

## CHAPTER IV

### RESEARCH RESULTS AND DISCUSSIONS

#### A. An overview of SMK Al Hikmah 2 Welahan

1. The history of the establishment of SMK Al Hikmah 2 Welahan  
 SMK Al Hikmah 2 Welahan Jepara is a vocational high school under the auspices of the Al Hikmah Mayong Islamic Foundation. SMK Islam Al Hikmah 2 Welahan was established based on an operational permit from the Regent of Jepara Number 421/1834 and the Decree of the Dikpora Jepara Office Number 422.4/1024. SMK Al Hikmah 2 Welahan Jepara has two expertise competencies, namely: Automotive (TBSM) and Accounting (AKL).<sup>1</sup>  
 SMK Al Hikmah 2 Welahan Jepara is expected to be the first SMK in Welahan District that can produce human resources who have good character, excel in achievement, and are skilled in competence.<sup>2</sup>
2. Geographical location of SMK Al Hikmah 2 Welahan  
 SMK Al Hikmah 2 Welahan is located in Gedangan Village, Welahan District, in the direction of Jepara - Semarang. The location is very strategic, if it is reached by public transportation it is not too difficult. The location of SMK Al Hikmah 2 Welahan has the following boundaries; East side: rice field, South side: Welahan gas station, West side: residents' house, and North side: rice fields.<sup>3</sup>
3. Vision and mission of SMK Al Hikmah 2 Welahan  
 SMK Al Hikmah 2 Welahan Jepara has the following vision and mission:
  - a. Visi  
 Menghasilkan lulusan yang berkualitas, terampil, dan berakhlakul karimah.
  - b. Misi
    - 1) Mengutamakan mutu pendidikan yang berwawasan global;
    - 2) Meningkatkan sarana dan prasarana pendidikan;
    - 3) Menjalani kerjasama dengan DU/DI;

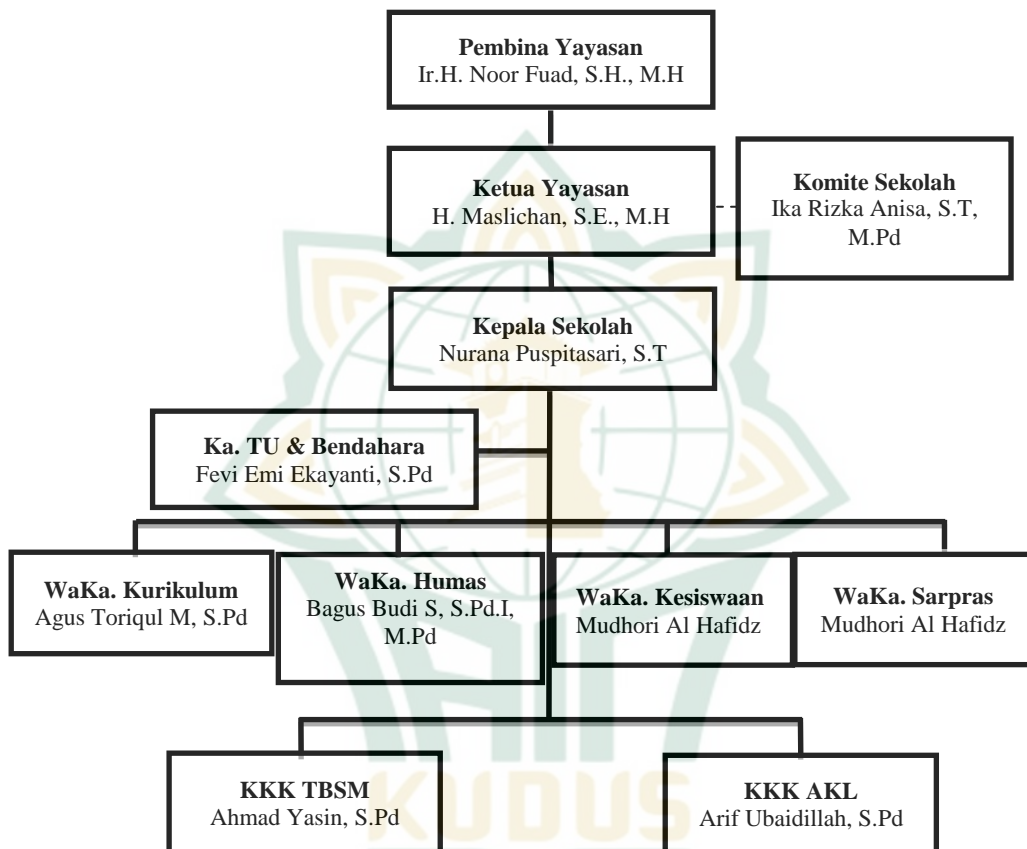
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<sup>1</sup> Documentation of the History of SMK Al-Hikmah 2 Welahan by researcher, July 25, 2022.

<sup>2</sup> Documentation of the History of SMK Al-Hikmah 2 Welahan by researcher, July 25, 2022.

<sup>3</sup> Observation of the History of SMK Al-Hikmah 2 Welahan by researcher, July 18, 2022.

- 4) Mengembangkan jiwa wirausaha;
  - 5) Membekali siswa dengan nilai-nilai islami ala ahlussunnah wal jamaah.<sup>4</sup>
4. The organizational structure of SMK Al Hikmah 2 Welahan<sup>5</sup>



<sup>4</sup> Documentation of the Vision and Mision of SMK Al-Hikmah 2 Welahan by researcher, July 25, 2022.

<sup>5</sup> Documentation of the Organizational Structure of SMK Al-Hikmah 2 Welahan by researcher, July 21, 2022.

5. List of teachers' names of SMK Al Hikmah 2 Welahan <sup>6</sup>**Table 4. 1 List of teachers' names of SMK Al Hikmah 2 Welahan**

No.	Name	Position
1	Nurana Puspitasari, S.T.	Headmaster
2	Hj. Elly Kusmayanti, S.Pd., M.Pd.	PM2E/ Math Teacher
3	Agus Toriqul Mustaqim, S.Pd.	Sie curriculum/ English Teacher
4	Bagus Budi Sanjaya, S.Pd.I, M.Ag.	Head of curriculum and public relation/ Religion Teacher
5	Mohdhori Al Hafidz	Head of student affairs/ Religion Teacher
6	Ahmad Yasin, S.Pd.	Head of TBSM department/ Productive TBSM Teacher
7	Arif Ubaidillah, S.E.	Head of AKL department/ Productive AKL Teacher
8	M. Choirul Anwar, S.E.I.	Coordinator of education and learning/ Productive AKL Teacher
9	Ilona Marveliani I. P., S.Pd.	Literacy coordinator/ Indonesian History Teacher
10	Gunoto	Infrastructure coordinator/ Productive TBSM Teacher
11	Desti Atika Farokhi, M.Pd.	Student coordinator/ Indonesian Teacher
12	Adib Prasetya Pratama, S.Pd.	ICT Teacher
13	Kristiyanti, S.Pd.	Productive TBSM Teacher
14	Shobirin, S.Pd.	Physical Education Teacher
15	Umi Muti'ah, S.Pd.	Math Teacher
16	Hanik Sulistiyorinie, S.Pd.	Pancasila and Civic Education Teacher/ Guidance and Counseling Teacher
17	Ulil Absor, S.Pd.	Productive TBSM Teacher
18	Mutiadevi Laili F., S.Pd.	Javanese Teacher
19	Ainun Nikmah, S.Pd.	English Teacher
20	Ana Villa Wahdah, S.Pd.I.	Religion Teacher
21	Fevi Emi Ekayanti, S.Pd.	Head of administration/ Indonesian

<sup>6</sup> Documentation of the List of teachers' names of SMK Al-Hikmah 2 Welahan by researcher, July 21, 2022.

		Teacher
22	M. Syaiful Anam, S.Pd.	Productive TBSM Teacher
23	Ririn Maisyatul K., S.Pd.	Guidance and Counseling Teacher
24	Ryo Sulisty, S.Pd.	School Operator/ English Teacher
25	Ulin Ni'mah, S.Pd.	Math Teacher
26	Hisyam Kholil, S.Pd.	Productive TBSM Teacher
27	Feliya Ghufrona, S.Pd.	Productive AKL Teacher
28	Adi Nugroho, S.Pd.	Physical Education Teacher
29	Yuni Atika Ningrum, S.Pd.	Chemistry Teacher
30	Shiva Irfana, M.Pd.	Physics Teacher
31	Novi Wulansari, S.Pd.	Productive AKL Teacher
32	Nusfa Sofiyannida, S.Pd.	Cullinary Art Teacher
33	Andhika Rizky Kurniawan, S.Pd	Productive TBSM Teacher
34	Linda Alfi Khoiriyah, S.Pd	Guidance and Counseling Teacher
35	Ratih Zulia Pratiwi, S.Kom.	ICT Teacher
36	Muhammad Irwan Susanto, S.T.	Productive TBSM Teacher
37	Uswatun Khasanah, S.E	Treasurer
38	Renitasari, S.Pd.	Treasurer
39	Chalvin Nizar Zulmi	Toollman
40	Abuzam Al Rosyid, S.Sos.	Staff
41	Qomari	Staff
42	Selamet	Cleaning Staff
43	Nasir	Charley

#### 6. Institutional profile of SMK Al Hikmah 2 Welahan<sup>7</sup>

**Table 4. 2 Institutional profile of SMK Al Hikmah 2 Welahan**

No.	Data	Information
1	Name	SMKS Islam Al Hikmah 2
2	NPSN	20362798
3	Status	Swasta
4	Start Operation	2012
5	Accreditation	B

<sup>7</sup> Documentation of the Institutional Profile of SMK Al-Hikmah 2 Welahan by researcher, July 21, 2022.

6	Adress	Jalan Raya Welahan RT 02 RW 02 Gedangan Welahan Jepara
7	Total Teachers and Employees	42
	Teachers	37
	Employees	5
8	Total Students	757
	Male	535
	Female	222
9	Total of study groups	22
	TBSM	15
	AKL	7
10	Contact Person	
	Phone	(0291) 5743459
	Admin of SMK	0895-3652-30646
	Email	<a href="mailto:smkia2_jepara@yahoo.co.id">smkia2_jepara@yahoo.co.id</a>
	Facebook	Esemka Al Hikmah 2 Welahan
	Instagram	@smkia2
	Tiktok	@smkia2
	Youtube	SMK AL HIKMAH 2 WELAHAN

7. Curriculum data of SMK Al Hikmah 2 Welahan

1) Curriculum data of TBSM<sup>8</sup>

**Table 4. 3 Curriculum data of TBSM**

MAPEL	TBSM					
	X		XI		XII	
	1	2	1	2	1	2
<b>A. MUATAN NASIONAL</b>						
Pendidikan Agama Islam dan Budi Pekerti	2	2	2	2	2	2
Pendidikan Pancasila dan Kewarganegaraan	2	2	2	2	2	2
Bahasa Indonesia	4	2	2	2	2	2
Matematika	4	4	4	4	4	4

<sup>8</sup> Documentation of the Curriculum data TBSM of SMK Al-Hikmah 2 Welahan by researcher, July 22, 2022.

Sejarah Indonesia	2					
Bahasa Inggris dan Bahasa Asing	2	2	2	2	3	3
<b>B. MUATAN KEWILAYAHAN</b>						
Seni Budaya	2	2				
Pendidikan Jasmani, Olahraga, dan Kesehatan	2	2	2	2		
<b>C. MUATAN PEMINATAN KEJUARAN</b>						
<b>C1. DASAR BIDANG KEAHLIAN</b>						
Simulasi dan Komunikasi Digital	3	3				
Fisika	3	3				
Kimia	3	3				
<b>C2. DASAR PROGRAM KEAHLIAN</b>						
Gambar Teknik Otomotif	2	2				
Teknologi Dasar Otomotif	3	3				
Pekerjaan Dasar Otomotif	3	3				
<b>C3. KOMPETENSI KEAHLIAN</b>						
Pemeliharaan Mesin Sepeda Motor (PMO)			7	7	7	7
Pemeliharaan Sasis Sepeda Motor (PCPT)			6	6	4	4
Pemeliharaan Kelistrikan Sepeda Motor (PSKO)			6	6	7	7
Pengelolaan Bengkel					5	5
Produk Kreatif dan Kewirausahaan			5	5	4	4

<b>D. MUATAN LOKAL</b>						
Bahasa Jawa	2	2	1	1	1	1
Conversation	1	1	1	1	1	1
Ke-NU-an	1	1	1	1	1	1
Aqidah Akhlak	1	1	1	1	1	1
Fiqih dan Al-Qur'an Hadist	1	1	1	1	1	1
Perawatan dan Perbaikan Mobil	3	3	3	3		
BK					1	1

2) Curriculum data of AKL<sup>9</sup>

**Table 4. 4 Curriculum data of AKL**

<b>MAPEL</b>	<b>AKL</b>					
	<b>X</b>		<b>XI</b>		<b>XII</b>	
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>A. MUATAN NASIONAL</b>						
Pendidikan Agama Islam dan Budi Pekerti	2	2	2	2	2	2
Pendidikan Pancasila dan Kewarganegaraan	2	2	2	2	2	2
Bahasa Indonesia	4	2	2	2	2	2
Matematika	4	4	4	4	4	4
Sejarah Indonesia	2					
Bahasa Inggris dan Bahasa Asing	2	2	2	2	3	3

<sup>9</sup> Documentation of the Curriculum data AKL of SMK Al-Hikmah 2 Welahan by researcher, July 22, 2022.

<b>B. MUATAN KEWILAYAHAN</b>						
Seni Budaya	2	2				
Pendidikan Jasmani, Olahraga, dan Kesehatan	2	2	2	2		
<b>C. MUATAN PEMINATAN KEJUARAN</b>						
<b>C1. DASAR BIDANG KEAHLIAN</b>						
Simulasi dan Komunikasi Digital	3	3				
Ekonomi Bisnis	2	2				
Administrasi Umum	2	2				
Ilmu Pengetahuan Alam	2	2				
<b>C2. DASAR PROGRAM KEAHLIAN</b>						
Etika Profesi	1	1				
Aplikasi Pengolah Angka	3	3				
Akuntansi Dasar	3	3				
Perbankan Dasar	2	2				
<b>C3. KOMPETENSI KEAHLIAN</b>						
Praktikum Akuntansi Perusahaan Jasa, Dagang, dan Manufaktur			5	5	5	5
Praktikum Akuntansi Lembaga/Instansi Pemerintah			4	4	4	4
Akuntansi Keuangan			5	5	6	6
Komputer Akuntansi			5	5	5	5
Administrasi Pajak			2	2	3	3

Produk Kreatif dan Kewirausahaan			2	2	4	4
<b>D. MUATAN LOKAL</b>						
Bahasa Jawa	2	2	1	1	1	1
Conversation	1	1	1	1	1	1
Ke-NU-an	1	1	1	1	1	1
Aqidah Akhlak	1	1	1	1	1	1
Fiqih dan Al-Qur'an Hadist	1	1	1	1	1	1
Desain	2	2				
Tata Boga			3	3		
BK					1	1

8. Data on facilities and infrastructure of SMK Al Hikmah 2 Welahan

- 1) Comfortable and multimedia-based classroom
- 2) Industrial standard Honda laboratory
- 3) Standardized Accounting Computer Laboratory
- 4) Free Hotspot Area
- 5) Mosque
- 6) Multipurpose hall
- 7) Standard Parking Area SSR (School of Safety Riding)
- 8) A representative library
- 9) Counseling Guidance Room
- 10) Standard School Health Unit (UKS) room
- 11) Adequate sanitation
- 12) 5M . supporting equipment and supplies
- 13) Guest Teacher from DU/DI
- 14) Bina Karya Special Employment Exchange (BKK)
- 15) Production Unit
  - a. Tebeng (Astra Service Post)
  - b. Mini Bank
  - c. Ulala

- 16) Free Dormitory
- 17) Academic and Non-academic Scholarships
- 18) Cooperative and School Canteen
- 19) DU/AT partner:
  - a. PT. Astra Honda Motor
  - b. PT. Astra Daihatsu Motor
  - c. PT. Honda Prospect Motor
  - d. PT. TEMPLE
  - e. PT. PNM (Civil National Capital)
  - f. PT. BPR BKK Jepara
  - g. PT. Sami JF Jepara
  - h. PT. Kanindo Makmur Jaya
  - i. Factories in Jepara and Demak Regencies<sup>10</sup>

## B. Research Results

In the research data, the researcher describes SMK Al Hikmah 2 Welahan, which includes the implementation of the Tandur system in teaching speaking and listening in the second grade at SMK Al Hikmah 2 Welahan as well as obstacles and solutions to implementing the Tandur system in teaching speaking and listening at SMK Al Hikmah 2 Welahan. The following is an explanation of the description of the research data:

### 1. Data on the Implementation of Tandur system in Teaching speaking and listening at the second grade of SMK Al Hikmah 2 Welahan.

Based on the results of observations, interviews, and documentation that the researcher did at SMK Al Hikmah 2 Welahan, they obtained data about the implementation of the Tandur system in teaching speaking and listening in the second grade at SMK Al Hikmah 2 Welahan. Observations made by researchers in the field of teaching and learning activities in the second grade of SMK Al Hikmah 2 Welahan were carried out by teachers by applying the Quantum Teaching method with the Tandur system in teaching speaking and listening, in which students became active in teaching and learning activities. Before teaching in class, the teacher preparing lesson plans and materials.<sup>11</sup>

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<sup>10</sup> Documentation of the Facilities and Infrastructure data of SMK Al-Hikmah 2 Welahan by researcher, July 22, 2022.

<sup>11</sup> Observation of the lesson plans and materials by researcher, observation 2, July 22, 2022.

The quantum teaching method using the Tandur system is a method where teaching and learning activities are fun with all nuances. The system involves relationships, interactions, and communication. The learning model tries to raise enthusiasm and students become active in learning.<sup>12</sup> Before using the Tandur system, it used the discovery learning method, in which students were not enthusiastic and passive. Then the Tandur system was applied, so that students are active in class. The system is a learning model that is considered suitable to be used in teaching speaking and listening to make students active in learning.<sup>13</sup> Students become active because in this system we invite students to demonstrate what they have noticed and heard. So they will automatically be able to practice what we have been given examples. It will eventually make students active in practicing speaking in front of the class. Then they also add their skills or abilities in listening. So this Tandur system can be implemented well in the classroom.<sup>14</sup>

Based on interviews with the headmaster and the curriculum section of SMK Al-Hikmah 2 Welahan, in teaching, speaking and listening in the second grade, the Tandur system is applied. Using the Tandur system in teaching speaking and listening makes students active. Students who were previously passive during learning, are now making progress. Because they are encouraged to confidently come to the front of the class. As stated by the headmaster of SMK AL-Hikmah 2 Welahan:

“The implementation of the Tandur system in teaching speaking and listening is carried out in a way that students must dare to come to the front of the class to present what they have done, in using this method students progress to be more active than before.”<sup>15</sup>

In learning English, the Degree of Comparison material in the second grade of the AKL major is taught on Wednesday, July 20, 2022, with the first and second hours starting at 07.00 until 08.30 WIB. Time allocation 2x45 minutes. In the

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<sup>12</sup> Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 32.

<sup>13</sup> Ainun Nikmah, English teacher, interview by researcher, January 20, 2022.

<sup>14</sup> Ryo Sulisty, English teacher, interviewed by researcher, June 17, 2022.

<sup>15</sup> Nurana Puspitasari, Headmaster, interviewed by researcher, July 25, 2022, interview 1, transcript.

implementation of the learning process using the Tandur system, there are several stages carried out by Mr. Ryo, including:

a. Planning

Preparation or planning is very important to achieve goals in a lesson. As with general learning activities, planning using the Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan aims to ensure that the implementation of learning runs smoothly and that these activities can be achieved properly. Mr. Ryo said that the preparatory stage in implementing the Tandur system in teaching speaking and listening was preparing lesson plans and preparing the required learning media such as worksheets and audio.<sup>16</sup>

b. Practice

At this practice stage, he carries out learning activities that refer to the 2013 curriculum, the details of the activities are as follows:

1) Opening Activities

The researcher observed that before starting the lesson, Mr. Ryo entered the class by greeting, after that he checked the student attendance data and read Bismillah together to start learning.

2) Core Activities

Teaching speaking and listening using the Tandur system. Beginning with motivating students to be enthusiastic about learning, the Tandur system is called Grow (*Tumbuhkan*). The second is Experience (*Alami*), Mr. Ryo first gives an example of how it relates to their daily lives, for example, this item is bigger or smaller, and so on. Then he wrote the material on the blackboard and explained the Degree of Comparison. After that, he played an audio listening about Degree of Comparison and ordered the students to listen. Then give assignments for students to answer the questions in the audio, it is called Label (*Namai*). After that, the students were ordered to come forward to present their task by speaking, it was called Demonstrate (*Demonstrasikan*). The next system is a Review (*Ulangi*), Mr. Ryo corrects some wrong words in student pronunciation and asks

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<sup>16</sup> Ryo Sulistyio, English teacher, interviewed by researcher, July 22, 2022, interview 4, transcript

students questions regarding the material. When the answer is correct, Mr. Rio praises the student and instructs the other students to give a round of applause called Celebrate (*Rayakan*).

### 3) Closing Activities

Closing in learning activities at SMK Al-Hikmah 2 Welahan, namely the teacher invites students to conclude the material and end by saying greetings.<sup>17</sup>

#### c. Evaluation

Evaluation is carried out at the last stage after the teaching and learning activities are over. In making the assessment, Mr. Ryo uses formative and summative assessments. Formative assessment is carried out during the learning process to find out how the development of student material mastery is, while summative assessment is carried out at the end of learning to determine student learning achievement. The evaluation helps to see how far the success rate of the Tandur system has been applied in teaching speaking and listening.<sup>18</sup>

In the Degree of Comparison English learning in the second grade of the TBSM department which is taught on Wednesday 20 July 2022, start at 12.00 until 13.30 WIB. Time allocation 2x45 minutes. In the implementation of the learning process using the Tandur system, there are several stages carried out by Mrs. Ainun Nikmah, including:

#### a. Planning

Preparation or planning is very important to achieve goals in a lesson. As with general learning activities, planning using the Tandur system in teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan aims to ensure that the implementation of learning runs smoothly and that these activities can be achieved properly. Mrs. Ainun Nikmah said that the preparations made before teaching speaking and listening used the Tandur system, namely preparing lesson plans and materials. The material taught here is "Degree of Comparison", so the material will

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<sup>17</sup> Observation of the implementation in teaching speaking and listening in Mr. Rio's class by researcher, July 20, 2022, observation 2, transcript

<sup>18</sup> Ryo Sulisty, English teacher, interviewed by researcher, July 22, 2022, interview 4, transcript

later be developed to invite students to implement the Tandur system in improving speaking and listening skills.<sup>19</sup>

b. Practice

At this practice stage, she carries out learning activities that refer to the 2013 curriculum, there are details of his activities as follows:

1) Opening Activities

The researcher observed that before starting the lesson, Mrs. Ainun entered the class by greeting, after that she checked the student attendance data and read Bismillah together to start learning.

2) Core Activities

Teaching speaking and listening using the Tandur system. Beginning with motivating students to be enthusiastic about learning in the Tandur system, which is called Grow (*Tumbuhkan*). The second is Experience (*Alami*), Mrs. Ainun said that today she studied Degree of Comparison. Then Mrs. Ainun asked the students if anyone knew what comparison. Some students who know answered "comparison = *perbandingan*" and answered correctly by Mrs. Ainun. Then Mrs. Ainun wrote the material on the blackboard and explained the Degree of Comparison, which is called Label (*Namai*). After explaining the material, students were instructed to come forward to speak. Those who dare to come forward will get additional points, it's called Demonstration (*Demonstrasikan*). The next system is Ulangi (*Review*), the teacher corrects some wrong words in students' pronunciation and asks students questions regarding the material. When the answer is correct, then the teacher instructs other students to give applause, called Celebrate (*Rayakan*).

3) Closing Activities

When the teaching and learning process was finished, Mrs. Ainun instructed the students to get ready. Then ended by praying together led by the class leader.

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<sup>19</sup> Ainun Nikmah, English teacher, interviewed by researcher, July 22, 2022. interview 3, transcript.

After that, Mrs. Ainun came out of the classroom and was followed by the students.<sup>20</sup>

c. Evaluation

Evaluation is carried out at the last stage after the teaching and learning activities are over. Mrs. Ainun did an assessment like an assignment or gave a daily test. To find out how well students understand the material being taught, they usually provide exercises at the end of class.<sup>21</sup>

Based on the results of observations, interviews, and documentation that the researchers carried out on July 20, 2022, data were obtained about the implementation of the Tandur system in teaching speaking and listening aimed at making students active and interacting with each other in class. Implementing the Tandur system is quite optimal, but still needs to be developed again at the next meetings so that students can be more active because this has led to activeness. To be more active in class, especially in speaking and listening.<sup>22</sup> The learning is carried out according to the lesson plan, which has three stages. The first, the preparation stage including preparing the lesson plans and preparing the required learning materials and media. Second, the implementation stage is implementing the Tandur, Grow (*Tumbuhkan*), Experience (*Alami*), Label (*Namai*), Demonstrate (*Demonstrasikan*), Review (*Ulangi*), and Celebrate (*Rayakan*). Third, the evaluation stage is carried out after the learning is over.<sup>23</sup> This was done to determine the level of student achievement.

**2. Data about the obstacles and solutions of the Tandur system in teaching speaking and listening at the second grade of SMK Al Hikmah 2**

Based on the results of observations, the condition of the building was good and clean, the location is strategic. The infrastructure is also adequate.<sup>24</sup> But there are several obstacle

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<sup>20</sup> Observation of the implementation in teaching speaking and listening in Mrs. Ainun's class by researcher, July 20, 2022, observation 2, transcript.

<sup>21</sup> Ainun Nikmah, English teacher, interviewed by researcher, July 22, 2022, interview 3, transcript.

<sup>22</sup> Ainun Nikmah, English teacher, interviewed by researcher, July 22, 2022, interview 3, transcript.

<sup>23</sup> Documentation of the Lesson Plans of SMK Al-Hikmah 2 Welahan by researcher, July 22, 2022.

<sup>24</sup> Observation the Physical Condition of SMK Al-Hikmah 2 Welahan by researcher, July 18, 2022

when teaching speaking and listening by applying the Tandur system. One of them is a passive student, as stated by Mr. Ryo:

“When we face students who are passive, it's a bit confusing to provoke these students to be active. Because of the Tandur system itself, we lead students so that they can find and elaborate ideas with their own knowledge”.<sup>25</sup>

Mr. Ryo overcomes this obstacle by making learning as interesting as possible so that students can be interested and active in learning. When we teach students who have an interest later, when we want the student to demonstrate or ask active students it will be easier.<sup>26</sup> When the researcher observed the learning in class, there were students who were shy. When he was asked a question he did not want to answer.<sup>27</sup> The character of students is different. So for the character of students who are shy, the teacher must build student confidence by appreciating students such as praising them.

Every teacher must have obstacles when teaching. Teachers must also be able to overcome obstacles when teaching. If students have different characters, then the teacher must understand the character of each student so that all students pay attention to learning and are active in class, as stated by the Headmaster:

“Teachers must be able to understand the character of students and create a comfortable learning atmosphere in the classroom to make students active. Teachers must be creative in using media in learning”.<sup>28</sup>

There are also other obstacles mentioned by the curriculum section in the interview, namely:

“The obstacle is the diverse behavior of students and the absorption of students, there are students who are explained immediately understand, some are still connected”.<sup>29</sup>

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<sup>25</sup> Ryo Sulisty, English teacher, interviewed by researcher, July 22, 2022, interview 4, transcript.

<sup>26</sup> Ryo Sulisty, English teacher, interviewed by researcher, July 22, 2022, interview 4, transcript.

<sup>27</sup> Observation of the obstacles in teaching speaking and listening in Mr. Rio's class by researcher, July 20, 2022, observation 2, transcript.

<sup>28</sup> Nurana Puspitasari, Headmaster, interviewed by researcher, July 25, 2022, interview 1, transcript.

<sup>29</sup> Choirul Anwar, Curriculum Section, interviewed by researcher, July 21, 2022, interview 2, transcript.

From these obstacles, the way to overcome them is to understand the behavior and character of students. With the difference in individual absorption, the teacher should not allow students, the teacher must motivate students to learn so they are not left behind with their friends. And the teacher should give more time for students to understand.

Based on the results of observations in the class taught by Mrs. Ainun, there are also other obstacles, namely, the students are still in the category of lack of vocabulary. So the words they master in English are still lacking. Especially for the adjective because it becomes the core of comparative teaching. And the solution is to ask each student to be obliged to memorize vocabulary in English, especially adjectives so that later when there is teaching at the next meeting, they will not be confused anymore.<sup>30</sup>

From the results of observations, interviews, and documentation there are several obstacles and solutions to implementing the Tandur system in Teaching speaking and listening in the second grade of SMK Al-Hikmah 2 Welahan, namely, firstly, students are passive, so how to overcome them makes learning as interesting as possible so that students can be interested and active in learning. Second, regarding the character of students who are shy, the teacher must build students' self-confidence by appreciating students such as praising them. Third, the character of students is different, so how to overcome it the teacher must be able to understand the character of students and create a comfortable learning atmosphere in the classroom. Fourth, the absorption of students, the absorption of different students, the teacher must motivate students with low absorption capacity to learn and give more time to understand. Fifth, for students whose vocabulary is lacking, the teacher asks each student to be obliged to memorize vocabulary in English. These obstacles are evidence by the student's test score.<sup>31</sup>

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<sup>30</sup> Observation of the obstacles in teaching speaking and listening in Mrs. Ainun's class by researcher, July 20, 2022, observation 2, transcript.

<sup>31</sup> Documentation of daily test score at SMK Al-Hikmah 2 Welahan by researcher

## C. Discussions

### 1. Analysis of the Implementation of the Tandur system in Teaching Speaking and Listening at the second grade of SMK Al-Hikmah 2 Welahan

Teaching English is teaching with an interactive process that involves interactions in the classroom that occur between teachers and students in English lessons. English teaching can take place anywhere, both in foreign schools and domestic schools.<sup>32</sup> In English, there are four skills: speaking, reading, writing, and listening. These four skills must be combined in order to achieve English language teaching. In this discussion use speaking and listening skills. Because these two skills are closely related.<sup>33</sup> Speaking is a productive skill in which a speaker produces and uses language by expressing a series of ideas while trying to get an idea or message. While listening is a receptive skill because there is no need to produce language.<sup>34</sup>

Teaching speaking and listening is important. Students use speaking and listening to share ideas, solve problems, make decisions and think about important things. The teachers must help students in interacting, namely by using new vocabulary in teaching and helping students to practice and use it for the students themselves in the present and future. By using new vocabulary, students will be familiar with new words. This will make it easier for students to speak and listen.<sup>35</sup>

As a teacher must be creative in teaching. This creativity will make students active, enthusiastic, and get fun learning. Fun learning involves interaction and communication. Interaction in quantum teaching is needed to create fun learning. And this is where the quantum method is used because this method uses learning where teachers and students interact with each other.<sup>36</sup> There are two English teachers at SMK Al-Hikmah 2 Welahan

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<sup>32</sup> Isola Rajagopalan, "Concept of Teaching," *International Journal of Education* 7, no. 2 (2019): 5, <https://files.eric.ed.gov/fulltext/EJ1245288.pdf>

<sup>33</sup> Lorena Manaj Sadiku, "The Importance of Four Skills" *European Journal of Language and Literature Studies* 1, no. 1 (2015): 29

<sup>34</sup> Harits Masduqi, "Receptive Skills and Productive Skills", *International Conference on Teacher Training and Education* 2, no. 1 (2016): 508

<sup>35</sup> Gianna Ulyatt, "Develop Speaking and Listening Skills in Young Learners," *Teach Middle East*, 2017, <https://teachingmiddleeastmag.com/develop-speaking-listening-skills-young-learners/>

<sup>36</sup> Miftahul A'la, *Quantum Teaching* (Jogjakarta: Diva Press, 2011), 26.

who use Quantum teaching with the Tandur system. The system is implemented so that students make progress in learning, students become active and enthusiastic with a fun method. Before using the Tandur system, the teachers used the discovery learning method. In teaching using discovery learning, students are passive in learning in class, only the teacher is more dominant. So Mrs. Ainun and Mr. Rio tried to change the teaching method so that students are interested, active, and happy in learning in class. Then the Tandur system was applied to teaching speaking and listening.

There are three stages in teaching namely, planning, practice and evaluation. Planning is the process of establishing a method or topic to achieve a goal. The planning stage aims to develop the implementation objectives to be achieved. Practice aims to carry out the plans that have been prepared. Evaluation aims to find out or assess whether the learning implemented is in accordance with the objectives achieved or not.<sup>37</sup>

Based on the results of observations and interviews that have been carried out by researchers, there are three stages in the application of the Tandur system in teaching speaking and listening in the second grade of SMK Al-Hikmah, including:

a. Planning

Preparation or planning is very important to achieve goals in a lesson. The aim is that the implementation of learning runs smoothly and these activities can be achieved properly. The preparation stage in the application of the Tandur system in teaching speaking and listening is to prepare the lesson plans, learning materials, and learning media needed.

b. Practice

At the practice stage, there are three activities, namely opening activities, core activities, and closing activities. The details of the activities are as follows:

1) Opening Activities

Before starting the lesson, the teacher enters the class by greeting, after that checks the student attendance data and reads bismillah together. After that prepare the media to be used.

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<sup>37</sup> Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2011), 248-251

## 2) Core Activities

Implementing the Tandır system in teaching speaking and listening starts from Grow (*Tumbuhkan*), which motivates students to be interested in the learning process. Furthermore Experience (*Alami*), the teacher is expected to be able to create experiences or events related to the material so that students quickly understand the material. Like using objects around, for example in the degree of comparison material, which is comparing a pencil smaller than a marker and so on. The following system is Label (*Namai*), the teacher explains the material and gives assignments to students. Then Demonstrate (*Demonstrasikan*), the teacher provides students the opportunity to show that they have understood the material. After that, the teacher Reviews (*Ulangi*) what the students have presented. The last is the Celebrate (*Rayakan*), the teacher gives appreciation to students in the form of praise, with it will make students more enthusiastic about learning in the future.<sup>38</sup>

## 3) Closing activities

Closing in learning activities at SMK Al-Hikmah 2 Welahan, namely the teacher invites students to conclude the material and ends by praying together and saying greetings.

## c. Evaluation

Evaluation is carried out at the last stage after the teaching and learning activities are over. The purpose of the evaluation is to determine the quality of something, especially about value. The scoring must be based on certain criteria. Without clear criteria, the consideration of the value given is not a process that is classified as an evaluation.<sup>39</sup> This stage is carried out to see how far the success rate of the Tandır system has been applied in teaching speaking and listening.

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<sup>38</sup> Bobbi DePorter, Mark Reardon, and Sarah Singer Nourie, *Quantum Teaching: Mempraktikkan Quantum Learning Di Ruang-Ruang Kelas* (Bandung: Kaifa, 2010), 128-134.

<sup>39</sup> Asrul, and friends, *Evaluasi Pembelajaran* (Medan: Citapusaka Media, 2014), 45.

## 2. Analysis of the obstacles and solutions of the Tandur system in Teaching speaking and listening at the second grade of SMK Al-Hikmah 2 Welahan

From the results of observations, interviews, and documentation, there are several obstacles and solutions to implementing the Tandur system in Teaching speaking and listening in the second grade of SMK Al-Hikmah 2 Welahan, namely:

### a. The passive students

The passive students is often shown in a learning process, this can be seen from the behavior of students in a learning process who tend to only act as listeners, when the teacher explains they tend to be silent without anyone asking questions, even when the teacher asks a question they just stay silent, even though students actually do not understand the material presented by the teacher.<sup>40</sup> The solution is that the teacher must make learning as interesting as possible so that students can be interested and active in learning.

### b. The shy student

The role of the teacher is very necessary for overcoming shy children. The teacher acts as a mentor, coach, advisor, motivator, and class manager so that shy children can show better behavior changes. The teacher's way of dealing with shy students is by guiding and helping shy students who have difficulty carrying out activities, inviting and familiarizing shy students to appear in front of the class, giving advice, being a good role model, and motivating shy children by giving rewards (smiles, thumbs up, saying "great, smart kid, good job, cool" and so on.<sup>41</sup>

### c. Different student characters

The characteristics of each student are different, the teacher needs to understand the initial characteristics of students so that he can easily manage everything related to learning. Understanding the character of students requires seriousness and involvement of the heart and mind of the teacher so that he can understand his character properly and

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<sup>40</sup> Indah Puspita Putri, Hubungan Persepsi Terhadap Kompetensi Kepribadian Guru dengan Keterlibatan Belajar Siswa (Surakarta : Universitas Muhammadiyah Surakarta, 2011), 2.

<sup>41</sup> Meli, and friends. "Peranan Guru dalam Megatasi Anak Pemalu Di Raudhatul Athfal Dharma Wanita Kemetrian Agama", <https://jurnal.untan.ac.id/index.php/jdpdp/article/viewFile/10187/9885>

correctly. The desired goal of understanding the initial characteristics of students is to condition what must be taught, how to condition students to learn according to their respective characteristics. Characteristics of students is one of the variables of teaching conditions. These variables are defined as aspects or qualities of individual students. Related aspects can be in the form of talents, interests, attitudes, learning motivation, learning styles, thinking abilities and initial abilities that they already have. Every human being has different characteristics. Characteristics of students are the totality of abilities and behaviors that exist in their personalities as a result of the interaction between their nature and their social environment, thus determining the pattern of their activities in realizing hopes and achieving goals. Therefore, efforts to understand the development of students must be linked or adapted to the characteristics of the students themselves.<sup>42</sup>

d. Low student absorption

Absorption is the ability to capture and understand the material so that students can describe the material received correctly. Absorption is referred to as intelligence or intelligence. Understanding student absorption is interrelated with student achievement or learning outcomes. This is because student absorption is not the learning output, but is closely related to the primary input in the learning process. In other words, student absorption is formed in line with the teaching and learning process that is currently or temporarily taking place. Learning inputs related to absorption include the teacher and the learning environment while the learning process is related to the transfer of knowledge by the teacher. This also means that a student absorption is a form of student learning ability that is in line with the quality of learning. Although it has no correlation with learning output, student absorption can be realized through student achievement or learning outcomes because student absorption is manifested in the form of behavior or attitudes showed when carrying out the learning process. Achievement and learning outcomes

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<sup>42</sup> Meriyati, *Memahami Karakteristik Anak Didik* (Lampung: Fakta Press, 2015), [http://repository.radenintan.ac.id/10379/1/1.%20BUKU\\_KARAKTERISTIK\\_Meriyati\\_Fix\\_Baru.pdf](http://repository.radenintan.ac.id/10379/1/1.%20BUKU_KARAKTERISTIK_Meriyati_Fix_Baru.pdf)

are the result of students' ability to absorb the knowledge material given to them. These behaviors and attitudes are shown when the teacher carries out the teaching process. This also means that the higher the student's absorption capacity will have an effect on increasing achievement and learning outcomes. Learning is said to be successful when a person is able to repeat the material he has learned.<sup>43</sup> Each student has a different or ability. Therefore, the teacher cannot force students to immediately understand. To overcome this, the teacher must motivate and inspire students to study diligently and give students time to understand the material.

e. Lack of Vocabulary

Vocabulary has a very essential role in mastering foreign languages, especially English. This indicates that vocabulary is not merely a collection of words that we memorize and know their meanings but also a learning process in assembling these words. Without mastering adequate vocabulary, students not only have difficulty communicating and even cannot communicate at all.<sup>44</sup> At SMK Al-Hikmah 2 Welahan the students are still in the category of lack of vocabulary. So the words they master in English are still lacking. And the solution is to ask each student to be required to memorize vocabulary in English.

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<sup>43</sup> La Hadisi, and Wampika, "The Effect of Teaching Creativity Teachers on Student Absorption at Smk Negeri 3 Kendari," *Jurnal Al-Ta'dib* 10, no. 2 (2017): 149-150.

<sup>44</sup> Nurlaila Amalia, "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy," *Journal of Education Action Research* 2, no. 2 (2018): 173