

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter containing with the result and discussion of research, and this chapter continue deal with some interview based on qualitative research of this study, such as interview, observation and documentation. in this research the researcher has collect the data by using interview and documentation.

A. Finding of research

The results of research that contain data taken in the field. In this chapter, the researcher will explain the results of the problem in chapter 1. After doing research for several days, the researcher finally gets the research results related to the use of lecturing method in teaching English on tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang as explained below this.

There are two research focuses that will be explained by the researcher. First is how teachers use of lecturing method in teaching English at tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang. The second is the strenghts and weakness of lecturing method in teaching english at tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang.

To obtain data related to the use of lecturing method in teaching English on tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang, researchers conducted research on 9 July 2020 at 10:00, 10 July 2020 at 12:00 at the village hall of Apan Pangarengan Sampang, 11 July 2020 at 16.00, 12 July 2020 at 11.00 and 15:00, 13 July 2020 at 12:00, 14 July 2020 at 13:00

and 15.00, 15 July 2020 at 13.00 and 13.30, 16 July 2020 at 09.30 and 10.00, 17 July 2020 at 10.15. for the dates above other than tags 01 and 02 located at each student's house.

In this case, the researcher presents the research findings obtained from interviews and documentation. Researchers must use observations to retrieve data, but because of the Covid 19 pandemic, researchers do not allow them to make observations because schools are closed until an undetermined time. Therefore, researchers can only take data from interviews and documentation. Research findings include the use of lecturing method in teaching English on tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang. In the use of lecturing method in teaching English on tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang, the researcher will explain in three steps. they are pre-teaching, whilst-teaching and post-teaching. To find out more clearly, the researcher will explain the following:

1. How does the teacher use Lecturing method in teaching english at tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang.

In this case, the researcher present The Use of Lecturing Method in Teaching English, and the data is gained from interview and documentation.

Based on the interview and documentation the researcher finds the data of The Use of Lecturing Method in Teaching English by interview with some of informants of this research. the use of lecturing method in teaching english on tenth grade of senior high school as the informants said below;

a. The Result of Interview

1. The Use of Lecturing Method in Teaching English.

The researcher conducted his first interview on 9 July 2020 at 10:00 by coming to his workplace, namely in the village hall of the Apa'an village because the teacher was also a village official, so the researcher conducted research during the free time when the teacher was working.

Based on the results of an interview with adviser teacher in English in the SMA TERPADU AL MAARIF, researchers get the data that teachers teach students using lecturer method. Researchers are unable to directly see the learning process in the classroom because they can only conduct research through interviews with English language teachers and with a few students.

a) Pre-Teaching

In this case, the researcher present The Use of Lecturing Method on Teaching English, and the data is gained from interview and documentation.

Based on the interview and documentation the researcher finds the data of The Use of Lecturing Method on Teaching English by interview with some of informants of this research. The Use of Lecturing Method on Teaching English at Tenth Grade of Senior High School as the informants said below;

Mr. Azis said

“Yes, it tends to be that this lecture method will often be boring because the most dominant one is sometimes the teacher, the teacher who is the most dominant in explaining in front. However, the teachers have to be smart and stimulate their students from the start to give them the spirit of what today's material is. Well, that is necessary in this lecture method or technique. So, first we usually stimulate students, yes, of course at the beginning of teaching, we invite students to pray, encapsulate as usual and then we can stimulate students so that students are enthusiastic, we look for ways if what technique or stimulus is appropriate. with the material on that day. For example, introduction, we are looking for things that invite students to guess first, which are related to the introduction, for example like that. So, only then did the students feel stimulated to learn. Huuhh, what do you think about this, sir? lah, there we start to invite students to participate in our material or enter into our material, like that”¹

Halimatus Sakdiyeh as one student said:

“first the teacher asks the class president to lead the prayer. After that the teacher accepts, after that has the habit of asking questions about the previous material. Sometimes we are also given games”²

Ana juga said other statment

“usually the teaching and learning process in the classroom initially the teacher conveys, goes directly to convey greetings and usually prays, when praying, the teacher usually leads by himself or asks the class leader and also if the delivery of the material is fine, the problem is I understand what the teacher said”³

¹ Interview with Mr.Azis was conduct ed on 10 july 2020 at 12:00

²Interview with was Halimatus Sakdiyeh conduct ed on 11 july 2020 at 16:00

³ Interview with was Ana conduct ed on 12 july 2020 at 11:00

Riyadi also said that

“Yes, as usual, starting with assalamualaikum, then entering the students greetings. after that the teacher gives a flasback to the lesson we have learned the previous week. So, make us not forget the previous material”⁴.

Siska Puput Noviana said

“This way, the teacher enters and does not immediately write on the board, as if checking the previous material entered the student's brain or not. when checked first, I was given a question, guessing, playing point-and-pointing, just relaxed but serious. It's still a game”⁵

Jamila also said her satatment

“If you enter, the teacher says greetings first then reads the prayer. Usually ask for previous lessons. the second hour was made a story. Sometimes given assignments but not too often”⁶.

Manal said

“Yes, say hello first, then yes the previous lesson is repeated again”⁷

Romlah explaint that

“Yes, if the teacher comes, read the prayer, ask for news, keep asking who is not present, as usual the same as the others”⁸.

Siti Arika also explaint

“First the teacher enters to prepare the class to start the lesson, after which the teacher asks the class leader to lead the prayer. After that we wait for a friend who arrives about 5 minutes late. Just diapsen who was present and who was not present. After that the teacher tells a kind of warming up”⁹.

⁴ Interview with Riyadi was conduct ed on 13 july 2020 12:00

⁵ Interview with Siska puput Noviana was conducted on 12july 2020 at 15:00

⁶ Interview with Jamila was conduct ed on 14 july 2020 at 13:00

⁷ Interview with Manal was conduct ed on14 july 2020 at 15:00

⁸ Interview with Romlah was conduct ed on 15 july 2020 at 13:00

⁹ Interview with Siti Arika was conduct ed on 16 july 2020 at 09:30

Syarifah talk that

“Giving greetings then asked the class leader to lead the prayer”¹⁰

Rina Musrifah also talk

“Initially my teacher entered the class by saying greetings, asking how he was and then the teacher approached and sometimes also gave questions or games to repeat last week's lesson”¹¹.

Amrotun give explanation

“Before the teacher enters the classroom, my teacher first greets my teacher and then he graciously gives a smile and asks how my friends are doing, then my teacher sometimes asks my friend, who is not going to school that day, then my teacher absent by voice slow down so that my friends hear what my teacher is talking about. Then we were given games so we wouldn't feel sleepy or bored”¹².

b) Midst Teaching

Mr. Asiz said

“In the lecture material, we are not one hundred percent from the beginning to the end, we continue to talk in front of the students. Of course not, sometimes we are teachers preparing media such as paper depending on the material to be delivered. So that students do not just listen like that. For example, introduction; actually the material is simple. Sometimes I make myself whether it's a recorder or a personal video of how to introduce myself after we explain at length from the beginning. We use concrete examples of the material to be presented. For example, introduction; We can prepare it either sometimes I prepare a tep recorder with my own voice or use other students sometimes, and also for example the video earlier”¹³.

¹⁰ Interview with Syarifah was conducted on 15 July 2020 at 13:30

¹¹ Interview with Rina Musrifah was conducted on 16 July 2020 at 10:00

¹² Interview with Amrotun was conducted on 17 July 2020 at 10:15

¹³ Interview with Mr. Azis was conducted on 10 July 2020 at 12:00

Halimatus Sakdiyeh as one student said:

“Well, usually after a new game, my teacher explains the material for the day, so sometimes the teacher just explains it up front and the teachers just listen”¹⁴.

Ana juga said other statment

“Sometimes Pak Asiz gives sheets to the children, the father continues to explain in front and we only listen to the explanation, and also if the delivery of the material is fine, the problem is I understand what the teacher said”¹⁵.

Riyadi also said that:

“Continue to be added in the middle of the next material or material on that day. Yes, we usually explain in front and sometimes we are told to go forward, we are told to read the dialogue, sometimes we are also told to practice speaking. After that games, games from the material that has been discussed”¹⁶.

Siska Puput Noviana said

“That is usually after a new game enters material on that day, only later will the game material, the material that day means”¹⁷.

Jamila also said her satatment

“If there is a 2 hour lesson. The first hour was made for teaching, when teaching it was usually MR, who explained in front of us that we usually ask to listen to English songs first so that the spirit is again studying”¹⁸.

Manal said

“then yes the previous lesson is repeated again, and only teach it every day”¹⁹

¹⁴ Interview with was Halimatus Sakdiyeh conduct ed on 11 july 2020 at 16:00

¹⁵ Interview with was Ana conduct ed on 12 july 2020 at 11:00

¹⁶ Interview with Riyadi was conduct ed on 13 july 2020 12:00

¹⁷ Interview with Siska puput Noviana was conducted on 12july 2020 at 15:00

¹⁸ Interview with Jamila was conduct ed on 14 july 2020 at 13:00

¹⁹ Interview with Manal was conduct ed on 14 july 2020 at 15:00

Romlah explain that :

“After that, I conveyed the current material, but before that, the material that was asked about last week was again”²⁰

Siti Arika also explain:

“After that the teacher tells a kind of warming up. After that, discuss the previous material and proceed to the material on that day”²¹.

Syarifah talk that :

“Then the teaching process begins. After that we were given a few minutes to read the material first. Then the teacher explained the material we read”²².

Rina Musrifah also talk:

“Then the teacher explains the material explained and is sometimes asked to go forward one by one”²³.

Amrotun give explanation:

“After that my teacher asked one of my friends to retell the material that was explained the previous week, then usually the teacher would associate the material from last week with the material on that day so that friends could understand it well. Yes, the teacher used to explain in front and we listened”²⁴.

c) **Post Teaching**

MR. Asiz said

“We make sure that the students really mature or really understand about the material at that time by giving them some questions or games, game questions related to the material on that day like that. It is true that in the lecture material or the lecturing method, the number of teachers will be distorted because they tend to talk continuously but it is not appropriate for every material like that. Sometimes

²⁰ Interview with Romlah was conducted on 15 July 2020 at 13:00

²¹ Interview with Siti Arika was conducted on 16 July 2020 at 09:30

²² Interview with Syarifah was conducted on 15 July 2020 at 13:30

²³ Interview with Rina Musrifah was conducted on 16 July 2020 at 10:00

²⁴ Interview with Amrotun was conducted on 17 July 2020 at 10:15

adjusting. So when we lecture or explain the material, we adjust it to the material on that day, and when we ask one one and them, if we have several students, we assume we have taken a sample, so we understand that we will give some kind of questions related to the material on that day.

In the final session, after we conclude, the students have understood what we give the benefits of learning from the material on that day. We will say that there is an introduction in the language, for example, an introduction like this, like this, this can actually be used when we do this, this, this. So, the students not only understand the introduction in English but also its social functions like that. Oh, as usual, if the students were enough, I didn't give any further assignments on the material. But, if I want to convince me again when students understand it or not, I give assignments²⁵.

Halimatus Sakdiyeh as one student said:

“and at the end of the lesson, the teacher usually asks again what the teacher explained, after which it is closed with a greeting²⁶”

Ana said other statment

“When finished explaining the material, they usually like to ask again and also sometimes give assignments or at least ask about the material that is being tracked²⁷”.

Riyadi also said that

“After that closing and prayer. There are not too many tasks, not too often. And it really makes us very excited to learn because it is not forced like that²⁸”.

Siska Puput Noviana said

“In the past, for the teacher's assignment, sometimes I used to practice speaking English like that, as well as presentations²⁹”.

²⁵ Interview with Mr.Azis was conduct ed on 10 july 2020 at 12:00

²⁶ Interview with was Halimatus Sakdiyeh conduct ed on 11 july 2020 at 16:00

²⁷ Interview with was Ana conduct ed on 12 july 2020 at 11:00

²⁸ Interview with Riyadi was conduct ed on 13 july 2020 12:00

²⁹ Interview with Siska puput Noviana was conducted on 12july 2020 at 15:00

Manal also said her satatment:

“usually after teaching new assignments. Sometimes the tasks are asked to be done in class, sometimes they are also made homework. If it is done in class, it is usually exchanged with classmates and then discussed together”³⁰.

Romlah explaint that :

“only then will he be given an assignment or not, just ask for the material described just now”³¹

Siti Arika also explaint:

“When class hours are over, the teacher gives assignments to do in their respective homes”³²

Syarifah talk that :

“At the end of the teacher's assignment, sometimes the teacher asks to do it in class, sometimes it is also done homework. Yes, regards at last”³³.

Rina Musrifah also talk:

“After that, they are only given the task, if they don't understand, they are asked to ask in the future, if they understand, they are asked to continue their duties. Only after the assignment is completed and discussed together”³⁴.

Amrotun give explanation:

“After that we were given assignments to do at home”³⁵.

³⁰ Interview with Manal was conduct ed on14 july 2020 at 15:00

³¹ Interview with Romlah was conduct ed on 15 july 2020 at 13:00

³² Interview with Siti Arika was conduct ed on 16 july 2020 at 09:30

³³ Interview withSyarifah was conducted on 15 july 2020 at 13:30

³⁴ Interview with Rina musrifah was conducted on 16 july 2020 at 10:00

³⁵ Interview with Amrotun was conducted on 17 july 2020 at 10:15

2. the strengths and weaknesses of lecturing method in teaching english at tenth grade of SMA Terpadu Al Ma'arif Pangarengan Sampang.

in this case the researcher will discuss the strenghts and weakness of using the lecture method in English lessons in tenth grade at SMA Terpadu Al Maarif Pangarengan Sampang. Here the researchers collected data through interviews and documentation with English teachers and some of the tenth grade students of SMA Terpadu Al Maarif Pangarengan Sampang. Data collection by researchers was carried out by researchers visiting the English teacher's workplace and also by visiting the homes of several students on the grounds that research was not possible to do at school due to the corona virus which caused schools to be closed and there was no certainty when the school would return to being active as before.

Researchers found several strenght and weakness of using the lecture method in teaching English in tenth grade at SMA Terpadu Al Maarif Pangarengan Sampang. Based on interviews with teachers and students, they argue that;

Mr. azis say that:

“Yes, the first is profit, profit means excess. The strenghts or the good things. actually the lecture method is the first of course, every teacher can do what it means, it's easy to do. As long as the teacher understands the material to be delivered. Second, it's simple, don't bother using this equipment. so we only depend on the competence of the teacher about understanding this. Third, what is this lecture method? Yes, like that simple, simple we are teachers, we don't need to prepare to bother all

kinds of things, all things like media or anything like that. Practical, practical, very practical .

Based on my experience, if the material only needs explanation, yes, I will only explain it without any stimulus or media. As before, we don't have to bother preparing everything like that

Then talk about the weakness are: the first is from the first teacher, the teacher is more dominant, more in shorthand. Later, the teacher is sometimes too dominant in the class, talking about this, the students are just being silent, sometimes it makes the students bored, that's a drawback. And also this lecture tends to be one-way, monotonous and sometimes the student will tend to understand a material according to what the teacher understands. So the smart teacher sometimes explains. If the teacher is not smart or smart in conveying the material, yes, the material cannot be conveyed properly like that in the lecture method. The second is that the shortcomings are that students will tend to be tired, just listen, sit, that's the risk, are sleepy and not invited to enter the material and also lack of stimulus so they only listen, namely tired of the shortcomings. The potential for boredom of students is enormous with the lecturing or lecturing method. So if you become a teacher, you have to be more creative later than us, who only tend to speak more frequently”³⁶.

Halimatus Sakdiyeh also said

“I don't like it because I don't always understand when the teacher explains and sometimes I don't understand I'm confused when it's already an exam. The strengths are not there in my opinion”³⁷.

Ana explain

“Usually, if it's just a lecture or a teacher who explains it, I like to be a bit bored because it's just like that, usually just talking in front of it is usually also difficult to understand, I prefer the teacher not to be generous but the teacher interacts with the students. What's the strengths? Maybe I can sleep well in class”³⁸.

³⁶ Interview with Mr. Azis was conducted on 10 July 2020 at 12:00

³⁷ Interview with Halimatus Sakdiyeh conducted on 11 July 2020 at 16:00

³⁸ Interview with Ana conducted on 12 July 2020 at 11:00

Riyadi give his statment

“Now that goes back to the teacher, because at school the teacher is very waw for me. He is the way of teaching, assuming he is lecturing in front of him, he is fun to listen to and easy to understand, I don't feel bored because every discussion is not monotonous, sometimes it is also interspersed with jokes, jokes, but nowhere the jokes remain in the learning area, the weakness are in my opinion. If it's the other thing, sometimes they like to chat with their friends, they don't pay attention³⁹”

Siska Puput Noviana said

“ the lack of it if my teacher explained in front of him that if he didn't use a projector or something, the students usually didn't listen to it. But my teacher is always a way to be heard. Sometimes he brings pictures, a small sound system, how do we listen to him? Yes, the strenghts are good if the teacher explains it plus a picture or something. But if you just explain the usual delights to the teacher, don't bother carrying tools⁴⁰”.

Manal also said:

“I usually chat with friends, sometimes listen to it, but rarely it's rare if the teacher just explains it normally, but when given the game we are really excited. If the strenghts do not seem to exist⁴¹”.

Romlah thing

“The weakness is that sometimes you get bored and you don't know English if you just listen to the explanation. The good thing is I don't have many activities, I just listen to the teacher, I don't need to bring anything, just books and pens⁴²”.

³⁹ Interview with Riyadi was conduct ed on 13 july 2020 12:00

⁴⁰ Interview with Siska puput Noviana was conducted on 12july 2020 at 15:00

⁴¹ Interview with Jamila was conduct ed on 14 july 2020 at 13:00

⁴² Interview with Manal was conduct ed on14 july 2020 at 15:00

Siti Arika

“The weakness is that sometimes I feel it is useless in class because I find it difficult to understand the lessons that are delivered by my teacher. The good thing is that I just listen to it without having to put a lot of energy into thinking”⁴³.

Syarifah:

“The strenghts are good, in my opinion, I just sit listening to the teacher explaining rather than being told to do tasks, it's better like that, just listening. The weakness is I'm bored, sleepy too”⁴⁴.

Rina Musrifah

“The weakness is that if you are told to go forward, it becomes difficult because I just listen to it, not practice, so I get nervous when asked to go forward. The strenghts is that I wasn't told to do it much. Then also to my teacher, he is also delicious, you don't have to bother with the tools you usually carry. The teacher usually brings a teaching tool such as a sound for us to sing together, sometimes we are also given a paper with the contents of the picture so that we explain the contents of the image. But if you just explain it normally, it's good, you don't have to carry it too heavily”⁴⁵.

Amrotun:

“The weakness is that when the teacher explains in front, I feel sleepy and boring because of the way the teacher is interested and there is no interest at all, the teacher only focuses on the material presented but does not look at us or the condition of the students in the class. The strenghts is that when we relax in class there are not many activities because the delivery of material is only with lectures, our task is only to listen to and understand the material that has been delivered, we can also read the material that has been delivered through the textbook used by the teacher”⁴⁶.

⁴³ Interview with Siti Arika was conduct ed on 16 july 2020 at 09:30

⁴⁴ Interview withSyarifah was conducted on 15 july 2020 at 13:30

⁴⁵ Interview with Rina musrifah was conducted on 16 july 2020 at 10:00

⁴⁶ Interview with Amrotun was conducted on 17 july 2020 at 10:15

B. Reasult

The use of the lecture method in learning English in the tenth grade carried out by the teacher at SMA Terpadu Al Maarif Pangarengan Sampang and the lesson plans for the English teacher, where in the lesson plans the teacher uses the lecture method as the method is to begin reading a prayer first as the beginning of the learning process then continued with encapsulating or students and teachers to know who was not present on that day or who did not attend the lesson. After that the teacher reviews the previous lesson to remind us a little about the lessons that have been described which have the possibility that the material to be discussed at that time is related or is still ongoing with the previous material. Then after it was felt that the teacher gave a little game to arouse students' enthusiasm for learning. And continued with the teacher explaining the material to students. For example, the material that day is about intuduction, the teacher will explain what the introduction is, the kinds of introduction and the function of the introduction after students begin to understand the material, the teacher will ask students to come forward and practice introducing themselves in front of the class and at the end, usually the teacher checks the students' understanding again with how to give questions to students or the teacher to give additional assignments to do at home.

So it can be said that the use of the in-teaching English lecture method in the tenth grade was known by researchers through interviews with English teachers and also interviews with several students at SMA Terpadu AL

Maarif Pangarengan Sampang. In accordance with the lesson plan which is a guide in the teaching and learning process in that class.

C. Discussion of the Research

In this section, the researcher would like to present about The Use of Lecturing Method in Teaching English on Tenth Grade of SMA Terpadu AL Maarif Pangarengan Sampang.

In this case, the researcher checked the validity of data using triangulation namely technical triangulation because the researcher compared the result of data that was found by interview and documentation.

1. How does the teacher use Lecturing method in teaching english at tenth grade of SMA Terpadu Al Maarif Pangarengan Sampang.

The lecture method is the easiest method to do. This method can be used in all groups starting from elementary, junior high, high school and even in the world of lectures, this method is also used.

According to Wina Sanjaya the lecture method can be interpreted as a way of presenting lessons through oral or explanatory narrative directly to a group of students. The lecture method is a method that until now is often used by every teacher or instructor⁴⁷.

Mulyono juga said that The lecture method is narrative learning material orally. The lecture method is one of the methods used to implement expository learning strategies. This method is always good if

⁴⁷ Wina Sanjaya, *strategi pembelajaran*, (jakarta: Prenada Media, 2011) page, 147-148.

its use is really well prepared, supported by tools and media as well as paying attention to the limits of possible use⁴⁸.

Rustiyah state The most traditional and long-run way of teaching in the history of education is how to teach with lectures. Since the first time the teacher in an effort to transmit his knowledge to students, is oral or lecture⁴⁹.

Accordig to Jamil This method is the most used method by the teacher. This method is the delivery of material verbally one direction from teacher to student. In general, passive students receive an explanation from the teacher. However, until now the lecture is still widely used because it is more flexible and does not require much time to deliver one material⁵⁰

Nana Sukma Dinata also said that lecture is a method of delivering teaching materials orally from the teacher to the students. In the lecture, teaching materials should be arranged systematically, from the simple, easy, concrete, to the more complex, difficult and abstract⁵¹.

Abdul Majid said that Lectures that are well equipped with the use of teaching aids or media, reading material and dialogue with participants in the form of question and answer and discussion. Learning activities are

⁴⁸ Mulyono, *Strategi pembelajaran*, (Malang: UIN Maliki Pers, 2012) p,82

⁴⁹ Rustiyah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta , 2012) p.136-137

⁵⁰ JamilSuprihatiningrum , *Strategi Pembelajaran Teori & Aplikasi* (Jogjakarta: Ar Ruzz Media, 2013) p, 286.

⁵¹ Nana Sukmadinata, *Kurikulum dan Pembelajaran Kompetensi* (Bandung: Refika Aditama, 2012) p, 109.

a mental process, and in lecturing the main mental processes are processes of thought or intellectual aspects⁵².

Based on the theory, it corresponds to what has been implemented in the SMA Terpadu AL Maarif that implementation measures in using lecture method are as follows;

a. Pre Teaching

- 1) greet students to condition a pleasant learning atmosphere.
- 2) check the attendance list of students.
- 3) ask one of the students to lead a prayer before starting teaching and learning activities
- 4) check the mastery of competencies that have been previously studied.
- 5) convey an outline of the material and activities to be carried out.

b. Midst Teaching

- 1) Observing (Observe)
 - a) Students listen to an audio recording given by the teacher.
 - b) Students watch videos about self-talk
 - c) The teacher repeats it many times, and interactively invites students to observe clearly, sentence by sentence, the contents of the message and the linguistic elements used in explaining and asking for identity.
- 2) Questioning (Ask)

⁵² Majid Abdul, *Strategi Pembelajaran*, (Bandung: Remaja Rosdakarya, 2013) p., 194-195.

- a) Students ask questions that are not yet known about the linguistic elements in the self-explanatory text.
 - b) Students ask the difference between self-description in Indonesian and in English.
 - c) Students ask pronunciation and vocabulary in the self-explanatory text.
- 3) Collecting data (Mengeksplorasi)
- a) Students independently and in groups look for example texts of identity.
 - b) Students practice pronouncing words / sentences about self-description
 - c) Students try to introduce themselves orally
- 4) Associating (Mengasosiasi)
- a) Students compare expressions to describe and ask themselves that have been collected from various sources
 - b) Students get feedback (feedback) from teachers and friends about social functions and the language elements used.
- 5) Communicating (Mengkomunikasikan)
- a) Students try to speak fluently with speech, word stress, correct intonation and writing with correct spelling and punctuation, as well as clear and neat writing.
 - b) Students write down problems in using English to describe their identity

c. Post Teaching

- 1) Students conclude the learning material that has been studied.
- 2) Students reflect on mastery of the material that has been studied by making notes on mastery of the material.
- 3) Students do the evaluation.
- 4) Students provide feedback to each other on the results of the learning evaluation that has been achieved.
- 5) Students agree on tasks that must be done related to introductions.

2. the strenghts and weakness of lecturing method in teaching english at tenth grade of SMA Terpadu Al Ma'arif Pangarengan Sampang

a. The most important strenghts of lecturing method may be summarized as follows⁵³:

- 1) Lecture is a cheap and easy method to do. In this case, the cheap process is meant to not require complete equipment, different from other methods such as demonstrations or demonstrations. Whereas it is easy, indeed the lecture only relies on the teacher's voice, thus it does not require complicated preparation. Lectures can present extensive subject matter. That is, the material can be summarized or explained by the teacher in a short time.

⁵³ Mulyono, *Strategi pembelajaran*, p.84

- 2) Lectures can provide material points that need to be highlighted. That is, the teacher can arrange the material points which need to be emphasized in accordance with the needs and objectives to be achieved.
- 3) Through lectures, the teacher can control the state of the class, because fully the class is the responsibility of the teacher who gives the lecture⁵⁴.
- 4) Class organization using lectures can be arranged more simply. Lectures do not require diverse class settings, or do not require complicated preparations. As long as students can occupy a seat to listen to the teacher, then the lecture can be done.
- 5) It takes a short time to deliver a lot of material.
- 6) Increase student motivation if the lecture is done well.
- 7) It is possible to vary with other learning methods because it is more flexible.
- 8) Able to overcome the scarcity of reading material because enough material is given through lectures⁵⁵.

Some of the strengths of the above statement, this corresponds to the data gained from the results of the interview with English teachers and with some students by the researchers get the field, which researchers can describe as follows:

⁵⁴ Mulyono, *Strategi pembelajaran*, (Malang: UIN Maliki Pers, 2012) page,82

⁵⁵ Ibid.p.83

- 1) easy to do,

As long as the teacher understands the material to be delivered.

Lecture is a cheap and easy method to do. In this case, the cheap process is meant to not require complete equipment, different from other methods such as demonstrations or demonstrations. Whereas it is easy, indeed the lecture only relies on the teacher's voice, thus it does not require complicated preparation. Lectures can present extensive subject matter. That is, the material can be summarized or explained by the teacher in a short time.

Researchers found that in The Use of Lecturing Method on Tenth Grade of SMA Terpadu AL Maarif Pangarengan Sampang has several advantages in using this method, namely that it is easy to do.

- 2) simple, don't bother using this equipment.

so we only depend on the competence of the teacher about understanding this.

Class organization using lectures can be arranged more simply. Lectures do not require diverse class settings, or do not require complicated preparations. As long as students can occupy a seat to listen to the teacher, then the lecture can be done.

Based on the results of the researcher interview with the English teacher and several students at SMA Terpadu AL Maarif, the strengths of using the lecture method in class is that it is simpler, it means that they explain that this method is very easy to do. Only requires the ability of the teacher or teacher competence in teaching or in delivering material. Students and students are not too bothered to prepare themselves for the lessons. They just prepare themselves to sit down and listen to their teacher well. So, in using this method teachers and students do not bother too much in the teaching and learning process.

3) Simple and practical

Through lectures, the teacher can control the state of the class, because fully the class is the responsibility of the teacher who gives the lecture.

From the results of the interview, the researcher got information that the strengths of this method are very practical and very simple to apply in the teaching and learning process. Students say that with this method the teacher does not need to prepare media that is too inconvenient for the teacher. However, with this the teacher and students find it very easy.

In addition to having several weakness, this method also has several disadvantages, namely⁵⁶;

- 1) Material that can be mastered by students as a result of the lecture will be available on what the teacher controls. This weakness is indeed the most dominant weakness. Because what the teacher gives is what he masters. So that what is mastered by students will depend on what is mastered by the teacher.
- 2) Lectures that are not presented with demonstrations can lead to verbalism. Verbalism is a disease that may be caused by the lecture process. Therefore, in the process of presenting the teacher only relies on verbal language and students only rely on their auditive abilities. Whereas, it is realized that each student has abilities that are not the same, including in the sharpness of capturing learning material through his hearing.
- 3) Teachers who lack good speaking skills, lectures are often considered as a method of forgiveness. It often happens, even though students are physically in the class, but mentally together do not follow the learning process at all; his mind wanders everywhere, or students are sleepy, because of the unattractive style of teacher.

⁵⁶ Mulyono, *Strategi pembelajaran*, (Malang: UIN Maliki Pers, 2012) page,82

- 4) Through lectures, it is very difficult to know whether all students have understood what was explained or not. Although when students are given the opportunity to ask, and no one asks, all that does not guarantee the students are all understood.
- 5) Students tend to be passive
- 6) Classical speed settings are determined by the instructor.
- 7) Less suitable for skill formation by attitude.
- 8) Tend to place the teacher as the last authority
- 9) Undirection, because the lesson is only one direction from the student teacher

Inhibiting of the weakness of the statement above, this corresponds to the data gained from the results of the interview with English teachers and with some students by the researchers get the field, which researchers can describe as follows:

- 1) Teachers are more dominant than students

Material that can be mastered by students as a result of the lecture will be available on what the teacher controls. This weakness is indeed the most dominant weakness. Because what the teacher gives is what he masters. So that what is mastered by students will depend on what is mastered by the teacher.

This means that the teacher plays a greater role in the teaching and learning process because the teacher is the center of attention for their students. Teachers who explain a lot of subject matter meanwhile, students are only asked to listen. So later at the end of the lesson what is conveyed by the teacher, that is what the students will understand. This is also in accordance with the results of interviews with teachers and students that in this case the teacher is more dominant than students and students feel they only understand what the teacher says.

2) Do not always understand what the teacher says

Through lectures, it is very difficult to know whether all students have understood what was explained or not. Although when students are given the opportunity to ask, and no one asks, all that does not guarantee the students are all understood.

Here it is explained that some students said that they did not always understand what the teacher said. And the teacher also stated that he found it more difficult to distinguish which students really understood and which students did not understand in the material that had been presented.

3) feeling sleepy and boring

Teachers who lack good speaking skills, lectures are often considered as a method of forgiveness. It often happens, even though students are physically in the class, but mentally together do not follow the learning process at all; his mind wanders everywhere, or students are sleepy, because of the unattractive style of teacher

Most of the students complained about this in the learning process. Students feel sleepy and bored because what the teacher says is too monotonous so that students are less interested in listening to the teacher's explanation. This was also supported by the teacher's explanation that if he explained monotone, the material he delivered did not attract the attention of students to listen to what he said.