CHAPTER IV

THE RESULT OF RESEARCH

A. General Description

The description describes the general situation and condition of Senior High School of Al-Falah Sumber Gayam Kadur Pamekasan. The objects of research are:

1. The short history of Senior High School of Al-Falah Sumber Gayam Kadur Pamekasan

    The Senior High School of Al-Falah is one of the institutions in Boarding School of Al-Falah Sumber Gayam that was built by KH. Jamaluddin Thoha on January, 1st 1980 , it was legalized by an Office of Department of Religious Affairs East Java on October, 21st 1985 by number: WM.06.02/3.C/375.C/Ket./1985. The identity of school:

    a. Name   : Senior High School of Al-Falah

    b. Statistic Number   : 312352809093

    c. Accreditation   : B

    d. Province   : Jawa Timur

    e. Regency   : Pamekasan

    f. Subdistrict   : Kadur

    g. Village   : Kadur

    h. Orchard   : Sumber Gayam

The Visions, Missions, General aims and Curriculum development of the Senior High School of Al-Falah, are:

a. Visions

1) Mengutamakan dan mengusahakan terbentuknya peserta didik berakhlak mulia dan berbudi pekerti luhur

2) Mencetak peserta didik berbekal IPTEK dan IMTAQ yang berhaluan ahlussunnah wal jama'ah.

3) Berjiwa kebangsaan, berwawasan global.

b. Missions

1) Menghasilkan atau meningkatkan mutu sekolah dan mengoptimalkan proses pendidikan pembelajaran

2) Menciptakan pendidikan yang terjangkau sesuai dengan ketentuan masyarakat dan perkembangan zaman

3) Mempersiapkan peserta didik yang tangguh dan terampil yang siap menghadapi tuntutan dan tantangan global

c. General aims

1) Menghasilkan peserta didik yang berakhlak mulia dan budi pekerti luhur

2) Menghasilkan peserta didik prestasi dalam IPTEK dan IMTAQ

3) Menjadikan peserta didik tangguh dalam menghadapi tuntutan dan tantangan di m asa era global.

4) Menghasilkan peserta didik yang berprestasi dan mutu pendidikan yang berkualitas.

d. The Principles of Curriculum development

The principles of curriculum development of Senior High School of Al-Falah based on :

1) Centered on the student's and environment's potential, need and interest.

2) homogeny and integrated

3) respond to the advanced technology and sciences

4) Relevant to the life interests

5) Long life learning

6) Balance to the local and national interest

2. Total of students, teachers and staff

a) Total of student of Senior High School of Al-Falah

Total of students are 203 students and 6 classes based on the column bellow :

Table I

No	Class	Total students
01	XA / B	78
02	XI A / S	74
03	XII A / B	51

	Total	6 classes	203 Students

b) Teachers and staff of Senior High School of Al-Falah Sumber Gayam

Table II

No	Name	Genders	Graduated	Status
1	Drs. Abd. Gharib	M	S1	Head of master
2	M. Syamsul Ar, BA	M	D1	Counselor
3	A. Fauzi Karim, S.Pd	M	S1	Curriculum
4	Drs. H. Moh. Syafi'ie, S. Pd	M	S1	Teacher
5	Drs. Moh. Ramli	M	S1	Teacher
6	Mas'udi, S. Ag	M	S1	Teacher
7	Ach. Yani SL, S.Pd.	M	S1	Teacher
8	Dra. Chalipah	F	S1	Teacher
9	N. Eryana R, SE	F	S1	Teacher
10	Moh. Kasim, A.Ma	M	D1	Teacher
11	Suhermi Nasri , SE	F	S1	Teacher
12	Yati' Fatahillah, S.Pd	F	S1	Teacher
13	Ahmad Zaini, S.Pd.	M	S1	Teacher
14	Burhanuddin, S.Pd	M	S1	Teacher
15	Dra. Syukir Basyiriyah	F	S1	Teacher
16	Kholifatur R, S.PdI	F	S1	Teacher
17	Khozaimah, SHI, S. Pd. I	F	S1	Teacher
18	Enni Durratul Arifah, S. Pd	F	S1	Teacher
19	Fatheyah, S.Pd	F	S1	Teacher
20	Anshari, S. Pd	M	S1	Teacher
21	M. Raji, S. Pd	M	S1	Teacher
22	Hairuddin, ST	M	S1	Teacher
23	Aisyatul Fitriyah	F	MA	Teacher
24	Suda'ie, A. Ma	M	D1	Administration

3) The sketch

   The sketch of Senior High School of Al-Falah

XI^s

Mosque

Office

Computer Lab.

OSIS office

X^a

Boarding school

Bath room

Library

XII^{IPS} | XII^{IPA}

Canteen

Pool

Parking

Field

XI^a

N

XI^a

W ← → E
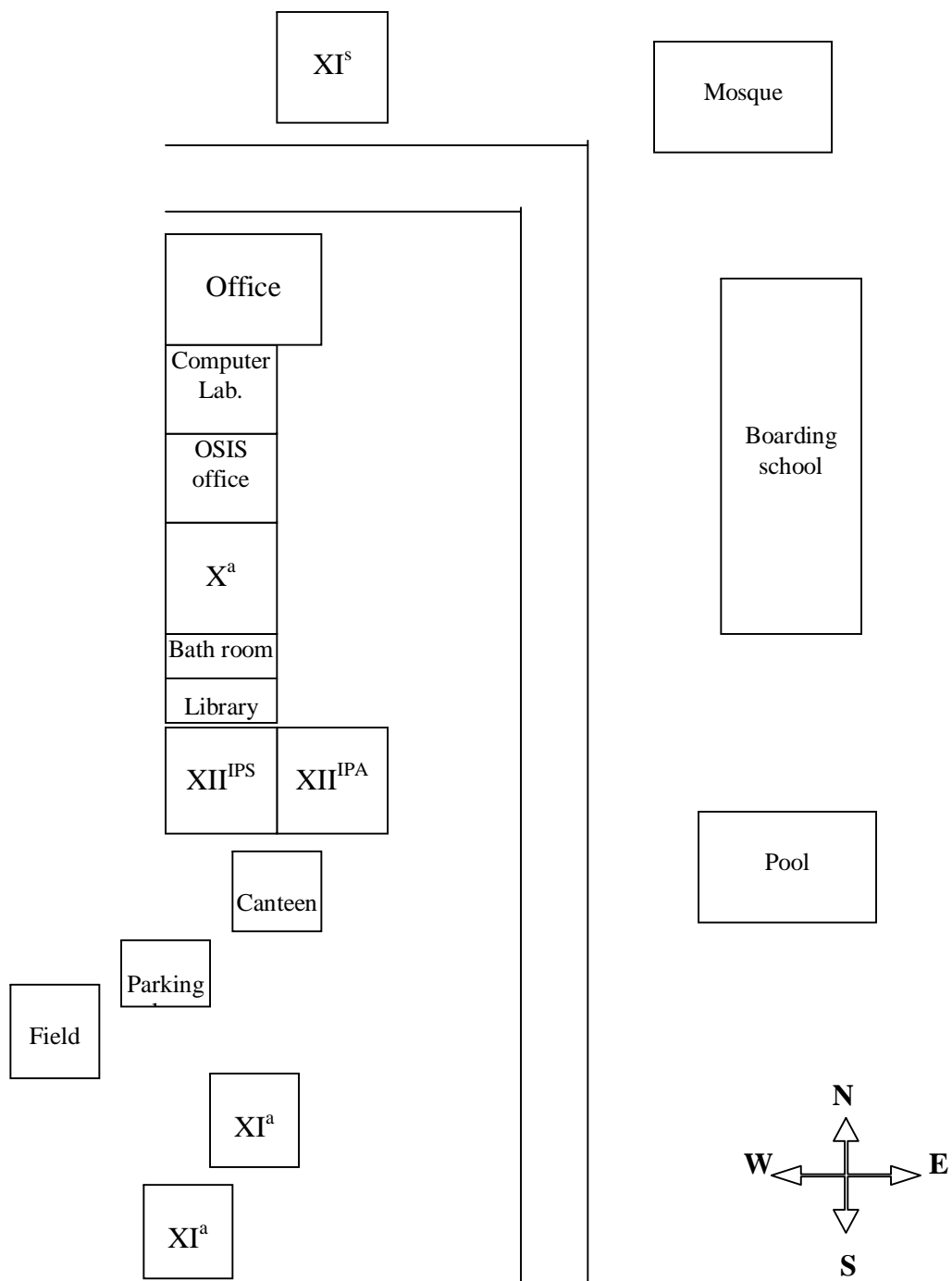
4) Structures (Tools) and infrastructures

S

a. Facilities

Tabel III

No	Unites	Total	Condition
1	Office	1	Good
2	OSIS room	1	Good
3	Laboratory room	1	Good
4	Bath room	1	Good
5	Parking place	1	Good
6	Canteen	1	Good
7	Library	1	Good
8	Field	1	Good
9	Class rooms	6	Good

b. Teaching and learning tools

Tabel IV

No	Unites	Total	Condition
1	Computer	5	Good
2	Printer	2	Good
3	Teacher's table	8	Good
4	Teacher's chair	12	Good
5	Table's administrator	2	Good
6	Chair's administrator	2	Good
7	Student's chair	235	Good
8	Television	1	Good
9	Books	1340 ex.	Good
10	DVD	1	Good
11	Tape recorder	1	Good
12	Cupboard	6	Good
13	Blackboard	7	Good
14	CD	12	Good

c. Tools of Extracurricular activity

Table V

No	Unites	Total	Condition
1	Foot ball	2	Good

2	Field	1	Good
3	Computer	1	Good
4	Printer	1	Good
5	Board of Ma-Ding	1	Good
6	Suggestion box	10	Good
7	Flag	1	Good
8	Tambourine	6	Good

B. Decription and discussion

1. The Implementation of Contextual Teaching and Learning (CTL) method at Senior High School of Al-Falah Sumber Gayam Kadur Pamekasan.

The writer observed the English teaching and learning process in X^a, X^b class (the teacher is Anshari, S.Pd) about *Procedure text* and XI^a ,XI^s class (the teacher is Ach. Yani. SL. S, Ag) about *Happy, Unhappy, Satisfied and Unsatisfied expression.* The purpose of this observation is to know the implementation of Contextual Teaching and Learning method at senior high school of Al-Falah . Beside that, the writer interviewed Ach. Yani, S.Ag and the head Master of Senior High School of Al- Falah, he is Drs. Abd. Gharib

The first observation

The steps of teaching and learning process which the teacher teaches the students a *Happy, Unhappy, Satisfied and Unsatisfied* expression are:

1. Teacher come to the class and asked the students to erase the blackboard, he sit on the chair by greeting the students " *How are you this morning?*

They answered " *I'm fine, and you?* ", he answered "*I'm fine too*" and said "*Asssalamu 'alaikum Wr. Wb*" , they answered "*Walaikum Salam Wr.Wb*".

2. The next, teacher asked the students a subject that has learned before, after they answered the question, he reviewed the *Active and Passive Sentences* by asking them "*What do you remember ?*", he was waiting them when they thought it, when one of them raised their hand to answer, he applaused them by saying " *Ok!.. Good*" until third student and than .

3. The next, the teacher asked the students a   *Happy, Unhappy, Satisfied and Unsatisfied* expression, he let them opened the LKS and called Ubaidillahi Ta'alla (one of the students in XI[A] class) to answer, he answered, the other students answered one by one, the teacher let the student answered by incorrect answer by smiling. After no students answer at all, he stand up in front of the blackboard.

4. The next, the teacher explained   a *Happy, Unhappy, Satisfied and Unsatisfied* expression

   Happy, Unhappy, Satisfied and Unsatisfied is expressing a feeling of someone when gets anything based on the situation.
   Than, he asked the student's experience about happy and sad feeling in daily life.

5. The next, the teacher gave the students an example in daily life; he asked them "*When you are going to school, your father gave you money, what*

will be expressed?" by a smiling and students too. He kidded by saying "

Basri *cries if his father does not give him money*", the class is crowded by

student's laughing. He asked them to silent

6. The next, the teacher asked the students to come forward one by one to

express. One of them came forward one by one:

Miftahul Arifin   : *I am happy*

Hasanatul Mokarromah   : *I am glad*

Ulfatus Sholehah   : *I proud of my father*

Etc.

7. The next, the teacher thanked to the students and gave them an applause.

Than, he asked them to open the LKS page :25 to do a practice 4, asked

them to silent and do carefully, he asked them to do it quickly.

8. The last, he asked the students a time because the ring rang, asked one of

them to lead the pray to close the study, he checked the student's attendance

and said *Wassalamualaikum Wr.Wb.*

The Second observation

The steps of teaching and learning process which the teacher teaches

the students a *Happy, Unhappy, Satisfied and Unsatisfied* expression are:

1. Teacher came to the class, he sit on the chair by greeting the students "

How are you today? They answered " *I'm fine, and you?* ", he answered

"*I'm fine   too*" and said "*Asssalamu 'alaikum Wr. Wb*" they answered

"*Walaikum Salam Wr.Wb*", and he asked them again " *Are you tired?* ". And checked the student's attendance.

2. The next, the teacher asked the students a *Happy, Unhappy, Satisfied and Unsatisfied* expression, they answer, the other students answered one by one, the teacher asked the other to silent and would ask them to explain it if there is a student talk himself.

3. The next, the teacher explained a *Happy, Unhappy, Satisfied and Unsatisfied* expression

Happy, Unhappy, Satisfied and Unsatisfied is expressing a feeling of someone when gets anything based on the situation.

He explained the differences of them in the daily activity.

4. The next, the teacher asked the students to come forward to express happiness and satisfied one by one. One of them came forward one by one:

Qoyyimah : *I am happy*

Mutammimah : *I am glad*

Moh. Zubaidi : *It is more than enough!*

Etc.

He let them express a same expression

5. The next, Teacher asked the students to ask if they do not understand, he asked them to hear the question and asked them to prepare an answer if the others ask.

6. The next, Teacher gave students an opportunity to answer based on their own knowledge, he asked them to be not shy in answering a question.

7. The next, the teacher asked to the students to arrange the dialogue on Practice 4 page 25, and practice the arranged dialogue, he controlled the student's activities, asked them to practice a dialogue in front of class, he gave *Juwairiyah* and *Siti Aisyah* an opportunity to practice it, and then the others.

8. Teacher asked students to show a kind of expression based on arranged dialogue, he chosen a student who never comment but raised his hand.

9. The last, he asked the students to lead the praying to close the lesson, and said *Wassalamualaikum Wr.Wb.*

In teaching and learning process, the teacher marked the student's name when the student participates in the class room; some time the teacher asks them who never comment personally. The writer observed this teaching and learning process in XI^a and XI^s Class on 07. 00 – 08.20 and 08. 30 – 11.20, the teacher is Ach. Yani, S.Ag.

The Third observation

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The steps of teaching and learning process which the teacher teaches the students a *Procedure text* are:

1. Teacher came to the class, he sit on the chair and asked to b calm and greeted the students "*Asssalamu 'alaikum Wr. Wb*" they answered "*Walaikum Salam Wr.Wb*". and he said " *How are you today?* , They answered " *I'm fine, and you?* and he checked the student's attendance

2. The next, the teacher asked the students a material has learned before, he reviewed the *Simple Past* by using a question and asked them to answer and raise the hand if they want to answer

3. The next, the teacher asked the students to open LKS page : 53 , he asked them to observe the picture on it, he read the question when he was waiting them.

4. The next, the teacher asked the students to explain their observation as well ass possible by rising their hand if they want to answer, he asked them to be quick.

Helmatus Sa'adah : He cooked rice

Nurul Khotimah : He used cooking utensil to cook

Etc.

He said Ok, Good! and gave them an opportunity to ask if they did not understand.

5. The next, Teacher asked the students who could not answer yet to explore their idea to answer the question based on the picture as well as possible, He asked *Firdausiyah* to answer

6. Teacher asked the other students to give them an opinion to student's answers; he asked student's difficulties and asked them to answer although by wrong answer.

7. The next, Teacher asked the students to learn " *The basic operation of a digital camera*", he let them read the text and asked them, who can answer the questions? He let *Khotiatul Walidah* to answer.

Khotiatul Walidah   : she capture a picture

8. The last, he asked the students to study hard before closing the lesson, and said *Wassalamualaikum Wr.Wb.*

The Forth observation

The steps of teaching and learning process which the teacher teaches the students a *Procedure text* are:

1. Teacher came to the class, he sit on the chair and greeted the students by "*Asssalamu 'alaikum Wr. Wb*" they answered "*Walaikum Salam Wr.Wb*". and he said " *How are you today?* , They answered " *I'm fine, and you?* and he checked the student's attendance, he asked the student's attention before beginning the study, he asked *are you tired*?

2. The next, the teacher asked the students to open LKS page : 53 , he asked them to observe the picture on it, he read the question when he was waiting them, he asked them to silent.

3. The next, the teacher asked the students to explain their observation as well ass possible and gave them an opportunity to ask if they did not understand.

4. Teacher asked the vice of students to answer, started from the most right line, he gave them an opportunity to chose their vice to answer.

   Abd. Ghafur   : He cooked rice

   Moh. Suhdi   : He cooked rice

   Muhammad Affan : He used cooking utensil to cook

   Samsul Arifin   : No. he does not

5. The next, Teacher asked the vice of next line that could not answer yet to answer the next questions, he asked them to answer that by one, by raising the hand and asked them to not be afraid to answer.

6. The next, Teacher asked the students to learn " *The basic operation of a digital camera*", he let them read the text and asked them, who can answer the questions?

   Hanifatuz Zayyad : Capture a picture

   Moh. Khairul Wahdi   : hold a digital Camera

7. The last, he closed lesson, and said *Wassalamualaikum Wr.Wb.*

There are some aspects in analyzing the observation and interview above, here:

1. Constructivism aspect

Before the teacher explains what does *Happy, Unhappy, Satisfied and Unsatisfied* mean and how to express, he asked the students first to explore what they knew about that, he let them answer.

Ubaidillahi Ta'ala : Ungkapan ketika kita mendapatkan sesuatu : *I am very happy*

Abdul Wadud : Ucapan terimaksih : *Thank you very much*

Helmatus Sa'adah : He cooked rice

Nurul Khotimah : He used cooking utensil to cook

It means that the teacher built the student knowledge in making the teaching and learning is student-centered, the teacher is a facilitator and just helps the students get learning difficulties (activating knowledge).

2. Inquiry aspect

Teacher asked the students to look for a daily activity that makes us be *Happy*, *Unhappy, Satisfied and Unsatisfied* and *Cooking*, the teacher gave students an opportunity in looking for information that needs to analyze data and taking conclusion based on their experience, so the students felt an easiness to express their ideas in real world or student's condition.

Ulfatus Sholihah : *I am glad meet my friend*

3. Questioning aspect

In teaching and learning process, teacher gave a question first before explaining a material. The student more active to participate in teaching and learning, because they motivated to answer, teacher never said *Wrong* although the students answered by opposite answered. This strategy helped student to share each other because each of student getting new knowledge from the other. So that, teacher just guide student in improving their ability especially in speaking skill.

4. Modeling aspect

In making a teaching and learning process actively, teacher asked the student to express : *Happy*, *Unhappy, Satisfied and Unsatisfied* by standing up and coming forward. The student doest not understand what the teacher explained or they were nervous and no self confidence in expressing it, they could imitate other student especially in pronounce it. They were not shy to ask to the student or teacher because teacher hoped them to ask if they did not understand.

5. Leaning community aspect

In implementation of Contextual Teaching and Learning method, learning community is important to improve the student's cognitive and affective competence. After observing at senior high school of Al-Falah Sumber Gayam Kadur Pamekasan, the writer found a

weakness of implementation of Contextual Teaching and Learning method that Learning community did not implement yet optimally.

6. Reflection aspect

Reflection is one of the important parts of contextual Teaching and Learning method, it is the way of thinking of everything that has been learned in the past and affective evaluation in teaching and learning process. Such as what the teacher tough, he reviewed what learner before. He asked about the *Active and Passive voice* and *Simple Past* , although the student have learned the material before, they would not forget because the teacher always review what student learned.

7. Authentic assessment aspect

Assessment is collecting data that describes learning student development. It is important to know the result as long as the teaching and learning process not only the test (middle and final test) but all of the student process. The teacher at senior high school of Al-Falah Sumber Gayam Kadur Pamekasan stressed on the student's participation in the class to evaluate the student's development especially in speaking skill such as the teacher marks the student's name.

2. Student's English speaking skill at Senior High School of AL-FALAH Sumber

Gayam   Kadur Pamekasan

In this research, the writer's aim is to know the student's English speaking skill before Applying Contextual Teaching and Learning method. The writer got a data from the English teacher (Ach. Yani. SL, S.Ag) through a English value of student's Raport , how far the student's English speaking skill, the writer got a English value of student's Raport on 2007/2008 second semester (XII class), it's rate is 65 and Rates of student's speaking score is 19,5.

Each teacher has certain criteria in giving the students a value such, as Ach. Yani's criteria in English subject bellow:

English aspects	Score
Speaking	30%
Listening	15%
Writing	20%
Reading	20%
Another	15%
Total	**100%**

Speaking aspects	Score
Accent	2%
Grammar	10%
Vocabulary	8%
Fluency	4%
Comprehension	6%
Total	**30%**

Notes:

Very good   : 25 – 30%   (A)

Good   : 20 – 25%   (B)

Enough   : < 20   (C)

The Student's English speaking skill at Senior High School of AL-FALAH Sumber Gayam   is enough (65 : 30% = 19,5 score).

The writer obtained a data or the student's result study after implementation of Contextual Teaching And Learning method from Ach. Yani. SL, S. Ag :

Raport values of Xª class (Semeter II) 2008/2009

No	No. Induk	Name	KKM	scores
1	1460	Ali bahrul Yadi	60	75
2	1461	Fahrur Rosi	60	65
3	1462	Faisol Ansori	60	80
4	1463	Hosnol Qomari	60	80
5	1464	Khoirul Anwar	60	75
6	1465	Khairul Umam	60	70
7	1466	Khalikul Wari	60	65
8	1468	Mahrus Sholeh	60	80
9	1480	Moh. Zubaidi	60	75
10	1483	Mohammad Helmi	60	75
11	1485	Rosi Monir	60	70
12	1486	Taufikur Rahman	60	75
13	1487	Ubaidillahi Ta'ala	60	65
14	1491	Anis Sulalah	60	70
15	1493	Azizatul Munawaroh	60	75
16	1494	Baitiyah	60	85
17	1495	Hasanatul Mokarromah	60	75
18	1486	Imamah	60	75
19	1499	Insaniyah	60	75
20	1502	Khirinnisa'	60	80
21	1504	Maisaroh	60	65
22	1506	Maryamah	60	75
23	1510	Mukarromah	60	75
24	1512	Mun'imah	60	75
25	1514	Mutammimah	60	85
26	1515	Nafilah Afi	60	75
27	1516	Nasiyah	60	75
28	1519	Nur Aisyah	60	80
29	1520	Nur khalishah	60	65
30	1522	Roizatuz zumriyah	60	70
31	1523	Raudhotul Jannah	60	70
32	1525	Siti Anisa	60	85
33	1529	Siti Aisyah	60	80
34	1532	Suhairiyah	60	75
35	1534	Uswatun Hasanah	60	85
36	1535	Wiwin Hasanah	60	70
37	1537	Zakiyah	60	80
Total of score				**2905**

Rates of class $= \dfrac{\sum value}{\sum students} = \dfrac{2905}{37} = 78 : 30\% = 23{,}4$

Notes:

    78   : Rates of English Score

    16   : Rates speaking score

From the data above, that student's English speaking skill improved well.

3. The implementation of Contextual Teaching and Learning (CTL) method in improving English speaking skill at Senior High School of AL-FALAH Sumber Gayam Kadur Pamekasan

After doing a observation and interview, the writer known the student's English speaking skill before and after using CTL method. Based on the interview result before using CTL method that the student's English speaking skill is passive (Enough), because of the teaching and learning English is centered-teacher learning. So the student's opportunity in expressing what in his idea was less that made students' fear of mistakes and derision, inhibition, nothing to say, low or uneven participation. When the teacher had been using the CTL method, the student learn English easily because the teacher known what the student's problem and what should be done, so that the implementation of CTL method is good in improving students English speaking kill by expressing the daily expression.