

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION OF RESEARCH

The researcher presents the finding and discussion of the study. The data obtained from the observation, interview, and documentation which are discussed in the theory and concept from the preceding chapter.

A. Research Finding

The researcher is going to present the finding of the study based on the research focus, how the teacher implement teacher centered learning in the curriculum 2013 in the ninth grade at MTs Mashlahatul Hidayah and how do students response on the use teacher centered learning. This section will be explain about the finding of teacher teach material research by use banking learning method. The first one, the researcher present the teacher teach material research by use banking learning method on ninth grade at MTs Mashlahatul Hidayah.

The second one, the researcher present the student what active learning build by use banking learning method in teaching learning process at the ninth grade MTs Mashlahatul Hidayah.in analyze this research, the researcher not only did observation but also conducted an interview to get the data that the researcher need. The researcher took all of the student in ninth grade at MTs Mashlahatul Hidayah as respondents. The researcher interviewed some of student by giving a paper and then filling it in according tho their respective opinions.

1. The Implementation of Teacher Centered Learning in Curriculum 2013 In The Ninth Grade at MTs Mashlahatul Hidayah

a. The result of observation

From the observation and interview done on 12th November 2022, is on the teacher a ninth grade at MTs Mashlahatul Hidayah. the researcher conducted observation directly on ninth grade at MTs Mashlahatul Hidayah to the learning process by use teacher centered learning implemented banking learning method as well as to conduct interviews directly to the Mr. Munir as a English teacher in ninth grade at MTs Mashlahatul Hidayah to get more detail information.

The teacher also taught the student using teacher centered approach by employing Lecture Learning Method, Experimental Learning Method and Problem Solving Method.

1) The first observation

The researcher did the observation on 12th November 2022. The researcher came to the school and observation what the students did with the teacher before entering to the class. It started 08:40 until 09:20.

The method used is Lecture Learning Method which have three steps of teaching learning process in English subject in the ninth grade at MTs Mashlahatul Hidayah. They are pre-teaching, whilst-teaching, and post-teaching. Each step will be explained by the researcher as follow:

a) Pre-teaching activity

The first one teacher greets the student, after that before starting material the teacher ask the students to pray and start with read basmalah together. And before starting the lesson materials the teacher records student attendance so that it can be seen which students enter to the class or not. After finishing the teachers presence directly ask the student answer the teacher questions. After that the teacher starting the lesson materials but the teacher does not tell about the informs the goal of teaching.

b) Whilst-teaching activity

In this section the teachers prepare materials relevant to the curriculum by the school after that the teachers provide understanding to the student by using language that is understandable and make a student learning interest in the class. The first step before continue the materials the teacher ask to the student what the topic today? Then one of the student answer if the material today is *well done agni!* After the student answer from the teacher, the teacher invites the student to learn and listening material in this meeting together.

From the point above, than the teacher explains about the lesson materials by the title "*Well done Agni!*" the

student listening about the material. It can be explained that when the teaching and learning process takes place, the teacher has previously prepared the material as much as possible by his school where the curriculum applied in the ninth grade at MTs Mashlahatul Hidayah.

Then the teacher translate the material and explains the material to student with his professionalism the teacher gives understanding to student and the teacher understands the characteristics of student in learning. So that the lesson material delivered by the teacher can be carefully accepted by students besides that with a language that is quite understood by student the teaching and learning process can run effectively.



Picture 4.1 The Teacher Translation Material

c) Post-teaching activity

In the teaching learning process, the teacher try to give understanding to student by use teacher centered learning implemented banking learning method. Teachers

concludes and gives directions what the student are doing.

And after that teacher closed the lesson material by reciting hamdalah together.

2) The second observation

The second observation was made on 11th March 2023. Same with the first observation when observation on 12th November 2022. The researcher came to the school and observation what the students did with the teacher before entering to the class. It was started 08:40 until 09:20. In the second observation the teacher taught the student by employing Experimental Learning Method.

a) Pre-teaching activity

The first steps the teacher greets and prays together. After that the teacher checks the attendance of students if someone is not in the teacher asks the students. Then the teacher give an information about the materials in this meeting.

b) Whilst-teaching activity

In the second meeting to find out the students memory on the first meeting the teacher asked again the lesson that had been learned in the first week. Furthermore, the teacher give information about the material in this meeting. The material today about "*Narrative Text*".

Teacher : Ok students right now we will learning about *narrative text*. Before it please open your book pages 4.

Students : Yes Sir.

Teacher : Oke class! Find it? Please Read it, before I am translation this material.

Students : Yes Sir.

Teacher : I think enough, I will translate and then explain about the material today.

Same with the first week then the teacher translate the material and explains the material to student with his professionalism the teacher gives a good understanding to student and the teacher understands the characteristics of student in learning. So that the lesson material delivered by the teacher can be carefully accepted by students besides that with a language that is quite understood by student the teaching and learning process can run effectively.

c) Post-teaching activity

The teacher give conclusion from today's material then closed the material by reciting *Hamdalah* together.



Picture 4.2 The Teacher Explain Material

3) The third observation

The third observation was conducted on 12th march 2023. It started 10:20 until 11:20. The third observation where the teacher taught English subject, it was same with the second observation. There are three step also in the teaching learning process. But at this meeting quite differently the teacher does not raise the lesson or continue the lesson but he gives several duties to the student to be answered together with the purpose of seeing some of students understanding or not. The teacher employing Problem Solving Method in this section.

a) Pre-teaching activity

The teacher goes into the class then greets and prays together by saying *basmalah*. And then the teacher checks the attendance list of students if someone is not in the teacher asks the leader class.

b) Whilst-teaching activity

In the third meeting before starting material the teacher asked again the lesson that had been learned yesterday. And this model is the right model if the teacher

applied to the student, because students will definitely give correct and incorrect answer to the question that have been given by the teacher.

Teacher : Ok class now, I will give you are a question for you to work on together.

Students : Yes Sir.

Teacher : You have to answer correctly and quickly and the question in your book page 5.

Students : Yes Sir

Teacher : If anyone doesn't know ask me. And I will help you to answers and give explanation.

Students : Yes Sir

The teacher gives the answer sheet and tells it to be filled correctly and quickly. This is to see students who understand and don't understand.



Picture 4.3 The Teacher give a task

c) **Post-teaching activity**

The teacher give conclusion about the material in this section and give some motivation to the student. Then the

teacher closed this meeting by reciting *hamdalah* together led by leader class.

To support the observation on 12th November 2022. Came the school and After making observations in accordance with the observation guidelines, researchers conducted interviews and . documentation with the student in the ninth grade at MTs Mashlahatul Hidayah and Mr. Munir as an English teacher.

Started from the first question for the student, the researcher asks about do you have an interesting topic?

As answer by Alvi Kamalia:

"Yes, I have, the topic I like is well done"

As answer by Moh Hariyanto

"Yes, I have about well done and I am interested in this topic because I like the discussion on this topic".

In some of the questions above that the researcher has asked Mr. Munir, there is one question that refers to and is the main focus in this topic, namely the topic of how to implement the method that has been previously described, that question is how do you implement teacher centered in teaching English used 13 curriculum.

As answer by Mr.Munir:

"I explain some of the topics of the subject at hand and in more detail, and I give students the

opportunity and freedom to further develop what I have explained, when students feel incomprehensible and difficult with what I have instructed then students can and should ask what they are confused about the teacher, namely myself, and I will give clearer directions until students can easily understand my explanation"

After the researcher conducted the interview that had been written above, namely an interview with a student named Alvi Kamalia, Moh Hariyanto and Izza Faizatuz Zakiyah the researcher then took some documentation in the form of photos taken from the researcher's smartphone, and this was done as evidence that the researcher really did the research to the MTs Maslahatul hidayah school and made observations as well as interviews with some of the answers that had been stated by the source.

2. The Reasons on the Implementation of Teacher Centered Learning on The Curriculum 2013 in the Ninth Grade at MTs Maslahatul Hidayah

To support the observation on 12th November 2022. The researcher came the school and After making observations in accordance with the observation guidelines, researchers conducted interviews and documentation of Mr. Munir as an English teacher in ninth grade at MTs Maslahatul hidayah, the researcher asked several things that teachers have done to apply banking methods in accordance with the 2013 curriculum guidelines, this certainly also does not escape the role of the teacher himself.

The researcher first arrived at school and at that time the school was entering, around 8 o'clock passed during the active class hours the researcher continued to look for ninth grade where Mr. Munir was teaching, and I asked for permission to do an interview in between the father teaching, some of the things I would ask I had recorded in the book so that later it would be easier and not to forget the concepts I had planned, after giving greetings and Mr. Munir allowing to be interviewed, I introduced myself with a small talk about how the role of school and the teacher on the development of the teaching and learning process, and while conducting the interview I asked for permission to record and record some responses from Mr. Munir, and instructed the students not to be confused during the interview, and the students responded well.

The teacher explain what approach he used while teaching English in the curriculum 2013.¹

“I use a teacher-centered approach where I explain some lessons and students listen to them, while I give instructions to do assignments to students, but not only that I also use 5 other methods related to the previous method, namely the observing, asking, reasoning, trying, and communicating methods. The five methods are related so that they can create a good teaching and learning process.”

In some of the questions above that the researcher has asked Mr. Munir, there is one question that refers to and is the main focus in this topic, namely the topic of how to implement the method that has been previously

¹ Interview with Mr. Munir, MTs. Mashlahatul Hidayah, Saturday, 12 November 2022. 10:03 WIB.

described, that question is Why do you implement teacher centered in teaching English used in curriculum 2013?

And this answer from Mr.Munir:

"In the village of Errabu many students who have never studied English intensively before like the English courses and tutoring from their parents, so why do I use this method because I feel that students really need good and correct teaching and also need more attention so that students are willing to listen and learn English, certainly in accordance with the 2013 curriculum, in the end students will be able to develop what they have gained in the classroom, with what I have given I think it is enough for a child who really wants to learn English."

And the researcher continue with the question why the teacher implemented those methods which belong to teacher centered approach. Which may not related to the learning process based on the curriculum 2013?

Munir explain that:

"When viewed from the student's ability, I don't mean to belittle their abilities, it's just that if they memorize more vocabulary and study English intensively, of course I won't use this method, I'll feel at ease letting them learn on their own. But because of the reasons they have difficulty and feel that English is difficult, I as a teacher feel guilty letting them learn on their own without helping or teaching them. If asked if it contradicts or not, if based on the 2013 curriculum it might be a bit against the rules because the one who is the center of teaching and learning is me but for the reasons above, my students don't even understand.²

Further he explain that:³

"Actually can implement learning based on the curriculum 2013 but it will not be optimal because if learning has to focus on students the limited abilities of student are the main reason learning in class will

² Interview with Mr. Munir, Office MTs. Mashlahatul Hidayah, Saturday, 25 April 2023. 09:15 WIB.

³ Ibid

not be optimal. Because English is not the language they use every day, it's different from other general lessons”

After the researcher conducted the interview with the teacher, Munir who teaches in the ninth grade at MTs Mashlahatul Hidayah. The researcher then took some documentation in the form of photos taken from the researcher's smartphone, and this was done as evidence that the researcher really did the research to the MTs Maslahatul hidayah and entered the classroom in making observations as well as interviews with some of the answers that had been stated by the source.

3. The Student's Response in The Implementation of Teacher Centered Learning in The Curriculum 2013 in the Ninth Grade At MTs Mashlahatul Hidayah

To obtain balanced data and not in favor of the teacher alone, than to support observation researchers also asked several students and obtained many different answers, some gave positive responses and also some just nodded in agreement to the questions given by the researcher, and some of the questions were summarized and explained in this section, about what were the responses from students regarding the implementation of the teaching and learning process that focuses on the teacher and accordingly With the 2013 curriculum, so not all of the interview results of researchers wrote in this study, only taking answers from students that matched the interview guidelines to students, and researchers divided the statements into 6 answer questions.

The question was asked to a student at the ninth grade at MTs Mashlahatul Hidayah to find some more data to support the previous data taken from the teacher accordingly to the teaching practice he implemented.

Alvi Kamalia said that:

"Actually, I have very little interest in this topic the teacher teach us, because I like English in other fields, such as speaking, for some topics in the subjects in school I don't understand the meaning and sometimes there is nothing I understand"⁴

Further, she said that:

"I only understand how you teach casually, but the lesson is a bit difficult to understand, Mr. munir is not too complicated even I feel that the teacher teaches casually and In my opinion, although the teacher is a relaxed person, the method that the teacher uses is a bit less like me, because it makes me not understand what the teacher said".

as Moh Hariyanto said that:

"Yes, I enjoy it because the method used is a bit easy and not so difficult, and the thing I think about him because the teacher is very patient and different from other teachers, it's just that I don't really understand what he said when in class"⁵

He added that:

"When the teacher taught he was very relaxed, and I think it's pretty good, it's just not enough for me to be able to understand"

It is supported by Izza Faizatuz Zakiya, She said that:

"I enjoy a little bit and I think the English teaching in this class needs to be improved again".⁶

She also said that:

⁴ Interview with Alvi Kamalia, MTs. Mashlahatul Hidayah, Saturday,12 November 2022. 11:33 WIB.

⁵ Interview with Moh. Hariyanto, MTs. Mashlahatul Hidayah, Saturday,12 November 2022. 11:50 WIB.

⁶ Interview with Izza Faizatus Zakia, MTs. Mashlahatul Hidayah, Saturday,12 November 2022. 12:14 WIB.

" He is relaxed and does not put too much pressure on his students to understand the lessons he conveys which is important for his students to listen to, and my response about teaching him has been good because teaching him is a little understandable".

After the researcher conducted the interview that had been written above, namely an interview with a student named Alvi Kamalia, Moh Hariyanto and Izza Faizatuz Zakiyah. The researcher then took some documentation in the form of photos taken from the researcher's smartphone, and this was done as evidence that the researcher really did the research to the MTs Maslahatul hidayah and made observations as well as interviews with some of the answers that had been stated by the source.

Thus, some of the sources that researchers got, based on the findings from the data above, researchers knew that there were different opinions between teachers and students, where teachers felt that they had been good at teaching and providing methods well to their students, but there were students who felt that they did not understand and understand the explanations that the teacher conveyed. And it is commonplace because not all human beings can understand what others tell them, but trying to understand will eventually be able to understand by themselves.

B. Discussion of Research

In this discussion, the researcher explains according to the focus of the research that has become the focus of the research or the formulation of the

research problem. First, how is the implementation of Teacher-Centered Learning in the 2013 Curriculum at MTs Mashlahatul Hidayah Sumenep. Second, why the teachers apply Teacher-Centered Learning based on the 2013 Curriculum in Ninth Grade at MTs Mashlahatul Hidayah Sumenep. Third, how do students respond to the implementation of Teacher-Centered Learning in the 2013 Curriculum in the Ninth Grade at MTs Mashlahatul Hidayah Sumenep.

1. The Implementation of the Teacher-Centered Learning in the 2013 Curriculum in the Ninth Grade at MTs Mashlahatul Hidayah Sumenep.

In the teaching and learning process, a teacher is required to be able to choose and form a very strategic learning model so that it can be used for students. The learning model used should be able to attract students to remain active and creative and should even be relevant to the application of the 2013 curriculum. It can be understood that curriculum learning is seen from the effectiveness of a teacher's method towards his students so that a teacher's teaching framework also becomes an important matter.

Researchers observed that English teachers in the teaching process in class must understand the concepts and learning models as well as Trianto's theories in implementing the curriculum in the classroom. At the beginning of the activity the teacher opens a learning forum and greets students and the teacher approaches previous student material. Then

proceed to the core activities, the teacher starts learning with teacher-centered rarely involving students in the teaching and learning process. Then the teacher asks students to do the assignments, approaches and lessons that have been presented.

English teacher at MTs Mashlahatul Hidayah Sumenep using traditional and classical teaching methods such as the cognitive lecture method so that the process and results of teaching in the classroom can be determined by the teacher and procedurally the ability of the teacher in the implementation of the curriculum should give more priority to the opportunity for students to be more active in the classroom so that the competence in the curriculum has obvious nature. However, MTs Mashlahatul Hidayah Sumenep's English teacher can understand the nature and situation of the student's environment so that the teacher can face situations that are relevant to learning in the classroom.

2. The Reasons Teachers Implemented Teacher-Centered Learning in the 2013 Curriculum in Class Nine of MTs Mashlahatul Hidayah Sumenep

The teacher has a very important role in learning his students. This means that no matter how great the progress, the role of the teacher will still be needed. In this case theoretically the application of learning in Mts Mashlatul Hidayah Sumenep tends to use teacher centered learning based on the 2013 curriculum because according to the results of the interview

with the author by some teacher. He believes that as long as the learning approach is an effective he used because he claims the most important thing is the students understand the lesson and be able to maintain the attitude and character morally. These results are supported and in accordance with Kasinyo Hartato's theory⁷ that so far the models learning which is *teacher center* seen in the command model learning model *orbanking learning concept*. This model of learning is always in contrast to the position of the teacher and the students, that is, if the teacher lectures the students listen intently, the teacher asks questions the students answer, the teacher understands the students don't know anything, the teacher dictates the text the students take notes, the teacher is smart the students are stupid, the teacher as the subject students as objects, teachers create learning programs students receive programs, and so on. In the command model learning process, the teacher usually prepares material to be applied to students. So the command model does not involve students in agreeing on a learning

The teaching also develop students Independent or Individual learning that focuses on individual student activities. At this time, individual learning does not guarantee organizational learning, but organizational learning will not occur without individual learning.⁸

⁷ Kasinyo Hartato and Abduramansyah. 2009. *Active Learn Based Learning Methodology*. Palembang: Telindo Graphics

⁸ *ibid*

3. The Students Respond to The Implementation of Teacher-Centered Learning in The 2013 Curriculum in the Ninth Grade of Mts Mashlahatul Hidayah Sumenep

Based on learning studies, in MTs Mashlahatul Hidayah Sumenepin English lessons in class. In general students follow the lesson well and behave well during the lesson going on in class.

Student responses in this teacher centered learning method can concluded as the following:

1. Students feel no problem with this method because it is considered normal.

Students do not feel burden with the method. They enjoy the learning English without paying more attention to the method used.

2. Students can receive lessons well when the teacher teaches in class.

According to the students which are not familiar with the name of methods. The important thing is the can learn English as usual which has no serious problems in the class. They can understand English to whatever method selected by the teacher.

3. Students feel they have to be more active and more diligent with this method.

The most interesting part of the implementation of teacher centered learning in the curriculum 13 is the students feel more easy to learn. It can

be seen from their activeness in the class. Further, this practice bring them to be more diligent in learning English.

Students are also occasionally given freedom of activity in this method which cannot be separated from the guidance of a teacher. Even, it is teacher center learning, the teacher give the students freedom to do some activities to improve their understanding on the materials they learned.

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