

CHAPTER IV

RESULT AND DISCUSSION

A. Description of SMP Plus al-Fatimah

In this study, researcher explain the data as the result from interview, observation, and documentation of profile SMP Plus al-Fatimah, those data been reduced and displayed which is appropriate to be discussed in this study.

1. History of SMP Plus al-Fatimah

The Institute of Moslems education center (Lembaga Pendidikan Islam/LPI) al-Fatimah is an institute that focus on education and social aspects, build by Drs. H. Tamam Saifudin, M. Si on September 9th 2005, in Sukorejo village Bojonegoro subdistrict Bojonegoro City East Java Province, it is 100 km from Surabaya road.

On Wednesday, April 19th 2006 SMP Plus al-Fatimah legitimated as body corporate in the one of Bojonegoro notary act; NOTARIS REZA PERVEEZ KALIA, SH number 1325 with the basic and principles of Islam, *Pancasila* and UUD 1945.

This word “Plus” in SMP Plus al-Fatimah have meaning that this SMP have plus value in the Institute of Moslems Education Center to study more about religious, because most of SMP there are no lessons that study about

religious. This SMP give plus knowledge about religious, because of tha this SMP call SMP Plus.

While the purpose of this Institute Of Islamic Education al-Fatimah is on education side, especially Islam and social activities to help the government in the program of education to educate people and human resource and raising human level and prosperity especially in Bojonegoro.

The education unit in the Institute of Moslems Education Center al-Fatimah are

- Islamic Boarding house female al-Fatimah
- SMP Plus al-Fatimah (formal education)
- Madrasah Diniyah (MADIN)
- *TPQ An-Nahdliyah*
- English school
- *Pendidikan Anak Usia Dini (PAUD)*
- *Majlis Ta'lim (Ihya' Ulumuddin) dan Qur'an reciting*
- *Istighosah, tahlil and Bahtsul Masail* Islamic boarding house
- Training Center, seminar and workshop
- Cooperative
- Orphanage

2. Profile of SMP Plus al-Fatimah

SMP Plus al-Fatimah stand on clear foundation, it is responsible for drawing up the Muslim high-grade generation, best rating in faith, science, and deed, powerful generation, and social sensitive.

SMP Plus al-Fatimah as an education institute to make students more creative, religious, and autonomous with the concept of Islamic Full Day School that built on 2007 based on decree latter (SK) Bojonegoro regent with number 188/176/KEP/412.12/2007 that overshadow on education-service of Bojonegoro regency.

- Vission SMP Plus al-Fatimah “excellent on performance, stand on IPTEK and IMTAQ”
- Mission of SMP Plus al-Fatimah “prepare students that have superiority, raising faith, and god fearing with the knowledge of IPTEK and IMTAQ, applying high discipline in learning”
- Teaching and learning program in SMP plus al-Fatimah “ reciting and reading holy quran, morals development and mind, computer ability and laboratory, reading *kitab kuning* skill and books, communication skills in English and Arabic, national education (DIKNAS) curriculum and local contents using CTL approach in teaching and learning process, *muhadloroh* (speech training)”

- Teaching and learning strategy “learning is fun, learn how to learn, teaching is learning and best friend parenting”
- Extra activates in SMP Plus al-Fatimah “scout, red cross (PMR), erudition, sports, reciting holy quran art, *hadrah* art, magazine, internet and out bound activity”.

SMP Plus al-Fatimah built after doing simple study and selecting information at some institution and society person, and there are several factors that advocating this SMP Plus al-Fatimah be built. Thus factors are

a. Location

From several draft to built school institution, location is important thing, more over about land. through any approaches has made society believe to give contribution in the Institute of Moslems Education Center. Moreover that location very strategic and easy to reach it is in south of Bojonegoro bus terminal and its north is super market and international hospital B type.

b. Society interest

Willingness and awareness society in Bojonegoro district and around SMP Plus al-Fatimah there are many education institutions in elementary school (SD) in radius 10 km from subdistrict Bojonegoro. Such as

- a) SDN Sukorejo
- b) SDN KaliAnyar
- c) SDN Sumbang
- d) SDN Wedi
- e) SDN Mojokampung
- f) SDN Tanjung Harjo
- g) SDN Sukowati
- h) SDN Sambiroto
- i) SDN Tikusan
- j) SDN Campurejo

While in education institutions in Senior High School (SMP) level in radius 10 km from subdistrict Bojonegoro are

- a) SMP Ar - Rohmad
- b) SMP Negeri 2
- c) SMP PGRI
- d) SMP Negeri 6

e) SMP Islam

f) SMP Negeri 4

Because of society interest on education in senior high school is very high, so the presence of SMP Plus al-Fatimah is high expectation for Bojonegoro society.

c. Scholar existence

Not get the certain data about alumnus in Bojonegoro district and around it. But may simply there were many scholar in Bojonegoro. With SMP Plus al-Fatimah hoped can help education process especially in Bojonegoro district.

d. The support from society

The information of built SMP Plus al-Fatimah, have known by Bojonegoro district society before, since get location to built school. All this time society give big expectation on the existence of SMP Plus al-Fatimah, because of that by this data part of society is it individually or organizationally has give backing.

e. Place of teaching and learning

When students and teacher waiting for new class that still in the process of building, the process of teaching and learning done in LPI al-

Fatimah building with using benefited infrastructure in LPI al-Fatimah. And after building process has finished, teaching and learning process moved in SMP Plus al-Fatimah building that not far from LPI al-Fatimah.

f. Purpose

Saw from side of importance society around, SMP al-Fatimah have several purpose, there are :

1. joining in educating nation
2. increasing human resource, in process of building nation
3. opening wider occasion on society in reaching education in SMP level
4. serving adolescence that did not serve by another school that proper
5. emphasizing on the students that break school
6. minimizing operational cost student
7. shorting distance of school with Islamic boarding house presence
8. employing location present in order not to be stop existing land

g. Benefit

Paying attention on descriptive above, SMP Plus al-Fatimah can conclude has several benefit there are:

- a) in short or long time there will get enough human resource to help society in Bojonegoro city.
 - b) Rising support and awareness society on the importance of education for adolescence.
 - c) There is easy in getting education in SMP level.
 - d) Giving positive activities in the kind of formal education, level of SMP in order to stopping negative adolescent activities.
 - e) Rising moral on adolescent in school age, in order to be educated human and well behave in society, and nationality
- h. Conclusion

In conclusion from data above showed that the existence of New School Unit (Unit Sekolah Baru /USB) SMP Plus al-Fatimah, consider very possible to be continued, because there are many factors that support to the existence and viability.

The existence of new school unit SMP al-Fatimah is government expectation in widening and event distribution and easy in getting proper education more close its distance. Until society can get education effectively and efficiently.

3. Structure of Organization in SMP Plus al-Fatimah

This structure of organization SMP Plus al-Fatimah Bojonegoro show the relation between teacher and students that researcher will attach this structure of organization in appendix.

4. Teacher in SMP Plus al-Fatimah

Table 6: SMP Plus al-Fatimah Teachers

No	Name	Duty
1	Drs. Agus Huda S.Pd, M.Pd	Headmaster
2	Drs. H. Sulaiman, MM	Headmaster deputy
3	Khoirur Rozi, S.PdI	Chairman Chief
4	Drs. Pujiono	Jus amma memorized
5	Ida Lestari, S.Pd	English
6	Drs. Sukirno	Arabic
7	Uli Listiana, S.Pd	Mathematic
8	Abdul Fatah, S.Pd	Physics
9	Arik Triawati, S.Pd	Biology – chemistry
10	Fajar Arianto, S.Pd	Indonesia
11	Anggita Prabangkara	Arabic
12	Susiana Husain, S.HI	Civic Education

13	Sulaimah Handayani	Sport
14	Imroatul azizah M.Ag	Islamic Education
15	Lilik Farida, S.Pd	Social Education
16	Nandang, S.Pd	TIK
17	Abdul Hakam, S.PdI	<i>Qiro'ati</i>
18	Miftahul KH, S.Pd	Conseling Guidance (BK)
19	Siti Yuliatin	Qiroati
20	Fatkhur Rohman, S.Pd	Qiroati
21	Ulfia Rohmawati, S.Pd	Treasurer
22	Shoim	Calligraphy
23	Syahri, S.PdI	Scouts
24	Muhajir Shobiq	Qiroati
25	Fatkhur Rohim, S.PdI	Qiroati
26	Miftahul Huda	Conseling Guidance (BK)
27	Anwari	<i>Diniyah</i>

Source SMP Plus al-Fatimah documentation

From that table could be seen that there is one teacher that teach english in SMP Plus al-Fatimah

5. Students of SMP Plus al-Fatimah

There are 102 students in SMP Plus al-Fatimah without IX, because this is new school that have already built in 2005

Table 7: SMP Plus al-Fatimah Students

No	Class	mount of student
1	VIII A	24
2	VIII B	25
3	VII A	27
4	VII B	26
Total		102

Source SMP Plus al-Fatimah documentation

VIII B plus from that table is superior class, that there were implement Communicative Language Teaching methodology so the researcher study that class as a methodology that appropriate with this thesis study.

B. Research finding

a. Interview

Interview done on two specific subject first is a teacher in class VIII B that only one and second informant is the one of 25 students (the cleaverest student in english class).

Table 8: Interview Time Table

No	Object	Date	Time	Place	Activities
01	Teacher (Ida Lestari)	16 May 2009	8.30	SMP Plus al- Fatimah	Observation and interview first key informan
02	One of Student (Dian Rizki Amalia)	07 June 2009	15.00	Islamic Boarding house of SMP Plus al- Fatimah	Observation and interview second key informan

1) Teacher

Teacher name is Ida Lestari, this interview done before the teacher teaches the students in VIII B class. The teacher is the one English teacher in SMP Plus al-Fatimah. She has applied this Communicative Language Teaching method since she teach here or since they are enter this school

“ketika teaching and learning process itu selalu menggunakan bahasa inggris kalau mereka merasa kesulitan saya selalu

menterjemahkannya menggunakan bahasa Indonesia. tetapi untuk kelas yang VIII B ini, karena mereka itu kelas unggulan, maka mereka sudah ngomong menggunakan bahasa inggris yang diperkirakan mencapai 75% menggunakan bahasa inggris dibandingkan kelas yang lain yang lebih banyak translating nya”

“when teaching and learning process the class always using english, when they feel difficult I always translate using Indonesia. But for VIII B class, because of this supperior class they have speak using english for about 75% using english than the other class that most be translated.”

For about 75 % of students that have used English as their language when they in school or Islamic boarding house (LPI).

What ever the materials, students emphasize on using English to communicate with their friends, what ever the way of their method although using mixing Indonesia with english

“ketika dikelas satu mereka sudah dibiasakan untuk menggunakan bahasa inggris, dan di asrama mereka juga menggunkan bahasa Indonesia, bahasa inggris, maupun bahasa arab. Sebisanya mereka, apa kah mereka menggunakan mixing atau apa yang penting mereka belajar.”

“when they were in VII class they emphasize to teach using English, and in islamic boarding house they using indonesia, english or arabic as long as they can althought using mixing the important one is they are learning.”

Communication involves the integration of different language skills, there are speaking, reading, writing and listening. This appied from the beginning of this class, with the result, they will get less the difficult.

And this is a kind of creative learning process construction and involves trial and error

“bahwa siswa itu mampu menggunakan empat kemahiran bahasa mulai speaking reading writing dan listning, kalau mereka tidak dibiasakan menggunakan bahasa inggris didalam kelas, mereka akan mengalami kesulitan. Mereka sudah terbiasapun terkadang mereka sudah lupa lagi. kalau tidak diterapkan dari awal. Jadi kalau dari awal tidak bisa, ya sebisanya, dia ngomong di campur campur, bahasa Indonesia ke bahasa inggris itu tidak apa apa, it’s ok! Itu awalnya, tapi lama kelamaan pasti mereka sudah bisa.”

“that students be able using four english skills speaking, reading, writing and listning, if they did not accustom their self in speaking english, they will get difficulties. Althought they have accustom their self using english sometimes they forget it, moreover they did not use english as their class language in teaching and learning english process. This methode did not applied from the beginning of the class, if they cannot speak english they can speak english they can mix english with indonesia, it is okay! It is the beginning, after several meeting they will be able to speaking english.”

While about the accuracy, fluency, and meaningful communication it’s an important way of communication activities. This apply when the student apply an activities such as Drama

“menceritakan kembali pengalamannya, naratif itu seperti apa, jadi nanti membuat class discussion”

“retelling their experience, how is the narrative, then making class discussion.”

The strong willingness from teacher and students to study English was described teacher from the interview between researcher and teacher.

2) Student

Students here, play an important role in education. In this case, researcher interviewed Dian Rizki Amalia she is cleaverest student in VIII B class.

She was described there were many activities in the class, such as dialogue, speaking, making drama from film then show it in front of the class.

“Ada, terkadang suruh buat dialog, ngomong gitu...suruh buat drama, film (lihat film) terus nanti di pentaskan gitu”

“there is, sometimes making dialogue, speaking... making drama, watching movie then perform in front of class”

Student feel enjoy when the teacher using communicative approach in the class

“Enak kalau ada aktifitas seperti itu, seru...”

“it is nice if there were activities like that...”

“Kalau teman-teman di kelas pakai bahasa inggris biasanya (ngomongnya)”

“ if my friends usually using english in the class”

This method was influence the student to use their class as english area when English material

b. Observation

In this observation technique, researcher using check list observation (see appendix) to observe students activity in the class, researcher enter the class and observe the teaching and learning activity and the high percentage of this observation more than 75 % in implementing communicative language teaching.

C. Data Analysis

In this study the researcher focus on teaching English in implementing Communicative Language Teaching especially in VIII B class Communicative have to used by every teacher if their stuents optimilezed to have competence of communicate without left four language basic skills.

In the basic the ekstra school in this LPI al-Fatimah (Islamic boarding house) oriented to communicative teaching and learning English in SMP Plus al-Fatimah. This proven with course and daily activity in LPI al-Fatimah.

To apply this communicative langnugage teaching method, teacher have to know the basic capabilitiy of students, this is importance to making lesson plan and this is an opening key of transferring concept. After teacher knowing the basic knowing of students skill, that data will be used by teacher to teaching. In

this case, teacher have to know the vaieties skills that has by every student in every class. While, the resul of observation check list during 3 days are:

Table 9: study result

NO	PRINCIPLE	EXPLANATION
1.	Learners use a language through using it to communicate	- 75 % (often) Students that often use English as their way to communicate with their friends. And just a part of them (7 up to 8) students that rarely use English in the class
2.	Authentic and meaningful communication should be the goal of class-room activities	- More than 50% students that using English in the class. And just several students that did not reach meaningful communication. - Reason; most of them using mixing language (Indonesia and English) because they didn't know the meaning of that word in English although every one of them have dictionary
3.	Fluency and accuracy are both important goals in language learning	- There are 50% students that did not fluent in speaking. Some of them ask to the teacher when they did not know its english word. - Reason: because of their unknown the word in English and they did not find in dictionary, several of them have to ask to the teacher.
4.	Communication involves the integration of	- Listening; this is include excellent value or 75% upto 100%, they pay attention on their teacher and friends without any repetition that caused from

	different language skills	<p>their didn't understand from the speaker</p> <ul style="list-style-type: none"> - Speaking; this has good value or 75%, they speak well, although several student wrong in pronunciation. - Reading: good reading (75%) in drama case, their reading good enough with verification all of them play well it because of their good reading - Writing: good (75%) in case writing story, they make recount text well, although teacher still have to correct their grammatical.
5.	Learning is a process of creative construction and involves trial and error	Students try to use English to cominicate with their friends although its difficult to do

After teacher knowing students capability in English from bottom up to top, communicative language teaching activity that teacher used is strategies based on middle level.

Implementing Communicative Language Teaching in class management not as complex as imagine, in this case just knowing students' knowledge from up to the bottom (that got the data from the study on the implementation of

communicative language teaching), than applied on teaching and learning activities. Beside teaching, teacher better rising students' motivation and students' spirit with giving inspiration, increasing students' motivation, make relationship with students. Losing negative effect that will impact in teaching and learning process it is stress, feeling threatened, uncomfortable, afraid or over a barrel.

Teacher act as a facilitator and catalisator. Teacher as facilitator is have to able to understand that the teacher and students position are equal. Teacher design teaching and learning process, determine the material, teaching and learning process, strategies that is used to checking students' advancement etc.

For clarify the data, the researcher will give the data explanation from the checklist observation