

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

### A. Overview of Research Objects

#### 1. Identity of SMA NU Al-Ma'ruf Kudus

Madrasah Name : SMA NU Al-Ma'ruf Kudus  
 NPSN : 20317487  
 Address : Jl. AKBP. R. Agil Kusumadya 2  
 Postal Code : 59348  
 Sub-District : Ploso  
 District : Jati  
 Regency : Kudus  
 Province : Jawa Tengah  
 Phone : 438939 / 0291-438939

#### 2. A Brief of the Establishment of SMA NU Al-Ma'ruf Kudus

SMA NU Al-Ma'ruf Kudus is an academic unit at the level of Senior High School, characterized by the Islamic religion, which organizes a 3-year education program as a continuation of the Junior High School.

A brief history of SMA NU Al-Ma'ruf was founded to fill the independence of the Republic of Indonesia based on Pancasila by realizing general welfare and educating the nation's life as stated in the 1945 Constitution, the regional government of Tk.II Kudus Regency in 1964/1965, made policies in the field of education, among others, creating at least one elementary school and one MI in each village, one SMP and MTs in each sub-district as well as tertiary institutions which are supported by a number of SMAs and MAs in Kudus Regency.

At that time, there were only a few high schools in Kudus Regency. Meanwhile, there are still many children who graduate from SMP/MTs who have not been accommodated in the existing SMA/MA, among them there are still many who continue their studies outside the Kudus area. Therefore, the existence of an additional SMA in Kudus is highly expected by the community.

#### 3. Geographical Location

SMA NU Al-Ma'ruf Kudus which is located at Jl. AKBP. R. Agil Kusumadya 2 is located in Ploso village, Jati sub-district, Kudus district. SMA NU Al-Ma'ruf Kudus High

School is strategically located because it is in the middle of the city, between educational institutions and the government.

**4. Vision and Mission of SMA NU Al-Ma'ruf Kudus**

An educational institution must have specific goals from implementing an education, which is presented in a vision, mission, and goals. The following is the vision and mission of SMA NU Al-Ma'ruf Kudus:

**a. Vision**

Progress in achievement polite in manners. The realization of a generation of Ahlussunah Wal Jama'ah Muslims, intelligent, characterized, independent, and with good morals

**b. Mission**

1. Form a person of Aswaja who is faithful and pious
2. Form a generation that has a high spirit of nationalism.
3. Forming personal character and good morals.
4. Intensify intracurricular learning and have excellence in the academic field.
5. Activate extracurricular learning and improve non-academic achievements.
6. Able to implement information and communication technology to increase academic and non-academic potential.
7. Able to compete to continue their studies in tertiary institutions.
8. Have the skills to enter the world of work.

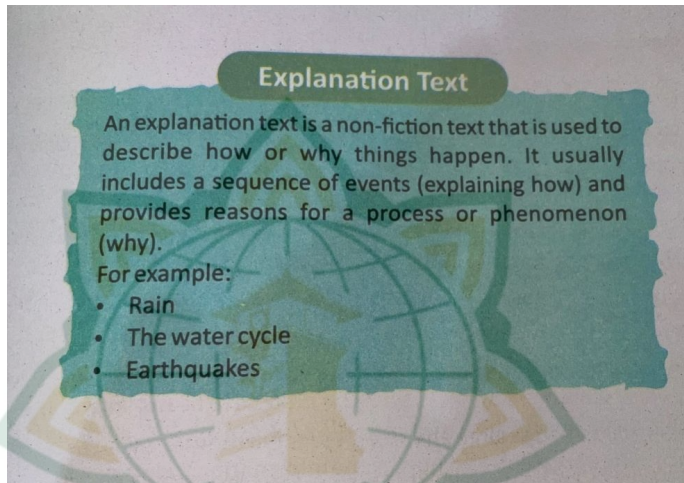
**B. Research Findings**

**1. The process of the implementation a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency**

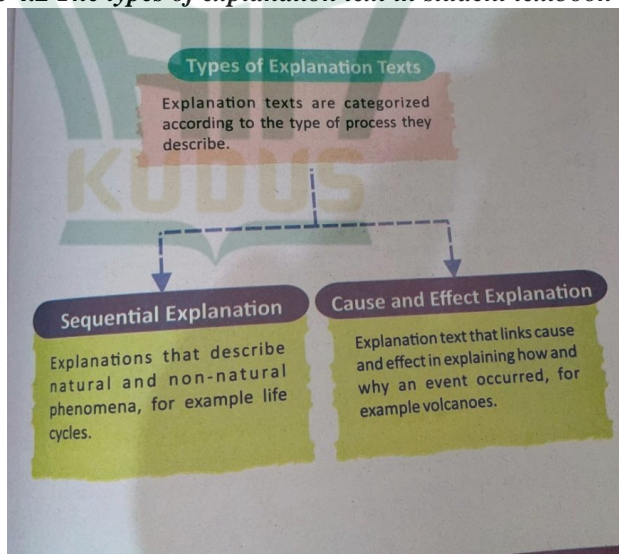
The writer takes this material data from the students' package book and use small group discussion for this research. The lesson starts at 07.40 WIB. When Mrs. Hayati entered the class, which means that the English lesson has started. The learning material is the Explanation text, Mrs. Hayati divides into small groups of 4-5 people in one group. All students follow orders and join their groups. Mrs. Hayati distributed one sheet of paper to each group to ask the students to look for material about the explanation text, give examples of the explanation text, and the student must present it in front of the

class with the group. The time given is about 30 minutes or one hour of learning. In searching for the material, the students were very conducive and sometimes asked what they did not understand.

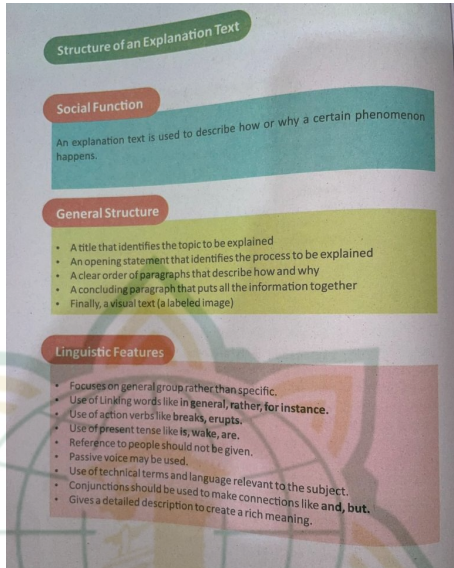
**Figure 4.1** *The aim of explanation text in student textbook*



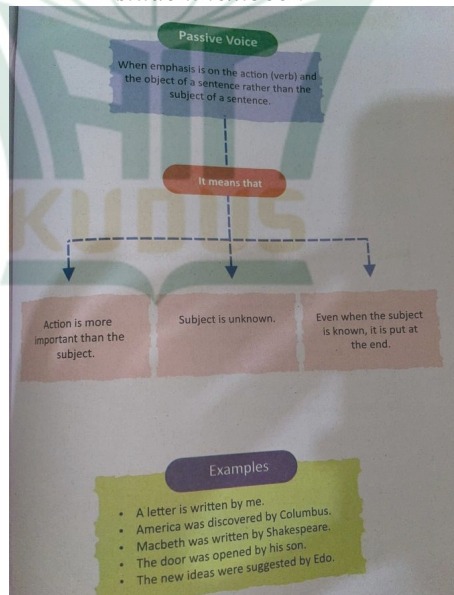
**Figure 4.2** *The types of explanation text in student textbook*



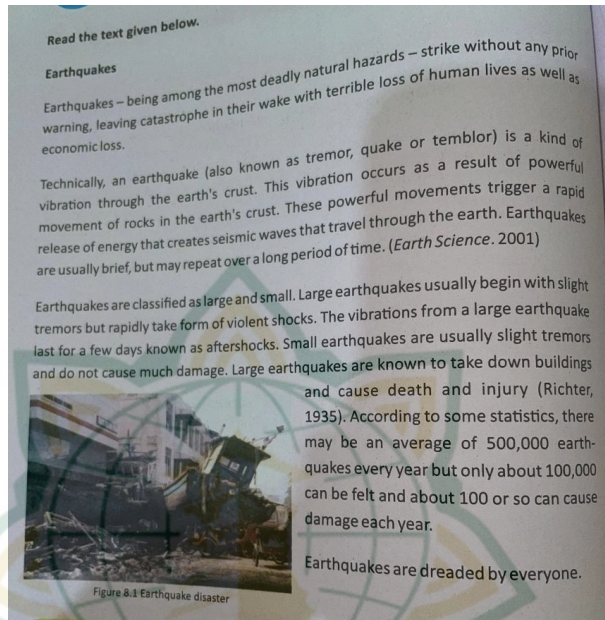
**Figure 4.3** *The structure of explanation text in student textbook*



**Figure 4.4** *The language feature of explanation text in student textbook*



**Figure 4.5** *The example of explanation text in student textbook*



**Figure 4.6** *The types of explanation text in student textbook*

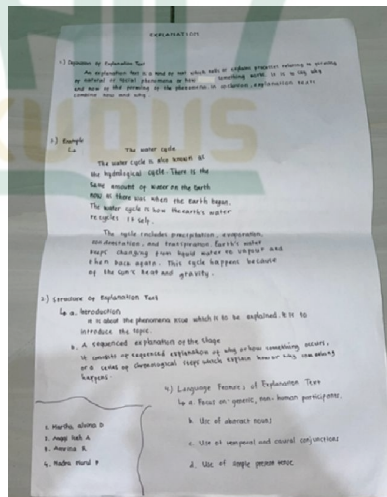


After all groups were finished, the first to come forward was group one containing 4 female students, they read the results of their group work aloud and well. They explain in detail and confidently, making it easy for others to understand. In doing presentations they are good even though sometimes there are wrong pronunciations, sometimes just pause for a few seconds before starting to read it again but they get an evaluation after doing the presentation.

**Figure 4.7** *The first group presented about explanation text*



**Figure 4.8** *The Result of First-Group Discussion*



**Table 4.1 Wrong words pronunciation from group 1**

Combine	Amount	Precipitation
Vapour	Occurs	Changing

The second group is still with female students, in group 2 there is one student named Mutiara who is not confident in her reading ability, so she reads slowly in a low voice. In this group, there is one thing that makes me interested because one of the members reads "a" with ei, as in the first alphabet instead of "a" which is read e in the word "belimbing". The explanation material is more or less the same between one group and another, what is different here is the sample text and how students read between groups. In the second group, sometimes there is a pause because they don't know to read or because they are afraid that their reading method is wrong.

**Figure 4.9 The second group presented about explanation text**

Figure 4.10 The Result of Second-Group Discussion

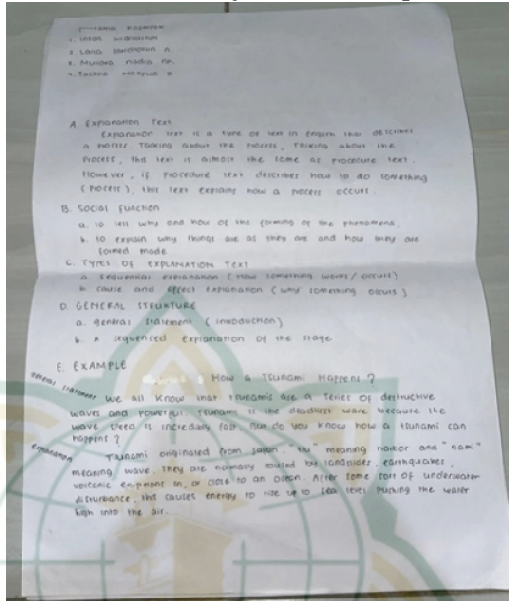


Table 4.2 Wrong words pronunciation from group 2

Type	Almost	Occurs	Incredibly
Eruptions	Rise up	Pushing	Air

Followed by group 3 were four male students who read the results of their group work, they were very enthusiastic and presented in a loud voice, although their speaking was still said to be lacking, their confidence and enthusiasm in reading the material deserved appreciation. Their fluency in reading can be said to be good. Sometimes, there is a pause of about 10-15 seconds because some students do not know how to read or find it difficult to pronounce. Because there is an evaluation after the presentation, it can help the students to learn how to read correctly. Because of the SCL in a group-presentations, students have a new vocabulary and can pronounce them correctly.



Figure 4. 11 The third group presented about explanation text



Figure 4.12 The Result of Third-Group Discussion

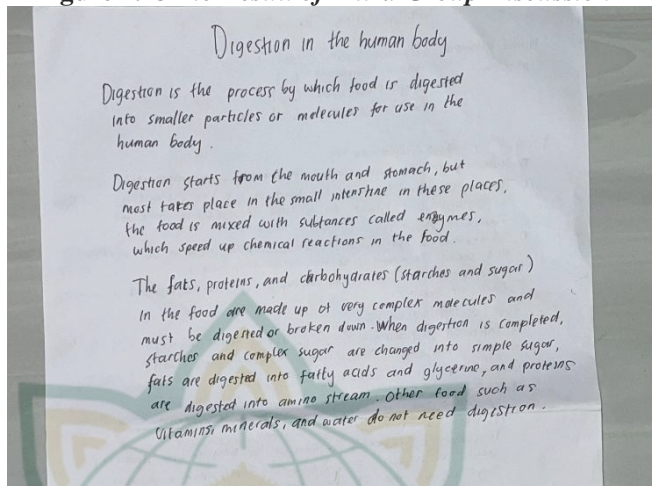
Explanation Text

Nama kelompok - Fernando Amel G. (20)  
 Xiangya Wulian Ningsi A. (21)  
 Seljo Pramu W. (22)  
 Gertia Batang R. (23)

1. **Goal function of explanation text**  
 The primary one the social function of classes of explanation text.  
 a. To tell why and how of the happening of the phenomenon  
 b. To explain why things are as they are and how they are formed or made  
 c. To explain in the processes involved in the solution of natural and social phenomenon or how something works  
 d. To explain how something works or the process involved in actions, events, or behavior.
2. **Types of explanation text**  
 a. Causal explanation (How something works/occurs)  
 b. Cause and effect explanation (Why something occurs)
3. **General structure of explanation text**  
 a. General statement (Introduction)  
 It is about the phenomenon issue which it is to be explained.  
 b. A sequenced explanation of the stage  
 It consists of sequential explanation of why or how something occurs, or a series of chronological steps which expounds how explain how or why something happens.
4. **Language features of explanation text**  
 a. Focus on agents, non-human participants, or things, for example  
 b. Use of abstract noun, for example, movement  
 c. Use of simple present tense.

Text explanation is a kind of text which tells or explains processes relating to forming of natural or social phenomena or how something works.

**Figure 4.13** *The Result of Third-Group Discussion*



**Table 4.3** *Wrong words pronunciation from group 3*

Function	Formed	Involved	Behavior
Occurs	Smaller	Stomach	Chemical
Must	Changed	Such as	-

Before it, on Monday I also came to see the class to be studied, on that day Mrs. Hayati taught in class XI IPS 6 which is an athlete class that has different learning hours from other regular class students. The difference is very visible between social studies and science classes, where social studies classes are very difficult to manage, while science class students are very easy to manage during learning hours or when given assignments.

When the fourth group wanted to make a presentation, the recess bell rang which made the presentation complete. On that day only 3 groups had completed their presentations. I also had time to talk with students asking what they thought about English, and why during presentations there was still fear and sometimes a lack of confidence. The students said that they were afraid of being wrong, can't read, and many other fears.

Figure 4.14 The Result of Fourth-Group Discussion

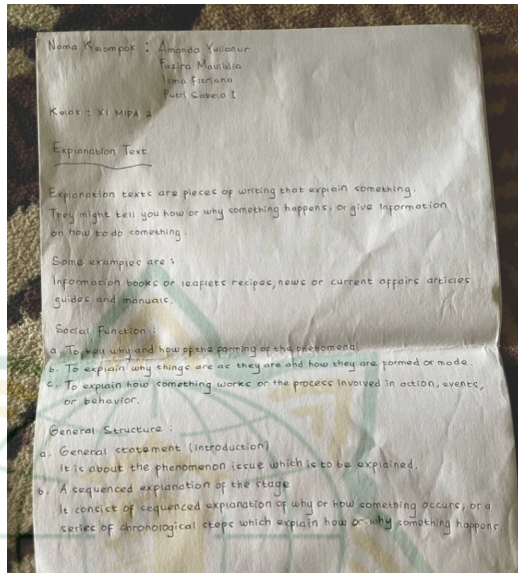
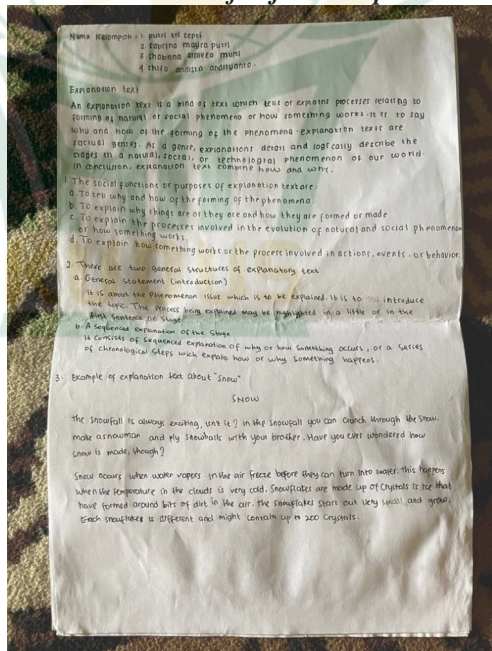
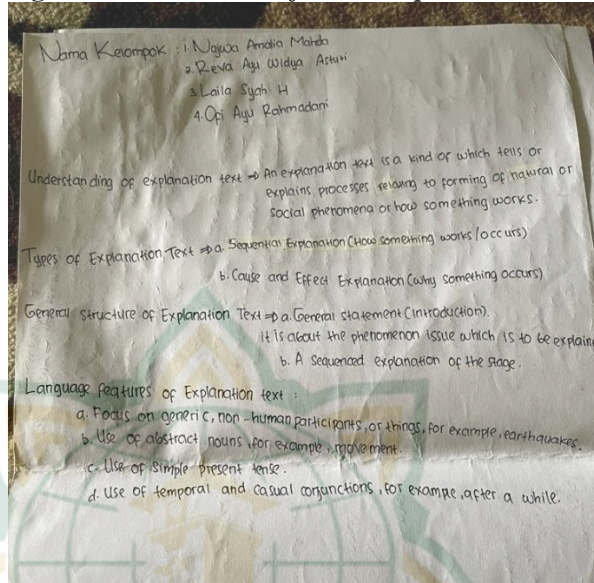


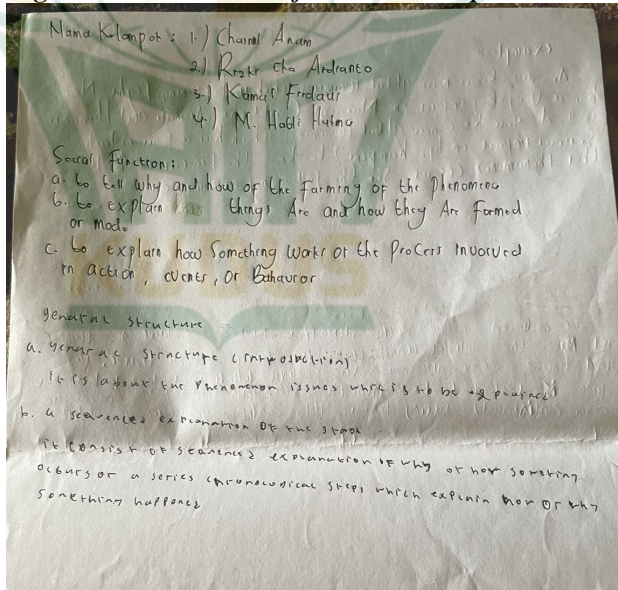
Figure 4.15 The Result of Fifth-Group Discussion



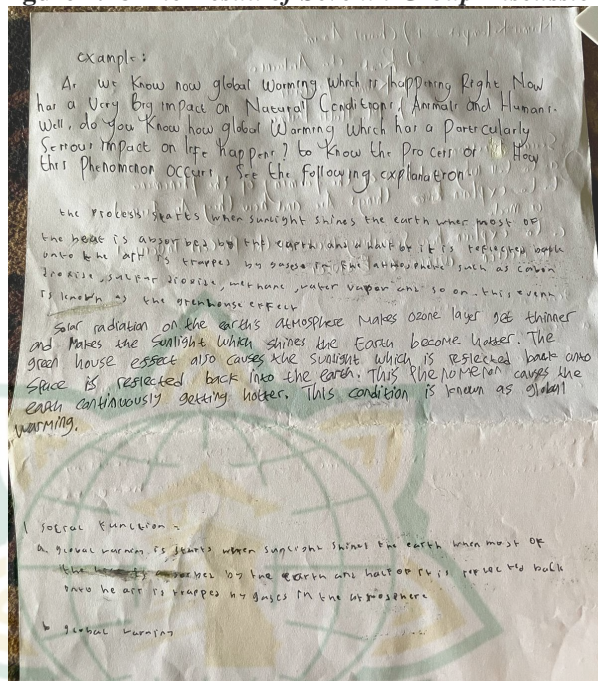
**Figure 4.16 The Result of Six-Group Discussion**



**Figure 4.17 The Result of Seventh-Group Discussion**



**Figure 4.18 The Result of Seventh-Group Discussion**



The teacher's instructions when distributing paper, students can write about explanation text and can open gadgets to search on the internet or open textbooks. The results in the group assignment are only in the form of writing, students make writing according to their understanding with references to the internet and the book, then present it in front of the class. The teacher listens carefully when the students present and provides corrections when the presentation is finished, such as the wrong pronunciation. The teacher-reviewed the sample text because the explanation text explanation was almost the same. The teacher opened a question-and-answer session, but none of the student's asked questions.

Some aspects that stand out here are the activeness of the students when looking for material on the internet or in their textbooks. They are very active in group activities, help each other, and are not shy to ask questions if there is something they don't understand. With the application of SCL, they are more flexible to learn and understand the material they are looking for on their own, the result is that at the time of

presentation they understand well what material they are presenting. By implementing SCL with this group presentation, students can speak English more often and can add new vocabulary. All students can also take part because groups are formed and all groups must have a part to present the material they find. Although some students are still afraid to speak English, the implementation of presentations in front of the class makes them want to read even though they are still in a low voice.

## **2. The supporting and obstacle of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency**

In general, the students are less fluent in pronunciation. There are only a few who are fluent, and they usually seem passionate about learning.

In general, students' speaking fluency is very bad, due to the limited study time which is only 2 hours per week. But in every class, there must be some children who excel and are fluent in English subjects, usually such students are more enthusiastic about learning. But not in general the students are fluent in English.<sup>1</sup>

Presentations are an effort to improve students' accuracy and fluency in speaking, due to time constraints, only 2 hours a week. In addition, the teacher encourages students to take part in extracurricular activities, watch movies, and listen to songs in English outside of hours to increase their fluency in speaking.

To improve students' speaking skills, I recommend students take extracurricular activities such as the Fun English Club, watch movies, and listen to some English songs. It also depends on the student's interest in learning English. For SCL, presentations like yesterday, influences learning because they can maximize the 2 hours, and students can understand very well what material it conveys.<sup>2</sup>

Constraints come from self-motivation and students' own interest in English which is lacking plus limited time or hours

---

<sup>1</sup> Participant N, interviewed by the researcher, 30 May 2022, transcript, interview 1.

<sup>2</sup> Participant N, interviewed by the researcher, 30 May 2022, transcript, interview 1.

of English lessons.

The obstacle to learning is the students are too lazy because many students have been instilled that English is difficult. Another factor is that students are lazy to read, study, and find out because they have thought from the start that English is difficult and they are not interested. Unlike the case with students who from the beginning liked English, they will be more enthusiastic about learning and more curious. Especially with the time constraints mentioned at the beginning if only 2 hours of lessons per week are very lacking, not to mention if there are national holidays, because I think English requires a lot of practice, so 2 hours is very less.<sup>3</sup>

Giving teacher motivation regarding the importance of English in the world of further education (in university) and the world of work is a motivator for students to want to learn English.

There are several triggers such as the desire of the students themselves, family motivation, and teacher motivation such as providing an understanding of the importance of English in the world of further education (in university) and in the world of work. With this kind of motivation, many students are enthusiastic and realize how important English is.<sup>4</sup>

Regarding accuracy and fluency, the presentation method saves time because students find their sources, understand better, and get used to speaking.

Interpreting SCL is like being more efficient in time, students are also easier to understand the material because they are looking for explanations and examples themselves. For her fluency, I feel that through this kind of presentation, students would be more accustomed to speaking in English. I hope that there will be additional hours for learning because the time that is only 2 hours a week is very less.<sup>5</sup>

---

<sup>3</sup> Participant N, interviewed by the researcher, 30 May 2022, transcript, interview 1.

<sup>4</sup> Participant N, interviewed by the researcher, 30 May 2022, transcript, interview 1.

<sup>5</sup> Participant N, interviewed by the researcher, 30 May 2022, transcript, interview 1.

### C. Discussion

#### 1. The process of the implementation a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency

Learning that puts the student at the center of the process is known as student-centered learning. The teacher-centered learning (instructor-centered learning) method, which focuses the transfer of knowledge from the teacher to the mostly passive student, is different from the student-centered learning approach., there are three steps in applying a Student-Centered Learning in Class Group Presentation:

##### a. Preparation

First is the preparation of SCL a class group presentation, before starting the learning process, it requires some preparation of the supplies of the learning process and what materials and strategies will be used. The material discussed is an Explanation text. The preparation step is the teacher divided some students into small groups and then gave each group a piece of paper to write their work. Each group was assigned to find materials about the definition, the purpose, the structure, and the example of an Explanation text in LKS, textbook, internet.

##### b. Delivery

The second is the delivery of SCL a class group presentation, SCL in-class group presentation help ease the learning process for students. The learning process involves students understanding the material actively. There are several activities in this SCL in-class group discussion. First, the teacher conveys the material and what they are looking for. The material they discussed is in the LKS or they can look for it via the internet. The teacher also opened a question-and-answer session for students if they did not understand the teacher's explained. Furthermore, if the students feel they have understood what the teacher has explained, they can make small groups of 4-5 people. Then the teacher will distribute a sheet of paper to each group to write down the results of the material they find.

When all groups have finished, they are invited to take turns presenting the results of their group work. At the time of presentation, some students lacked confidence and were afraid of being wrong. They read the results in turn,



the teacher will evaluate the students after the presentation and, if needed, add any additional comments.

**c. Follow-Up**

Last is the follow-up of SCL a class group presentation, every learning process requires some evaluation. Here the researchers found the evaluation conducted by the teacher. She uses communicative evaluation conducted, either at the beginning or end of the lesson. The teacher provides corrections to students when they have finished making presentations, such as incorrect pronunciation. The teacher always asks the students what they have learnt so far at the conclusion of the class and asks how the example is to find out students' understanding of the material.

Using group presentations here is also one of the teacher's innovations to make it easier for students to do learning. They can discuss and unite their minds well. Using this method also makes students think critically. The ability to speak is a very important skill for everyone. Moreover, speaking using English as communication. Because it is an international language, English has a major role in the field of education.

Using fun and efficient method is one of the successes of the teacher in carrying out learning. Like the SCL method in Class Group Presentation. SCL (Student-Centered Learning) itself is a method of learning that put the learner at the center of the process. Student Center Learning (SCL) is a learning approach that places students at the center of learning activities where students play an active role in developing their ability to think creatively and innovatively.<sup>6</sup>

**2. The supporting and obstacle of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency**

There are supporting and obstacle in research. Supporting factors are all factors that are of a nature to encourage, support, expedite, support, assist, accelerate and so

---

<sup>6</sup> Priyatmojo, Achmadi., dkk. *Buku Panduan Pelaksanaan Students Centered Learning (SCL) dan Teacher Aesthetic Role-Sharing (STAR)*. Yogyakarta: Pusat Pengembangan Pendidikan Universitas Gadjah Mada. 2010

on the occurrence of something.<sup>7</sup> Students take extracurricular activities such as the Fun English Club, watch movies, and listen to some English songs. It also depends on the student's interest in learning English. For SCL, presentations can influence learning because they can maximize the 2 hours, and students can understand very well what material it conveys.

As for what is meant by obstacle factors are all types of factors that are inhibiting (making it slow) or even blocking and holding back something from happening.<sup>8</sup> In this research the obstacle factor learning is the students are too lazy because many students have been instilled that English is difficult. Another factor is that students are lazy to read, study, and find out because they have thought from the start that English is difficult and they are not interested. Unlike the case with students who from the beginning liked English, they will be more enthusiastic about learning and more curious. Especially with the time constraints mentioned at the beginning if only 2 hours of lessons per week are very lacking, not to mention if there are national holidays, because I think English requires a lot of practice, so 2 hours is very less.

The type of SCL that is applied in-class presentations is learning that requires for the teacher to act as a facilitator in the learning process is known as guided discovery learning. Student Center Learning (SCL) is a learning method that empowers students to be the center of attention during the learning process. Rigid learning instructions from educators are transformed into learning that provides opportunities for students to adapt to their abilities and behave directly in accepting their learning experiences.<sup>9</sup>

SCL itself has several methods, but the method used this time is guided discovery learning, in which the teacher participates as a facilitator for the students' learning. The roles of teachers are to facilitate learning, evaluate students' skill of

---

<sup>7</sup> Hasnah, dkk. *Supporting and Inhibiting Factors of Character Education in Learning Social Studies at Primary Schools*. Journal of Etika Demokrasi. Vol 5, 1. 2020

<sup>8</sup> Hasnah, dkk. *Supporting and Inhibiting Factors of Character Education in Learning Social Studies at Primary Schools*. Journal of Etika Demokrasi. Vol 5, 1. 2020

<sup>9</sup> Peter Westwood. *What Teachers Need to Know about Reading and writing Difficulties*. Victoria: Acer Press. 2008

subjects at the end of lessons, design learning environments and strategies that can offer a variety of learning experiences, assist the students in accessing information, organizing and processing it so that it can be applied to solving problems in daily life, and identify and determine the pattern of assessment of students' learning outcomes that is appropriate, to the competencies to be measured. The point is teacher plays a role in providing services to facilitate students in the learning process activities.<sup>10</sup>

The students are active and creative by exploring knowledge and looking for material that they will learn on their own, and without depending on anyone else, they must independently locate information sources. By practicing group discussions, they can discuss with their group friends and then present what they have discussed. This is also part of the motivation for learning and thinking critically with discussion. The student is a model learning marked with the use of problems that exist in the real world to train to think critically and skilled at solving problem and acquire knowledge of the concepts important to what is learned.<sup>11</sup>

Then, the student Role in Guided Discovery Learning is assessing the competencies conveyed by the teacher, reviewing the learning strategies offered by the teacher, learn actively in groups and individually (by listening, reading, writing, discussing, problem-solving; and engaging in higher order thinking activities such as analysis, synthesis, and evaluation).

The demonstration falls into the category of a manuscript presentation. A manuscript presentation is a style of presentation in which the speaker reads from a script to provide information. Each and every word that is spoken is the product of a script, an internet text, or a worksheet.

The speaker ignores his primary responsibility, which is to maintain eye contact with the audience, while giving a presentation. Therefore, it could be claimed that the speaker is

---

<sup>10</sup> Wina Senjaya. *Strategi Pembelajaran; Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group. 2008

<sup>11</sup> Duch in Wijayanto, "M. Tesis: Pengaruh Penerapan Model Problem Based Learning dan Cooperative Learning terhadap Prestasi Belajar Matematika Ditinjau dari Motivasi Belajar Siswa (Studi Eksperimen pada Siswa Kelas X Sekolah Menengah Atas Negeri Kabupaten Wonogiri Tahun Pelajaran 2008/2009)." *Surakarta: UNS*. 2009

reading a speech script instead of giving a speech. This form of presentation has the benefits of being delivered sequentially and methodically, as well as having words that are appropriately and accurately articulated, there are no errors in the delivery, but the disadvantages are that the listener will find it boring and unmotivating, that they are not interested in sharing the information, and that they are too preoccupied reading the script to make eye contact with the audience, giving the impression that they are uninterested in them.

Students focus on the script to be presented, but don't have enough time to practice pronouncing words and sentences correctly. The teacher provides material as learning material. "The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language on the spot".<sup>12</sup>

In the first group, they did a good presentation. They are quite good speaking skills and pay attention to reading such as clear in pronunciation, good fluency, grammar, and getting some new vocab in doing this presentation.

Furthermore, the second group did a presentation with less totality because students were embarrassed to appear in front, and were not confident to read their work. Although sometimes it is clear in saying words, because it is not fluent and the voice is too low.

The last is group three which contains male students. They present with confidence and a loud voice. But sometimes there are still words that are not clear at the time of pronunciation, as well as poor grammar reading. Here students can also find new vocabulary after making a presentation.

There are six key elements that are thought to be helpful in helping someone talk more confidently and fluently. They are posture, accuracy, selecting the right words, illustrating our constant speed, maintaining listeners' interest, and sounding natural. The teacher supports this setting for the development of students' speaking abilities by assigning them explanation text presentations.

---

<sup>12</sup> Harmer. *The Practice of English Language Teaching*. Third Edition. Longman:

Pearson Education Limited. 2001. Hal 269.

Pronunciation fluency will allow students to send messages which is evident in all communication activities in their lives. Students face several different situations that require skills or fluency in speaking. Because English pronunciation is different from pronunciation in Indonesian, students are required to learn and practice the pronunciation of English in detail. The sound in English pronunciation is very different and has more sounds than sounds the spoken language of Indonesia. In addition, the complexity of English pronunciation is so interesting that students are required to learn every sound of English pronunciation. The majority of people who study English have a goal to be able to communicate. In summary, what is important in communication is that we are understood by the other person, while accuracy does not guarantee the ability to communicate. So, although a certain level of accuracy is required, fluency can be considered to have a more important role in effective communication.

The fastest way to communicate using English like a native speaker is by communicating directly with native speakers themselves, if it can't be fulfilled, we can listen and listen to how a native speaker communicates. The more often we listen to a native speaker the more trained the hearing is in the pronunciation used.

There are two ways we can do it so you can communicate like a native speaker, including listening and practicing, then wake up confident. First listen and practice. Listen to a native speaker speaks and try pronunciation and accent or accent used. Listen repeatedly so that we are no strangers to the words spoken. After that copy the style pronunciation. Listen native speakers can go through learning directly with the native speaker, listen to the lyrics of a song, or watch a film.<sup>13</sup>

In learning based on SCL, students must be motivated and creative. SCL is one of the learning approaches that are now very popular among education practitioners in the world.

---

<sup>13</sup> Dewi Kustanti dan Yadi Prihmayadi. "Problematika Budaya Berbicara bahasa Inggris." *Jurnal UIN Sunan Gunung Djati, Bandung*.  
<https://journal.uinsgd.ac.id/index.php/jat/article/download/1798/1197>

SCL is believed to be very effective in improving the learning process to achieve optimal student learning outcomes.<sup>14</sup>

A teacher must have a lot of sense to make learning varied, creating learning fun. They generate ideas about explanation text and examples. Speaking skill is very important in the process of communicating because by having speaking skills, good communication will work well. Speaking skill is a skilled language that develops in students' lives, which is preceded by listening skills, and at that time speaking skills or say learned.<sup>15</sup>

Students explore and understand the material they will study by making groups. This grouping also aims to unite students' different thoughts and find the best solution or the best result that will be presented later. After the teacher explains what material, the teacher will split the class into multiple groups that day to discuss various topics. About 30 minutes will be allocated to each group to locate and discuss the content. Students can utilize the resources at their disposal, including textbooks, school books, and mobile phones, during this learning. Students may benefit from meaningful experiences through the use of media during the learning process. The conclusion drawn is that the employment of media in the educational process can have implications for three things, including the teacher, the students, and the learning process in the classroom.<sup>16</sup>

After the time runs out one by one the groups will be invited to come forward to explain their findings. Here the students present using English alternately. When it is finished, the teacher usually gives an evaluation or asks questions according to the material they discussed earlier. By using this method, the teacher reveals that students understand the material more easily and are more accustomed to speaking in English. For students, the evaluation will provide guidance to recognize their respective capacities and statuses during their

---

<sup>14</sup> Dede Rosyada, *Student Centered Learning*, 2015. <http://dederosyada.lec.uinjkt.ac.id/reviews/studentcenteredlearning>

<sup>15</sup> Henry Guntur Tarigan, *Berbicara Sebagai Keterampilan Berbahasa* (Bandung: Angkasa, 2008), h. 3.

<sup>16</sup> Supriyono, 2018. "Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa SD", *Jurnal Unesa*, Vol.2, No.1.

<https://journal.unesa.ac.id/index.php/jpd/article/view/6262>

group or class. For students, educational evaluation (especially the evaluation of learning outcomes) will be able to provide encouragement (motivation) to them to improve, improve and maintain their achievements. Additionally, because it helps students memorize and repeat the subject, the teacher's review of the topic is also important.

