

ABSTRACT

Alifya Putri Sabrilla (1810510094). Implementation of “Tandur” System in Teaching Speaking and Listening at the Second Grade of SMK Al-Hikmah 2 Welahan.

This thesis discusses the Implementation of the “Tandur” System in Teaching Speaking and Listening at the Second Grade of SMK Al-Hikmah 2 Welahan. The researcher is interested in researching the topic because the TANDUR system has several systems, namely Grow (*Tumbuhkan*), Experience (*Alami*), Label (*Namai*), Demonstrate (*Demonstrasikan*), Review (*Ulangi*), and Celebrate (*Rayakan*). The system can encourage students to be more active in learning. So not only the teacher is active, the students are also active. Both can interact with each other. The objectives of this study are: (1) To describe the implementation of the Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan, and (2) To explain the obstacles found and solutions in implementing the Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan.

This research uses field research, where the researcher go directly to SMK Al-Hikmah 2 Welahan. The researcher used a qualitative approach to analyze the data. Data was collected by means of observation, interviews, and documentation. The subjects of this study were the headmaster, curriculum section, and the English teacher.

The results showed that (1) the implementation of the Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan. In implementing the Tandur system in learning is carried out in three stages, namely, first, the planning stage includes preparing lesson plans and preparing the required learning media. Second, in the practice stage, there are opening activities, core activities, and closing activities. The opening activity is the teacher entering the class by saying greetings, then reading *Asmaul Husna*, then checking the student attendance data, and reading *Basmallah* together. Furthermore, the core activities apply the Tandur system, namely Grow (*Tumbuhkan*), Experience (*Alami*), Label (*Namai*), Demonstrate (*Demonstrasikan*), Review (*Ulangi*), and Celebrate (*Rayakan*). The last activity is closing, closing in learning activities at SMK Al-Hikmah 2 Welahan, namely, the teacher invites students to conclude the material and end by praying together and saying greetings. Third, the evaluation stage is carried out after the learning is over. With the implementation of the system, students become more active in learning. (2) There are also some obstacles and their solutions in implementing the Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan. For the students who are passive, the teacher must make learning interesting. For shy students, the teacher must build students' confidence by appreciating the results the work of students. For the different character of students, the teacher must understand the differentiation. For the low absorption of students, the teacher must motivate students to learn. While for the lack of vocabulary, the teacher must ask each student to practice during interactive communication.

Keywords: Tandur System, Teaching, Speaking, Listening

ABSTRAK

Alifya Putri Sabrilla (1810510094). Implementation of “Tandur” System in Teaching Speaking and Listening at the Second Grade of SMK Al-Hikmah 2 Welahan.

Skripsi ini membahas mengenai Implementation of “Tandur” System in Teaching Speaking and Listening at the Second Grade of SMK Al-Hikmah 2 Welahan. Peneliti tertarik untuk meneliti judul tersebut karena sistem TANDUR terdapat beberapa sistem yaitu Tumbuhkan, Alami, Namai, Demonstrasikan, Ulangi dan Rayakan. Sistem tersebut dapat mendorong siswa untuk lebih aktif dalam belajar. Jadi tidak hanya guru saja yang aktif, siswapun juga aktif. Keduanya bisa berinteraksi satu sama lain. Tujuan penelitian ini adalah: (1) Untuk mendiskripsikan penerapan sistem Tandur dalam mengajar speaking and listening di kelas II SMK Al-Hikmah 2 Welahan, dan (2) Untuk menjelaskan kendala yang ditemukan dan solusi dalam penerapan sistem Tandur dalam mengajar speaking and listening di kelas II SMK Al-Hikmah 2 Welahan.

Penelitian ini menggunakan penelitian lapangan (*field research*) yaitu peneliti terjun langsung ke SMK Al-Hikmah 2 Welahan. Peneliti menggunakan pendekatan kualitatif untuk menganalisis data. Pengumpulan data dilakukan dengan cara observasi, wawancara, dan dokumentasi. Subyek penelitian ini adalah kepala sekolah, waka kurikulum, dan guru bahasa Inggris.

Hasil penelitian menunjukkan bahwa (1) implementasi sistem Tandur dalam mengajar speaking and listening di kelas II SMK Al-Hikmah 2 Welahan. Dalam menerapkan sistem Tandur dalam pembelajaran dilakukan dalam tiga tahap yaitu, pertama, tahap perencanaan meliputi penyusunan RPP dan penyiapan media pembelajaran yang dibutuhkan. Kedua, pada tahap praktik, terdapat kegiatan pembukaan, kegiatan inti, dan kegiatan penutup. Kegiatan pembukaan guru memasuki kelas dengan mengucapkan salam, kemudian membaca Asmaul Husna, kemudian mengecek data kehadiran siswa, dan membaca Basmallah bersama-sama. Selanjutnya kegiatan inti menerapkan sistem Tandur yaitu Tumbuh (Tumbuhkan), Pengalaman (Alami), Label (Namai), Demonstrasikan (Demonstrasikan), Review (Ulangi), dan Rayakan (Rayakan). Kegiatan terakhir adalah penutup, menutup kegiatan pembelajaran di SMK Al-Hikmah 2 Welahan yaitu guru mengajak siswa untuk menyimpulkan materi dan diakhiri dengan berdoa bersama dan mengucapkan salam. Ketiga, tahap evaluasi dilakukan setelah pembelajaran selesai. Dengan diterapkannya sistem tersebut siswa menjadi lebih aktif dalam pembelajaran. (2) Ada juga beberapa kendala dan solusinya dalam menerapkan sistem Tandur dalam mengajara berbicara dan mendengarkan di kelas dua SMK Al-Hikmah 2 Welahan. Bagi siswa yang pasif, guru harus membuat pembelajaran menjadi menarik. Bagi siswa yang pemalu, guru harus membangun rasa percaya diri siswa dengan mengapresiasi hasil karya siswa. Untuk karakter siswa yang berbeda, guru harus memahami pembedaan tersebut. Untuk daya serap siswa yang rendah, guru harus memotivasi siswa untuk belajar. Sedangkan untuk kekurangan kosa kata, guru harus meminta setiap siswa untuk berlatih selama komunikasi interaktif.

Kata kunci: Sistem Tandur, Mengajar, Berbicara, Mendengarkan