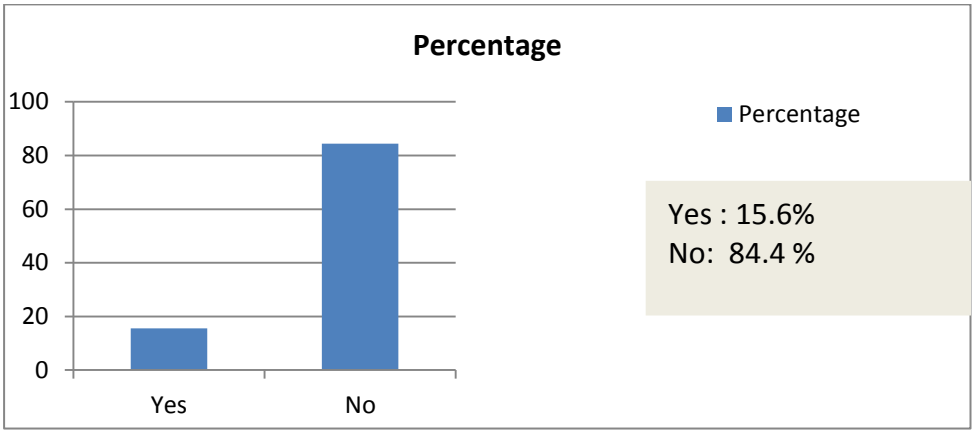


[76] Ibid., Questionnaire on Monday, Mart 26th, at 09.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From the distribution of questionnaires that had been distributed to 45 respondents, the researcher gained the following data. 3 respondents (6.7%) said “yes”, while 42 respondents (93.3%) said “No".

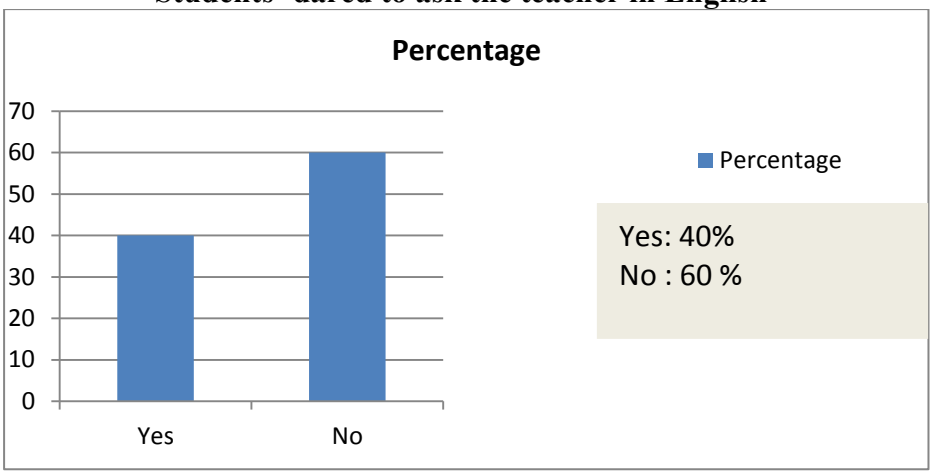
Figure 3
Students’ dared to speak English in front of class



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher gained the following data, 7 respondents (15.6%) stated "Yes”, while 38 respondents (84.4%) said “No”.

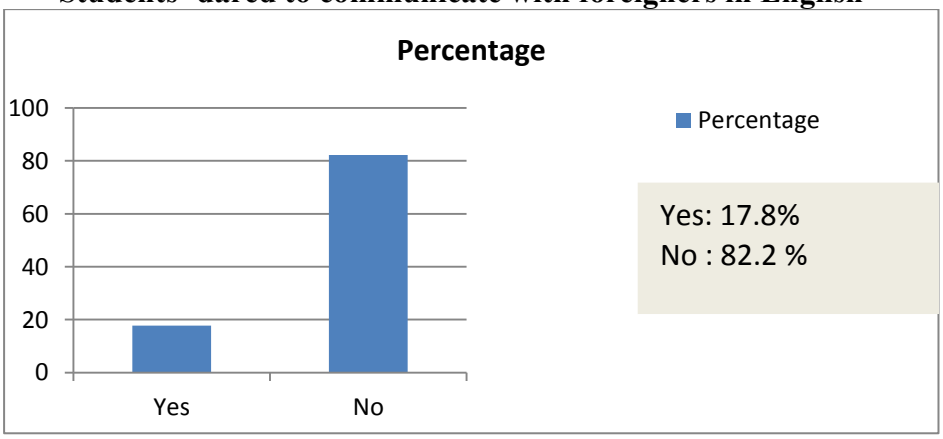
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 4
Students' dared to ask the teacher in English



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher has gained the following data. 18 respondents (40%) stated that "Yes", while 27 respondents (60%) said "No".

Figure 5
Students' dared to communicate with foreigners in English



From the distribution of questionnaires that had been distributed to 45

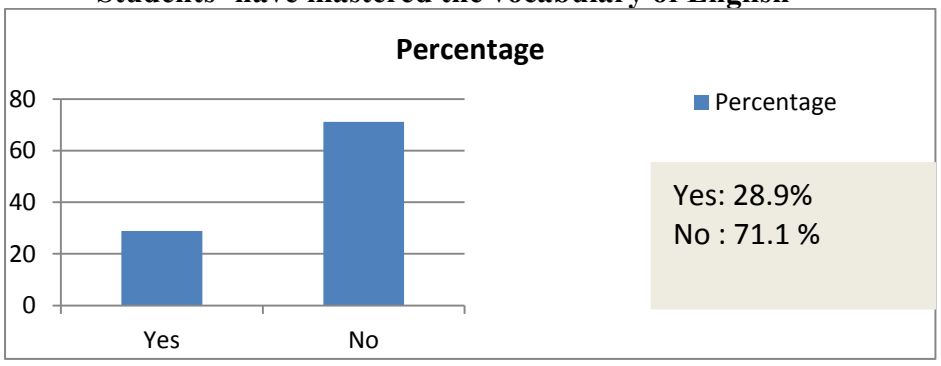
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

respondents, the researcher gained the following data. 8 respondents (17.8%) stated "Yes", while 37 respondents (82.2%) said “No”.

iii. Mastering English Vocabulary

Below is a the charts of 5 item questionnaire about the implementation of full day school in MTs Plus Raden Paku which had been distributed to 45 students as respondents.[77] The results are as follows:

Figure 1
Students’ have mastered the vocabulary of English

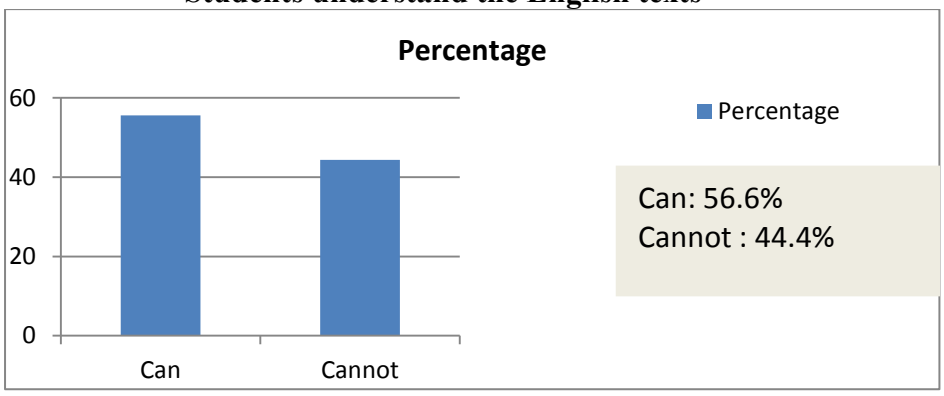


From the distribution of questionnaires that had been distributed to 45 respondents, the researcher gained the following data. 13 respondents (28.9%) stated that "Yes", while 32 respondents (71.1%) said "No".

[77] Ibid., Questionnaire on Monday, Mart 26th, at 09.00 am

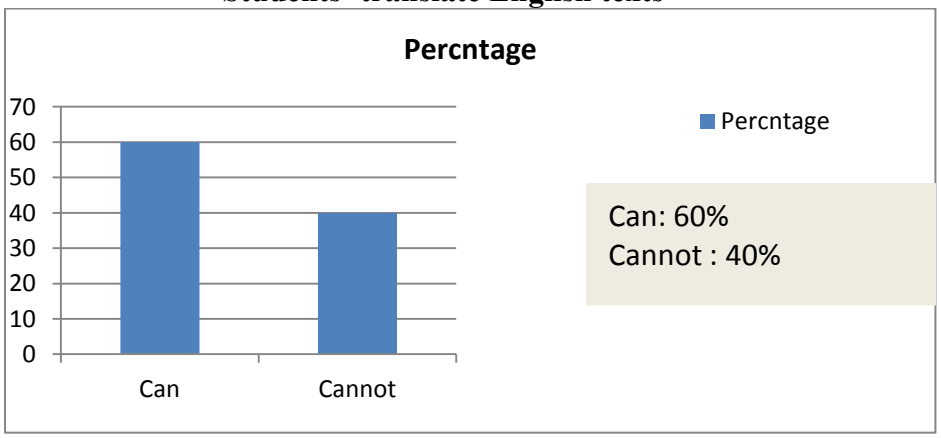
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 2
Students understand the English texts



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher gained the following data. 25 respondents (55.6%) stated “Can”, while 20 respondents (44.4%) said "cannot".

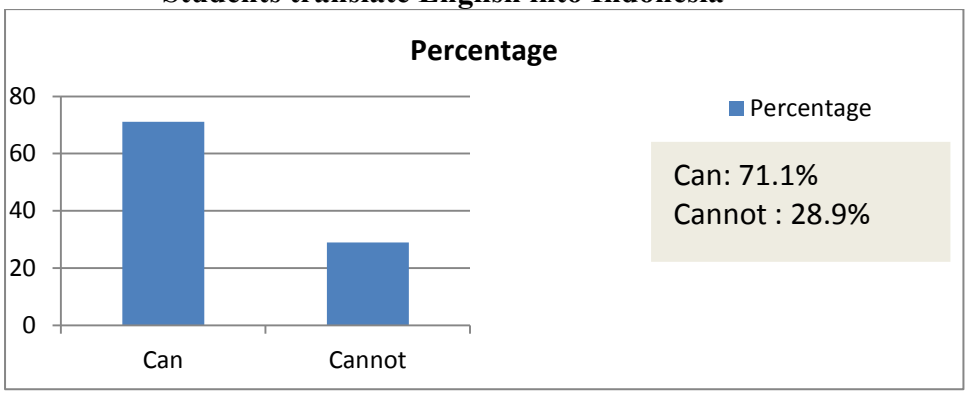
Figure 3
Students’ translate English texts



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher gained the following data. 27 respondents (60%) stated “Can”, while 18 respondents (40%) said "cannot".

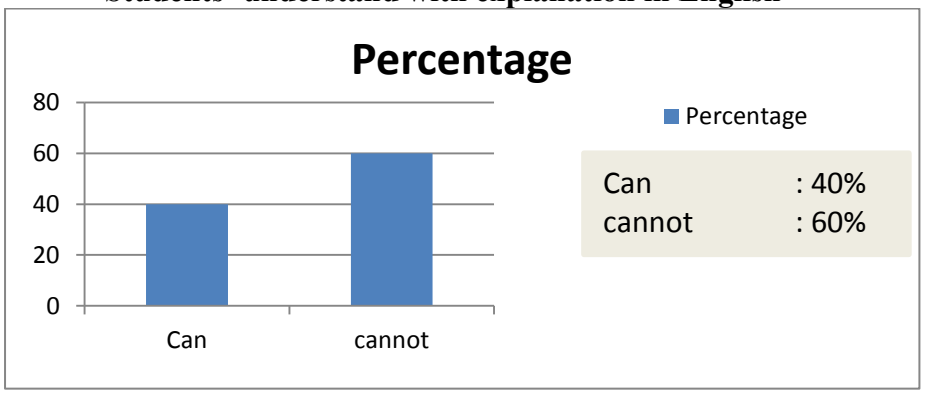
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 4
Students translate English into Indonesia



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher has gained the following data. 32 respondents (71.1%) stated “Can”, while 13 respondents (28.9%) said "cannot".

Figure 5
Students’ understand with explanation in English



From the distribution of questionnaires that had been distributed to 45 respondents, the researcher gained the following data. 18 respondents (40%) stated “Can”, while 27 respondents (60%) said "cannot".

k. The opinions of implementing full day school at MTs Plus Raden Paku Trenggalek.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

To know how the opinions of implenting full day school at MTs Plus Raden Paku Trenggalek, researcher researched and got from interview and questionnaire.[78] The interview used to know the opinion from the English teachers and head master at MTs Plus Raden Paku Treanggalek. And for the questionnaire used to know students‟ opinions.

i. Headmaster‟ opinion about the implementation of full day school

In addition to explain the implementation of full day school for students' speaking abilities, here the researcher also tried to reveal a principal's opinion about a full day school system that had been applied on MTs Plus Raden Paku and the success that has been achieved. To get the answer, the researcher conducted interviews with school principals in MTs Plus Raden Paku.[79] Some of the responses as follow:

a) The principals of MTs Plus Raden Paku strongly agreed with the full day school system because students had more time to learn.
b) Full day school could also help students to understand the lessons in English.
c) In this lesson, especially for speaking English, full day school was also very helpful for students speaking ability because many of the extra activities were related to speaking.

[78] Interview and questionnaire on Wednesday, March 28th, 2012 at 08.00 am
[79] Interview on Thursday, March 29th, 2012 at 10.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d) The headmaster of MTs Plus Raden Paku also revealed the success of this system that can be seen from the daily life of students who can communicate with teachers and other people English. He also said that the implementation of full day school can be said to succeed, but 100% successful because there is a need to be addressed for better results.

ii. English teachers‟ opinion about the implementation of full day school

Once researchers know the principal's opinion the implementation of full day school for students speaking ability, the researchers also did interview to the second-class English teacher to know his opinion.[80] Here are some of the responses expressed by English teachers:

a) Full day school was very important for English language lessons to students of MTs Plus Raden Paku because it helped to make it easier for students to learn English and understand it.

b) With all sorts of extra activities that were focused to speaking, the teacher more easily explained when the English lessons in the classroom because students got a lot of new vocabulary words from the activity.

c) Extra activities that have been implemented such as discussion, English speech, and conversation and Provision of new vocabularies were very helpful to increase the speaking ability of students‟.

[80] Interview on Thursday, March 29th, 2012 at 11.00 am

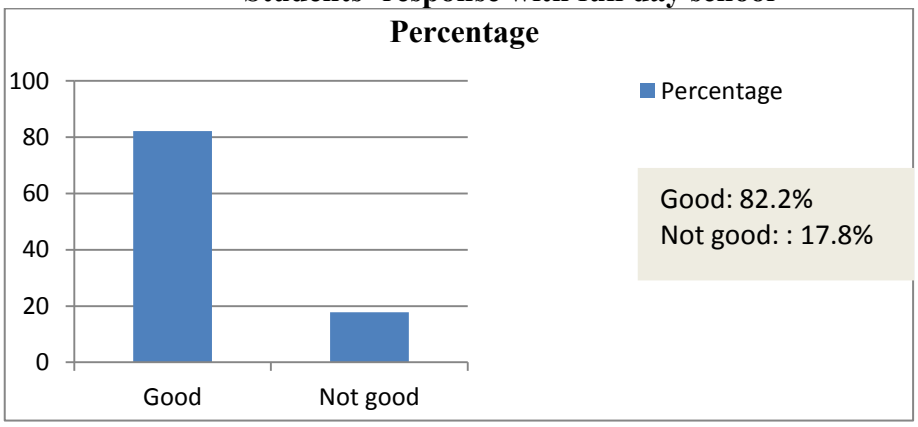
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d) The teacher found it helpful in delivering English lessons while in the classroom because students got used to learning English and students could understand lessons easily.

iii. Students‟ opinion about the implementation of full day school

Below is a graph of 7 item questionnaires about students' opinion to the full day school in MTs Plus Raden Paku which had been distributed to 45 students as respondents.[81] The results are as follows:

Figure 1
Students' response with full day school

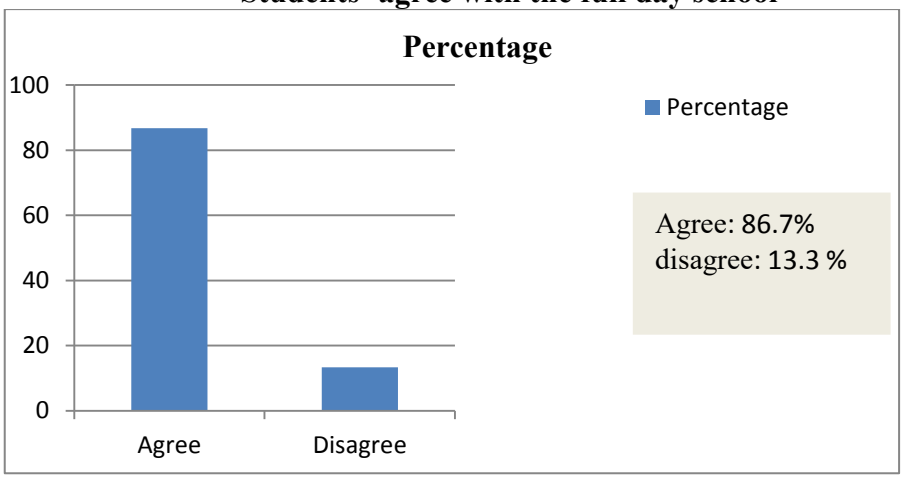


The results of item 1 above shows that 37 respondents (82.2%) express that their full day school is good, while 8 respondents (17.8%) said "Not good".

[81] Questionnaire on Monday, Mart 26th, at 09.00 am

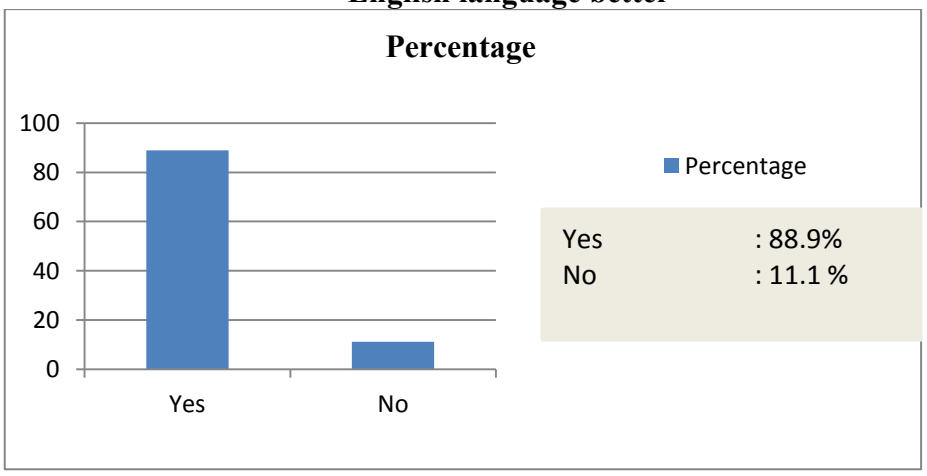
digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Figure 2
Students' agree with the full day school



The results of item 2 above shows that 39 respondents (86.6%) agree with a full day school system, while who say no is 6 respondents (13.3%) disagree.

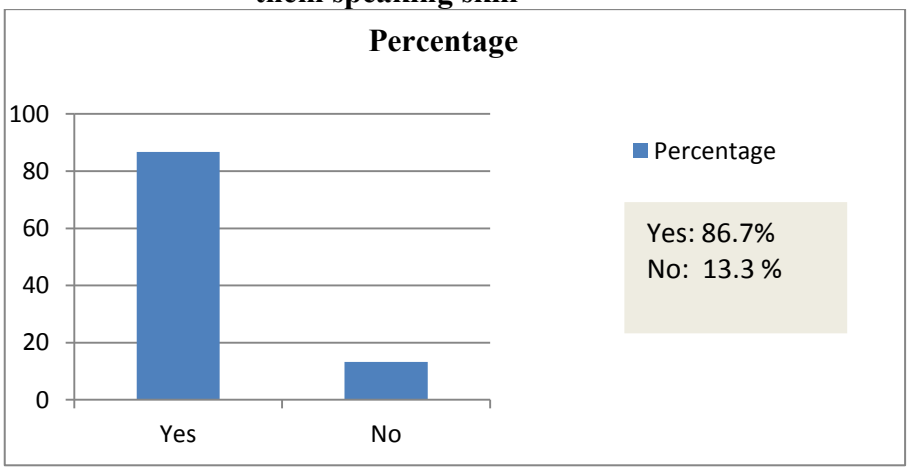
Figure 3
Students' think full day school can help them to understand English language better



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

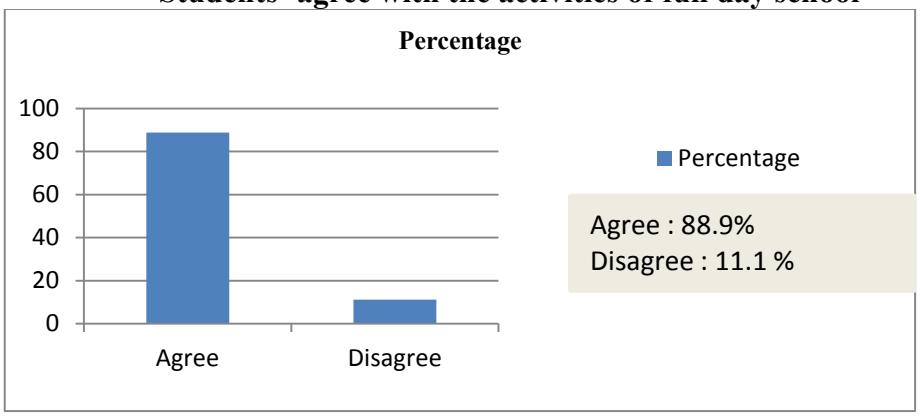
The charts above shows that 40 respondents (88.9%) said “yes”, while 5 respondents (11.1%) said “No”.

Figure 4
Students’ think full day school can help to increase them speaking skill



The results of the research chart above shows that 39 respondents (86.7%) said "yes", while 6 respondents (13.3%) said “No”.

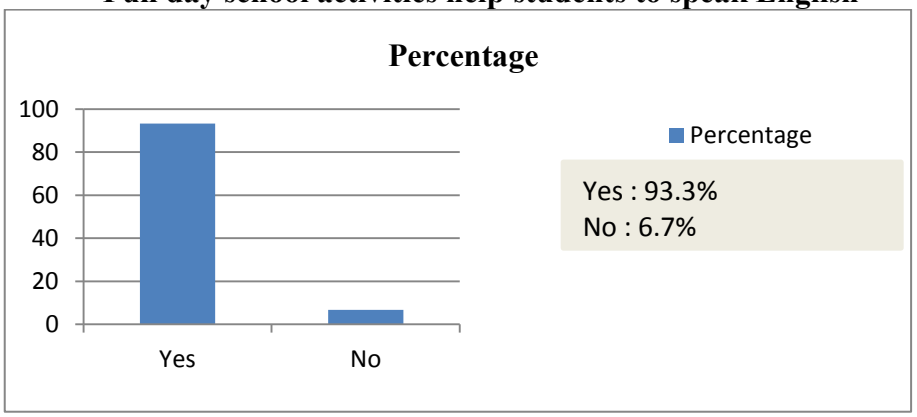
Figure 5
Students’ agree with the activities of full day school



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

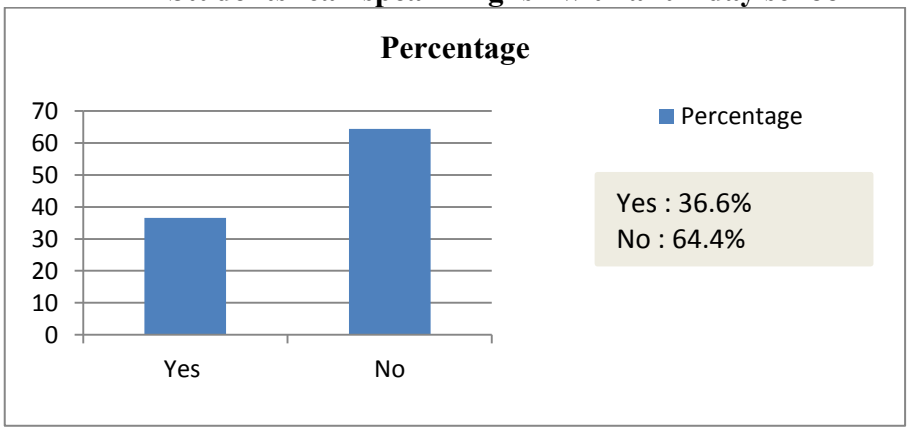
The results of the research chart above shows that 40 respondents (88.9%) "Agree", while 5 respondents (11.1%) “Disagree”.

Figure 6
Full day school activities help students to speak English



The results of the research chart above shows that 42 respondents (93.3%) said "yes", 3 respondents (6.7%) Said “No”.

Figure 7
Students’ can speak English with a full day school



digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The results of the research chart above shows that 16 respondents (36.6%) stated that "Yes", 29 respondents (64.4%) said "No".

Discussion

This chapter, there is one step discussed by researcher about the implementation of full day school system in improving speaking ability. It will be explained below:

1. The discussion of the implementation of full day school system in improving students speaking ability.

   In this part, there are some discussed by researcher. It will be explained below.

   The first is the activities of full day school. The mine process of full day school learning happens in active, creative, transformative, and intensive activities. The school system and full day school role indicate active learning process that means it should be optimal in all the power to achieve optimal learning, and develop learning process conductively for students' potential. Learning process in all day does not make the comprehension of study boring.[82]

[82] Nor Hasan, Full day school, *(Model Alternatif Pembelajaran Bahasa Asing).* (jurnal pendidikan Tadris. Voll, 2006), pp. 110

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From the explanation above about the process of implementing full day school, MTs Plus Raden Paku that had some process of implementing full day school to improve students' speaking ability by providing a variety of activities that can make the students active, creative and intensive. In English lessons and to obtain optimal learning in full day school, it activities such as conversation, discussion, English speech and provision of new vocabulary

The second is about the place of full day school learning. MTs Plus Raden Paku gives many kinds of places for the activity of full day school. It is not only in the class but also out of the class. The places are in the class, terrace, hall, laboratory, library, computer laboratory, yard and roads.

The third is the facility for students. Also, from the activities done by students of MTs Plus Raden Paku serve the facilities for students. The facilities are library, laboratory, guidance, consult, UKS, art, sport, dormitory, kitchen, telephone station and shop.

Fourth is Kinds of full day school activities to improve speaking ability. From observation result shows that there are many kinds of full day school activity to improve students‟ speaking ability. They are conversation, discusion, English speech and provision new vocabularies.

The five is the time of full day school activities to improve speaking ability. The first, conversation is done every Sunday at 05.00-06.00. The second, discussion is every Saturday night at 19.30-21.30. Next, English

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

speech is done on Friday night at 19.30-21.30. the last, provision new vocabularies is done every morning at 05.00-05.30.

Sixth, the places of full day school activities to improve students‟ speaking ability. From four activities implemented have places itself that class for English speech, hall for discussion, parks and roads for conversation, laboratory and terrace for provision new vocabulary.

seventh is teachers‟ role. From the results of interviews with English teachers, the researcher found that in order to improve the speaking ability of students, the English teacher had an important role in that. After the researcher directly asked what the teacher role in teaching speaking was, researchers have revealed three important roles namely: first, the teacher always informed or explained it before the lesson begun. Second, when students practiced speaking, the teacher should observe them. Third, the teacher gave students the freedom to think for issuing its own opinion of students in discussion to develop students' knowledge.

Eighth is learning strategy. Teaching strategy also greatly affected the outcome of the learning and teaching. From the interview,[83] the researcher got the data from respondents about the strategy that had been used by the teacher. They were: preparation of teaching, learning and teaching in groups, discussion, explaining the material, and facilitating learning and setting ground rules.

[83] Ibid., March 21th , 2012, at 09.00 am

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Ninth are Students‟ responses about the implementation of full day school system to improve speaking ability. From questionnaire distributed to 45 respondents, there are three parts that researcher research. Those are Students‟ speaking well, Students‟ confident and Mastering English Vocabulary.

from the findings that the data obtained by researchers having a difference of opinion between the English teacher and the students. English teacher said that the students' speaking ability can be improved with a full day school system , but the students are not able to speak English with a full day school system.

This disagreement arose because teachers have not been able to examine the students one by one to see the students' ability to speak English. teachers simply assume that the full day school system was able to improve the students speaking ability without seeing results. otherwise students feel that they have not been able speaking ability increases with the system.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the chapter presents conclusion and suggestion related to the research finding and discussion.

A. Conclusion

Based on the finding the research, the conclusion can be drawn as fellow:

1. MTs Plus Raden Paku Trenggalek has implemented full day school system to help students‟ successful in learning English. In full day school system gives some programs to improve students‟ speaking ability as like conversation, discussion, English speech and provision new vocabulries. Then, the place uses for the process of full day school system is at the class (for speech), hall (for discussion), parks or road (for conversation), language laboratory and terrace (for provision of new vocabularies).

   MTs Plus Raden Paku has three purposes of this system. Those are students‟ speaking well, students‟ confidents amd mastering vocabularies. From those purposes, MTs Plus Raden Paku has not really success to improve students‟ speaking ability because those purposes have not been reached.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

B. Suggestion

The findings and discussion in chapter IV encourages the researcher to give some advice as a result of this study.

1. For students

This research can be used to help students to learn more diligent and to take many advantages of the activities that have been provided by the school to improve their speaking skill.

2. For teachers

From the results of the study, the researcher suggests that teachers should learn better to apply the techniques of teaching skills. Also, teachers should be able to take the advantages of the system completely of full day school for students and always pay attention to the students in every way so students can improve their speaking ability. With more attention to students, it will help them to improve students' speaking skill.

3. For the head master

For the head master of MTs Plus Raden Paku, this research could help teacher to provide the information about students‟ progress in learning by using full day school system. Also, it can be expected to pay attention to the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teachers and students as well as school activities running in order to get good results.

4. For other researchers

The findings of this study are expected to be used as consideration for other researchers who plan to study related to full day school system.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

BIBLIOGRAPHY

Arsyadana, Addin. Thesis, *"Penerapan Sistem Full Day School Sebagai Upaya Untuk Meningkatkan Kualitas Pendidikan di MI Al-Qamar Nganjuk".* Universitas Islam Negeri UIN Maulana Malik Ibrahim Malang, April 2010.

Arikonto, Suharsimi. *Managemen Pengajaran Secara Manusia.* Bandung: Rineka Cipta, Ce t, II, 1993.

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: PT. Rineka Cipta, 2006.

Brown, Douglass. *language assessment Principle and Classroom Practices.* American: san Francisco state university, 2004.

Departer, Bobbi, Mark Reardon & Sarah Singger Naurie, *Quantum Teaching Mempraktekan Quantum Teaching Diruang Kelas-Kelas.* Kaifa Bandung, 2004.

Evaluation of the Full-Time School Program in Uruguay. IMPACT EVALUATION SERIES NO. 13. (Accessed on Oktober 07, 2011).

Hardhyono, Fandi. Thesis, *"Performances of Primary School Teachers in Full-Day School Program".* Faculty of Psychology Airlangga University Surabaya, 2009.

Harmer, Jermy. How *to Teach English.* Longman: Person Education Limited, 2007.

Hasan, Nor. *Full Day School. Model Alternatif Pembelajaran Bahasa Asing.* Jurnal Pendidikan Tadris. Vol1, 2006.

Harmer, Jermy. *How to Teach English.* longman: England. 1998.

Hadi, Sutrisno. *Metodologi Research I.* Yogyakarta: Andi Offset, 2000.

Halliwell, Susan. *Teaching English in the Primary Classroom.* London and New York: longman, 1994.

Hasanah, Uswatun. Thesis. *"Efektivitas Pembelajaran Full Day School Terhadap Prestasi Belajar Siswa di SD Islam Sabilillah dan MI Thoriqussalam Sidoarjo".* Institut Agama Islam Negeri Sunan Ampel Surabaya, 2008.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Kenneth,Chastain. *Developing Second Language Skill, Theory to Practice*. USA: University of Virgina, 1976.

Keneith, Chastain. *Developing Second Language Skill*, Theory to Practice Second Edition. Chicago: Menlly. Collego. Publishing Company, 1976.

L. M, Morrow, Strickland, D. S., & Woo, D. G. *Literacy Instruction in Half- and Whole- Day Kindergarten: Research to Practice*. Newark, DE: International Reading Association, 1998.

Moleong, Lexi J. *Metode Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya, 1996.

Muhaimin. *Paradigma Pendidikan Islam.* Bandung: Remaja Rosada Karya 2004.

Margono. *Metodologi Penelitian Pendidikan.* Jakarta: Rineka Cipta, 2007.

S, Bredekamp, & Copple, C. (Eds). *Developmentally Appropriate Practice in Early Childhood Programs* (Revised ed). Washington, DC: National Association for the Education of Young Children, 1997.

Nazir, Moh. *Metode Penelitian.* Bogor: Ghalia Indonesia, 2005.

Pedro Cerdan-Infantes and Christel Vermeersch. More Time is Better: An Sismanto, *Awal Munculnya Sekolah Unggulan*, Artikel. (Accessed on Oktober 07, 2011).

P, Clark, & Kirk, E. " *All-Day Kindergarten Childhood Education*". 2000.

Ph, D, Plucker, - Jonathan A. *"Review and Analysis of National and Indiana Data"* Prepared for the Indiana Association of Public School Superintendents Information and Research Commission One North Capitol Avenue, Suite 1215 Indianapolis, IN 46204, January 09 2004.

Romli, Moch, *Manajemen Pembelajaran Di Sekolah Dasar Full day School.* Disertasi UM Malang, 2004.

Syah, Muhibin. *Psikologi Pendidikan Dengan pendekatan Baru.* Bandung: Remaja Rosada, 2004.

Sudjana, Nana. *Dasar-dasar Proses Belajar Mengajar.* Bandung: Sinar Baru Algesindo, 2005.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Salim, Peter. *Advanced English–Indonesia dictionary*. Jakarta: 1998.

Syosari. *Model Pembelajaran Konstruktivistik, Sumber Belajar, Kajian Teori dan Aplikasinya.* Malang: LP3UM, 2001.

Sugiono. *Metode Penelitian Pendidikan.* Bandung: Alfabeta, 2010.

http://www. *Fullday School.* Com / (Accessed on Oktober 07, 2011)

http://mkpd. *Wordpress.* (*menakar kapitalisasi fullday school*). Com. (Accessed on Oktober 07, 2011).

http://www.thefreedictionary.com/implementation (Accessed on November 21, 2011).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id