AN ANALYSIS OF THE IMPLEMENTATION OF FULL DAY SCHOOL IN TEACHING ENGLISH AT SMP NEGERI 31 MAKASSAR
(*A DESCRIPTIVE RESEARCH*)

A THESIS

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ABSTRACT

RISKI KURNIATI. 2018. *An Analysis of The Implementation of Full-Day School in Teaching English at SMP Negeri 31 Makassar.* **Guided by Ummi Khaerati Syam and Nunung Anugrawati**.

This research aimed to know the implementation of full-day school in English language teaching and the success of the implementation of full-day school in system learning process in teaching English at SMP Negeri 31 Makassar in the 2018/2019 academic year.

The researcher was collected the data by using descriptive qualitative design. The researcher used two instruments they were observation field notes and semi-structural interview. The number of the subject of the research were four participants, including the teacher, headmaster, curriculum affair, and infrastructure. There were twenty four questions, consistent with five questions for the headmaster, seven questions for curriculum affair, four question for infrastructure and eight questions for the teacher.

The research findings indicated that in the implementation of full-day school in teaching English, the teacher must be teaching for eight hours every day. Based on the observation, In learning system full day school the teacher has developed aggregation between education religious and general with maximizing the development of students cognitive aspects, affective aspects, and psychomotor aspects. furthermore, the data from an interview in the implementation of full-day school was categorized as successful. It was proved from the creative & innovative the teacher in teaching English, the allocation time appropriate with the rule of full-day school, the teacher has more time to show the character of the learners, and facilities in the school it was available and it used appropriately with its function.

Based on the research findings, it could be concluded that the implementation of full-day school in teaching English similar with the learning system in the half- school but schedule in full-day school has more time to learn. Every teacher used a different method of teaching English to be creative and innovative and appropriated the conditions of class and materials to be discussed.

Keywords: **Full-day school, implementation teaching English.**

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Makassar, Mey 2018

The Researcher

MOTTO

TAK PERLU MENJELASKAN TENTANG DIRIMU PADA SIAPAPUN KARENA YANG MENYUKAIMU TAK MEMBUTUHKANNYA DAN YANG MEMBENCIMU TAK AKAN MEMPERCAYAINYA.

-ALI BIN ALI THALIB-

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CHAPTER 1

INTRODUCTION

A. Background

Indonesia as one of the countries in the world to realize the importance of mastering an international language to engage in global affairs and development. The Indonesian government has included English as one of the school subjects are taught from high school to college.

According to the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System, "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-control, personality, noble character as well as the necessary skills themselves, society, the nation and the state". Full day school learning system is one of the creations and innovations to make school learning superior, innovative and creative with an integrated learning system which is based on faith and piety, as well as science and technology (science), the early implementation of this learning system is due to the increase in the number of single-parents and the number of parent activities, as well as the fact that most students spend most of their free time outdoors and use it for unprofitable activities. it is a significant signal that must be looked for an alternative solution. conditions that make education experts think hard to formulate a new paradigm of education in order to optimize leisure time with positive activity.

All of the Indonesian schools and teachers work hard to improve their learners' English competency achieve the government's education goal. Realizing this fact, English teachers play an important role to succeed the program. As Brown (2007:7) in Andryani and Nurhajati 2016: 80) said that teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students are understanding and ability to do and produce something.

Based on Ministerial Regulation No. 23 of 2017 on School Day that arranges school 8 hours a day for 5 days or full day school on June 12, 2017. This policy applies from the new school year which falls in July 2017. However, for schools that do not have adequate resources and transportation facilities, this policy will be implemented in stages.

The emergence of a full day school education system in Indonesia began with the proliferation of prominent school terms around the 1990s, pioneered by many private schools including schools labeled Islam. In an ideal sense, excellent schools are schools that focus on the quality of the learning process, not on the quality of student input. The quality of the learning process depends on the learning system. But the fact is that excellent schools are typically marked with high cost, complete facilities and luxury, elite, other than others, as well as "professional" faculty, although this situation does not guarantee the quality of education. This flagship trend which was then developed by managers in school become a more diverse form and become a trademark, among them, is FDS.

Full day school program that is usually applied starting at 06:45 to 15:00 pm makes many children spend time in the school environment with his friends. In addition to more time, usually schools with this system can not be separated from the cost incurred per month for every parent who put his child in school full day, because usually schools that apply full day school cost much more than the ordinary school entrance. This is because of the quality and quantity of schools with full day school system far more complete and better.

Although it has a longer time span from morning to evening, this system can still be applied in Indonesia and does not conflict with existing legislation. As explained in the National Education Minister's Regulation no. 22 of 2006 on Content Standards that every level of education has been determined the allocation of lessons. In this school full daytime is not only used to receive the subject matter but part of the time used for enrichment.

The implementation of full-day school is one of the effective ways of shaping the character of learners. Full day school can make students have more time to learn and extracurricular activities can be maximized. Full day school will make students' time with family more efficient and students have more holiday.

Based on the description above, it is necessary to conduct research on a full-day school in SMPN 31 Makassar. SMPN 31 Makassar is one of the schools that have implemented full-day school. Therefore, the researcher interested to select a research in the title **"An Analysis of Implementation of Full Day School in Teaching English at SMP Negeri 31 Makassar."**

B. Research Problem

Based on the background of the research question were:

1. How is the implementation of full-day school in English language teaching at SMP Negeri 31 Makassar?"

2. How successful is the implementation of full-day school at SMP Negeri 31 Makassar?"

C. Research Objectives

1. To know the implementation of full-day school in English language teaching at SMP Negeri 31 Makassar.

2. To know the success of the implementation full day school at SMP Negeri 31 Makassar.

D. The Significance of The Research

This research is expected to be useful as :

1. Significance for the Researcher

This study can at least add to the experience as well as the treasury of thought and related to the full day school system

2. Significance for the Educational Institutions

It is expected to contribute thoughts on curriculum development especially at SMP Negeri 31 Makassar and general to other schools so that they can compete with other education institutions (Boarding Islamic) from the input, process, and output.

3. Significant for the Principal

Can be used as a benchmark in the implementation or model of full-day school development in SMP Negeri 31 Makassar

E. The scope of The Research

This research was restricted to analyze the implementation of Full Day School at SMP Negeri 31 Makassar. Especially in teaching learning system of English language teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Research Findings

Islami (2016) in his journal, the researcher concluded that in the implementation of Full Day School learning program in MI Muhammadiyah Karanglo Cilongok Subdistrict Banyumas Regency done through a series of planned activities and adapted to the purpose of vision and mission MI Muhammadiyah Karanglo Kecamatan Cilongok Banyumas Regency. Daily activities conducted at MI Muhammadiyah Karanglo already good enough and inactivity Student support are taught or implanted moral values such as Everyday Friday to create a sense of caring and generosity.

Ma'ruf (2015) in his journal, the researcher concluded that the implementation of full-day school at SMP Ta'mirul Islam is good enough. Seen from the improvement of students' learning achievement which is realized through the increase of student's National Exam value. The increase in achievement was due to the change in character in the student. The main priority of full-day school at SMP Ta'mirul Islam is the formation of student character by instilling good Akhlaq to students.

Nastiti (2015) in her journal, the researcher concluded that The results show that character development in SD IT Taruna Teladan can be implemented through a full day school program that is done in three ways ie a day-to-day school habits, to teacher training, and discipline in practice and to emulate the

good behavior. The application of the three methods of character formation is considered to be good enough but not optimal.

According to the three journals above, this research has the similarity with them because of this research about the implementation of full-day school in teaching English. While the difference this research with the three journals above, this research focuses on the implementation of Full day school and the success of the implementation of a learning system in teaching English.

B. Definition of Full Day School

According Salim in Thaib (2014: 11) said that full-day school comes from English. Thus, full-day school means school throughout the day or teaching and learning process that is in effect from morning till afternoon, starting from 6:45 am to 15:30 pm, with a break time every two hours. Difficult subjects are placed in the morning and subjects are more readily available in the afternoon.

With the commencement of school hours from 06:45 to 15:30 pm, the school can arrange the subject schedule tailored to the weight of the subjects and their interior designs better, so the main thing in the full day school learning system is the arrangement of the subject schedule.

Students do not feel overwhelmed by the length of schooling time because full day school learning system uses interesting methods in their learning. The process of teaching and learning is not only done in the classroom, but students are also given the freedom to choose a place to study, meaning that the teaching process can be done in school parks, parking lots, school canteens, and back to natural learning. The priority of full-day school is that the target in the learning

process can be achieved in a creative, fun, intellectual, and active learning process. In addition, extracurricular activities are also taken into account as these activities can strengthen the friendship and brotherhood between teachers and students.

C. The Aim of Full Day School

According Nurani in Thaib (2014: 13) said that there are reasons to be considered in terms of student education, why the full-day school is applied. This is because many parents are too busy working outdoors, so they cannot supervise their children's education at maximum. In addition, schools that implement half-day school systems tend to be less concerned with students when they are out of school. The thing to worry about is that kids will fall into negative things because after school hours the children do not go home, but play around in the middle of busy activity or parents outdoors.

In addition, it is feared that the child will be interrupted outside the family and school environment without direct guidance from parents and teachers, so the child intercourse is uncontrollable and no wonder also if the child is involved in fighting between students, crimes, drugs, and violations of social norms Full day school as an alternative system to spur achievement, as well as to instill Islamic values can give students the opportunity to spend their free time following positive activities after school, such as extracurricular activities.

Full day school is one of the new innovations in a learning system that aims to provide a strong foundation for learning in all aspects of intellectual, physical, social and emotional development. Aep Saifuddin said that with a full

day school learning system, schools can be more intensive and optimistic in providing education to students, especially in the reinforcement of Akidah and moral development. According to Farida Ismawati, this learning system gives some time to educate students so that lessons not only focus on the theory alone but also the application. In order to be able to accommodate, the full day school curriculum is designed to reach each student development.

The concept of development and innovation of this learning system is to develop creativity that includes the integration of three domains: cognitive, affective and psychomotor. Thus, the purpose of this full-day school system is to provide a solid foundation for developing and enhancing intelligence, namely Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), and Skill (skills) effective and actual.

D. Full Day School Learning System

According Afwan in Thaib (2014: 15) said that the full day school learning system is an educational package of education-oriented, quality-oriented, which takes a whole day at school using an interesting format in its learning. The rest of the full day school learning system is feared to be difficult to accept by the community, especially students. It is considered to be a burden to students because students must be within the school environment for a full day, except on Friday and Saturday only a half-day school due to the use of extracurricular activities such as KIR, PMR, Scouts, Theater, and others. However, using the method of dialogue-emancipation in a sense of brotherhood and friendship, this full-day school learning system no longer burdens students. Dialysis-

emancipation method is a teaching method that places students as a very dominant subject in teaching and learning process. Students are given a very active role and instead, teachers are just as anxious about the subject matter to be discussed and reinforced by the students, so little by little the lecture model will become unattractive to the students, and in itself will foster a discussion and dialogue culture.

Dialogue-emancipation methods that require the presence of a brotherhood and friendly environment are likely to allow the teacher to associate with as many students as possible, so the distance between teachers and students is very thin, as the role of the teacher is to support the students. The thinness of this distance does not necessarily have to eliminate the structural and legitimacy of the teacher, but this atmosphere expects the teacher as a director in student discussions, and gives a rational answer and stimulates student thinking. Thus, the intelligence and readiness of the teacher is an absolute requirement in this concept. Game formats (learning) and learning in nature (back to natural learning) are also applied in this full-day school learning system with the aim of teaching the learning process full of excitement, as the game can attract students to learn, even during the full day. The existence of excitement in learning can be seen from the rise of interest, full involvement, the creation of meaning, understanding, and values that evoke the spirit of self-esteem to the students.

According to of Bloom and Yacom in Thaib (2014: 17) said that learning games are one of the encouraging activities to teach and encourage the achievement of instructional goals. This learning game was wisely utilized can overcome serious obstacles, eliminate stress in learning environments, encourage full-time students and improve the learning process. The use of games in this study should be carefully considered in order to create a pleasant learning environment. A well-organized environment can be a valuable tool in building and maintaining a positive trait that is a valuable asset in learning. All learning techniques using games are not a goal but a means to achieve the goal of improving learning. Sometimes games can be interesting, clever, fun, and very enticing, but do not give important results in learning. must be abandoned.

The full-day school learning system was the development of the existing curriculum. With the length of student learning time, modifications to the national curriculum are required, so it can fit into additional hours of study and may reflect the characteristics of the school concerned. Related to the modifications to the national curriculum has been described in Government Regulation No. 29 of 1990 Chapter VII Article 15 Paragraph 5 states that "secondary schools can elaborate and supplement study materials and subjects that are in line with the environmental and characteristics of high schools concerned with no reducing national curriculum ". Based on the above Government Regulation, it is clear that schools can redefine national curriculum to better adapt to the situation and condition of the school without neglecting the purpose of secondary education that is to increase the student's knowledge in order to continue the education level

higher. However, it is important to note that the curriculum modifications made by secondary education are to increase the student's knowledge in order to continue to higher education level. However, it is important to note that The school's curriculum should not reduce the national curriculum set by the government.

E. National Education System

    a.   **Understanding the national education system**

The national education system is an integral component of education that is interconnected in an integrated way to achieve the goals of national education. A clearer understanding of education, national education, and the national education system can be found in Law no. 20 of 2003 on National Education System. In this law education is defined as "A conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as the skills required of him/her, society, nation and state "(Article 1, paragraph 1).

National education is defined as "education based on Pancasila and the 1945 Constitution of the State of the Republic of Indonesia which is rooted in the values of religion, a national culture of Indonesia and responsive to the demands of changing times." (Article 1, paragraph 2) While the educational system national is "an integral component of integrated education to achieve national education objectives" (art. 1, verse

3). Thus, the system (national education1) can be considered as a network of educational units that are collected in an integrated and deployed manner to realize the goals of national education.

b. **Basic Elements of the National Education System**

Kazik (1969: 1) defines the system as "organism designed and constructed its structure intentionally, consisting of related components and interacting with each other which must function as a unified whole to achieve certain predetermined goals". A system has three main elements: (1) objectives, (2) content or components, and (3) processes. If our national education is really a system, then it has at least three basic elements. In addition, the components of the system must relate and interact in an integrated manner. The main components in the education system are: objectives and priorities, students (students), management, structure and schedule, curriculum content, educators (teacher learning aids, facilities, technology, quality control, research, and cost.

c. **National Education Goals**

In the Law of the Republic of Indonesia number 20 of 2003 on the national education system mentioned that the goal of national education is for the development of the potential of learners to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

F. The Advantages and Disadvantages of Full Day School

    a. Full day school benefits

According to Cryan and Others in Thaib (2014: 20) his research said that with a full day school learning system, students will learn more than play, there is a lot of time involved in the classroom, the productivity of students in high learning, the students will be closer to the teacher, and the students also show more behavior positive.

According Martinez and Snyder said that there are some benefits of the full day school learning system, including:

1. Benefits for students

    a. Have more time and opportunities to expand and deepen the lessons

    b. More flexible

    c. The learning system is more individual and the teacher has plenty of time to interact with students individually.

2. Advantages for parents

    a. Possible costs for children are cheaper

    b. Opportunities for underprivileged families to enroll their children in high-quality educational programs

    c. Reduce child supervision, especially those with more than one child in the same school

    d. Increase the opportunity to be involved in the classroom and they are able to communicate with the teacher

3. Profits for teachers

    a. Reduce the useless things in learning time

    b. Have more time to be together with students individually

    c. Have more time to communicate with parents.

    d. Have more time to access student needs.

    e. The number of students is less than half day school.

b. Full Day School Weakness

According to Imron Arifin (2014: 11), a lecturer at the State University of Malang said that full-day school has weaknesses such as:

1. When children feel saturated, especially if they have problems with teachers, they will be stressed.

2. If the child is experiencing physical fatigue, they can be ill.

3. Teachers can experience fatigue, so they have difficulty developing themselves.

4. Decreasing play opportunities for children.
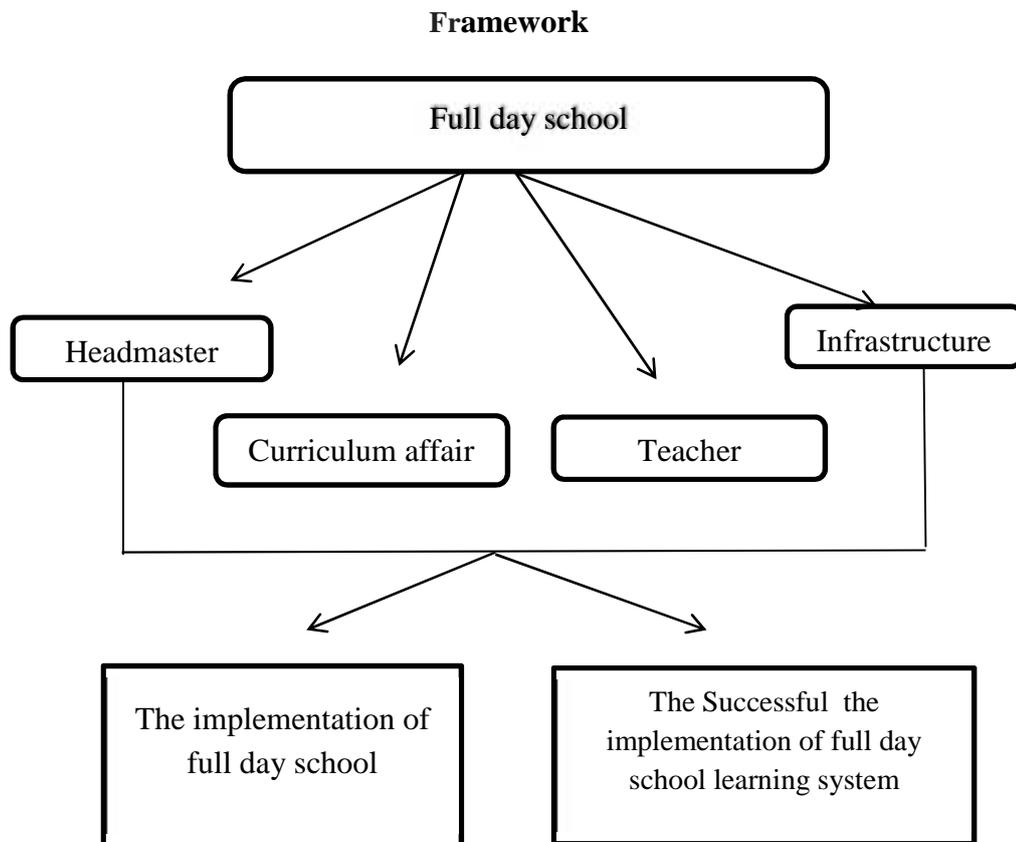
5. Suspected child socialization in society

According to Benni Setiawan in Thaib (2014: 12), full day school has many weaknesses:

1. There is no time for parents to talk and talk with their children. Children have been tired of school until late afternoon, as well as old people, have fallen into the pile of work. The school has lifted the obligation of parents to educate their children.

2. Has deprived the child's sovereignty. This means that early childhood 5-13 is a quest for fun with their peers. He would be very concerned with the full-day school system, where they were only subjected to subjects and books.

3. The end of their time to be with the family as a shelter. The family is just being used as a place for pocket money and school's monthly allowance.

4. The cost of education, even more, expensive than state universities. Parents of children formulated in such a way as too willing to pay monthly allowance and childcare costs.

5. Children can no longer socialize with their family or neighbors. Time to finish school and study. He will be a blind child to social reality and be an individualistic child.

G. Conceptual Framework

The conceptual framework that is to be the basis of the research visualize in the figure below. The figure shows an analysis the teachers implementation of full-day school in teaching English. The component of the figure describes as follow:

Framework

The conceptual framework above will show the process of the research to look concept of full-day school. Some school's have applied full day school one of them is SMPN 31 Makassar. Based on the conceptual framework, Full day school as a school program which in the learning process was carried out a full day at school. The first the researcher interview the headmaster about the implementation of full-day school and the second the researcher interview the curriculum affair about the curriculum used in the implementation full day school, the third the researcher interview the teachers about full-day school learning system that use in teaching English and the fourth the researcher interview the infrastructure about the implementation full day school and the equipment of the infrastructure in process learning and extracurricular. After that, the researcher

observes the implementation of full-day school and the success of the implementation of full-day school in the learning system. Headmaster, curriculum affair, infrastructure and teachers to know the implementation of full-day school. In English language teachers to know the success of the implementation of full-day school in the learning system.

CHAPTER III

RESEARCH METHOD

This chapter presents the introduction of this study. It contains the background of the study, research questions, scope of the study, and significance of the study.

A. Research Design

To get a more completed picture of a Full day school in teaching English at SMP Negeri 31 Makassar, the researcher used the descriptive qualitative method. Qualitative method is a study, in which the researcher does not set out test hypothesis, but rather to observe what is present within their focus, and consequently, the data are free to vary during the observation. The researcher investigated the quality of the English learning process implementing full-day school and the success of implementation learning system for English language teachers.

B. Research Participants

The research subjects were selected based on the given criteria about the source of information needed. Therefore, the headmaster, teacher, curriculum affair, infrastructure selected to gain information about the implementation of full-day school in their school.

C. Research Instrument

In getting the data, the researcher obtains the source of data. They were the field notes of the classroom observation during the learning process, the transcript of English teacher's interview, the transcript of vice principal, several transcripts of learners and related documents garnered from official's documents dealing with the implementation of Full Day School in SMP Negeri 31 Makassar especially in learning English.

    a.   Observation

The observation was watching and nothing systematically toward phenomenon that visible on the object of observation the researcher purpose this observation fixable and writes something that happens in the classroom.

    b.   Interview

The technique of the interview in this research was used a semi-structured interview that utilizes a question in term of asking for clarification and elaboration. This kind of interview was also known as an in-depth interview, wherein technically it is more flexible than the structured one the aim of conduction this kind of class.

D. The technique of Data Collection

To obtain the data, the researcher applied two techniques of collecting data. They were observation and interview. The researcher focused the observation on the process of learning activity. To obtain the data observation The first, the researcher met headmaster and asked permission to conduct the research. The second, The researcher met the teachers to give the explanation about the purpose of the observation. The third, The researcher observed the teacher when she/he taught the students. The fourth, The researcher observed the teachers about implementing full-day school in teaching English and the researcher wrote down the data into field notes to collect the data. In this research, the researcher used in-depth interviewing to investigate deeply the interviewer last experience, expectation and about the teaching of English implementing Full Day School.

E. Data Analysis Procedures

The obtained data were analyzed by descriptive data analysis. The data in this research were gained through observation and interview. Those two types of data collection technique were technically different. Even though, both observation and interview were transcribed in the same way.

1. **Observation**

Observation classroom, reading field notes. In observation, the instrument was used to observe the teacher in teaching English. Observation data were analyzed through in activities learning process in teaching English. In observation data, there were three steps. The first was

analyzed in initial activity, which was aimed at drawing about the general description about teachers acts. The second, which was intended to see the method and strategy the teacher used in teaching English and the third, closing the lesson, which was to result in the materials that have been discussed as well as remind and motivate the students in learning.

2. **Interview**

The technique for analyzing the data was descriptive qualitative analysis. In analyzing qualitative data of the researcher used Miles and Huberman model in (Madina 2015: 05) in this research the data obtained will be analyzed and interpreted where the data use is a qualitative analysis. Miles and Huberman model analysis covering the following steps:

a. Data Reduction

Data reduction was the process of selecting, focusing, simplifying, abstracting and transforming data emerging from field notes.

b. Data Display

After the data reduced the next step was the presentation of data. through the presentation of the data, then the data organized, arranged in a relationship pattern will be easy to understand. Presentation of data in the direction for data reduction results organized, arranged in a relationship pattern, so it may be understood.

c. Conclusion Drawing/verification

Where the preliminary conclusions raised were temporary and will change if there is no strong evidence to support the next stage of data collection. The process of obtaining this evidence is called data verification.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher analyzed the data of the implementation of a full day school in teaching English at SMP Negeri 31 Makassar. The data collected from one teacher were analysis into kinds of instruments, namely observation class and interview. Interview conducted to know the success of the implementation learning system full day school.

A. Research Findings

1. Observation

The researcher used field notes observation to observe the class situation to find out the learning process in implementation full day school that was applied by the teacher when teaching English in class 8F. The result of the observation conducted on March $19^{th,}2018$ was that. In learning system of full-day school, the teacher developed aggregation between education religious and general with maximizing the development of students cognitive aspects, affective aspects, and psychomotor aspect.

The teacher in the implementation of the full-day school must have 40 hours for their teaching-learning process in every week. The learning process of the implementation full day school in SMPN 31 Makassar begins 7:30-15:00 pm in which every subject have 90 minutes in teaching. In learning process teaching English was 90 minutes, 15 minutes to initial activity, 60 minutes to core activities, and 15 minutes to closing the lesson.

The teacher was taught about material observing and asking a question. The teacher used group method in learning and teaching English with strategy QARs. Step-by-step instructional activities applied by teacher:

Learning system	
1. Initial activity (15 minutes)	- Open learning The teacher enters the study room and greets with greetings. Then learners greet the teacher and recite the prayer before starting the learning process. - Preparing teaching and learning equipment. Teachers together and learners prepare textbooks and other learning supplies. - Apperception After the learning supplies are well prepared, the teacher begins to motivate the learner and repeat the previous lesson material.
2. Core activities (60 minutes)	- The teacher explains the observing and question matter - The teacher reads the observing material and the students hear. - Teachers and students together read the observing and question material

	- The teacher divides the students into groups.
	- Teachers and students question each other about observing and questioning material written and implied.
	- There are a question and answer process between students and teachers of the material that is not understood by the students.
	- Students practice the material.
	- Students are given the task of observing and questioning.
	- The teacher explains the problem solving of the task that has been given to the students so that students know if there is a mistake from the problem that students have already done.
	- The teacher examines the students' notebooks directly.
3. Closing the lesson (15 minutes)	- The teacher reminds students to study hard and practice the material already discussed. Then together close the lesson by praying and greeting.

2. Interview

In interview section, the researcher tries to make a semi-structured interview with four participants the teacher, headmaster, curriculum affair, and infrastructure. There were twenty-four questions including 5 questions for the headmaster, 7 questions for curriculum affair, 4 questions for infrastructure and 8 questions for the teacher. Based on the interview with the teacher, headmaster, curriculum affair, and infrastructure about the implementation of full-day school in SMPN 31 Makassar was categorized as successful. The researcher analyzed from interviewing with some participants:

a. Teacher Interview

Based on the interview with the teacher, it was revealed that the implementation of full-day school in teaching English, the teacher must be creative & innovative in the teaching-learning process, the teacher said that " the implementation of full-day school as a teacher should use methods that can reduce the students' sense of saturation in learning".

" Dengan diterapkannya full day school kami sebagai guru harus menggunakan metode yang bisa mengurangi rasa jenuh siswa dalam belajar".

b. Headmaster Interview

From the interview result also gather by the interviewing headmaster. He said that, with the implementation of full-day school, the students feel better in the school because they find the good lesson and the

teacher have more time for the show the attitude, spiritual, intellectual, emotional, physical and society students.

"siswa betah berada disekolah karena merasa mendapat pelajaran bermutu dan guru memiliki banyak waktu untuk melakukan observasi prilaku, spritual, intelektual, emosional, jasmani dan sosial siswa".

c. Curriculum affair Interview

From the interview with curriculum affair, it was described that in the implementation of full-day school the teacher already to use the allocation time appropriate with the rule of full-day school. She said that " the implementation of full-day school in SMPN 31 Makassar was applied goodness and effective. It showed, where the allocation time appropriates to the rule of full-day school".

" implementasi full-day school di SMPN 31 Makassar diterapakan dengan baik dan efectif, dapat dilihat dari penerapan alokasi waktu yang digunakan oleh guru sesuai dengan aturan full-day school".

d. Infrastructure Interview

Based on the interview with the infrastructure it was explained that the facilities of full-day school in SMPN 31 Makassar quite available. He said that "the facilities in the school it was available and it used appropriately with its function especially in extracurricular.

" fasilitas dan prasarana yang ada di SMPN 31 Makassar cukup terpenuhi dan fasilitas tersebut sudah digunakan menurut fungsinya khususnya di kegiatan extrakulikuler".

Based on the description above the researcher found in the implementation of full-day school in SMPN 31 Makassar was categorized as successful. The implementation of full-day school, the teachers have more time to educate the students from their knowledge, attitude, ability, skill, and character the learners.

The teacher must be intelligent to choose the strategy and method in teaching learning process so that the students can enjoy the learning process. All the teachers were applied the allocation time to appropriate the system of full-day school. Where the implementation of full-day school activities start from monday until friday, the teachers were active in teaching and saturday the teacher's guided and observed the students in activities extracurricular. The facilities and infrastructure was available in SMPN 31 Makassar.

B. Discussion

This part presents the result of data analysis. The discussions about the implementation of full-day school in the learning process in teaching English at SMPN 31 Makassar. From the result of observation and interview.

1. **Observation**

In learning system full day school the teacher has developed aggregation between education religious and general with maximizing the development of students cognitive aspects, affective aspects, and psychomotor.

The opening act of the teacher insulated the religious attitude, polite, and logical thinking. Steps on preliminary activity with teacher inculcated polite greetings by giving a smile to the students when entering the classroom and said "Assalamu'alaikum". Teacher instilled religious attitude by choosing one of the students to pray together "Let's pray together hopefully learning today can run well!" The students together read the prayer before studying. The teacher asked the students about their activities in the past or at the time in Indonesian. But just a little of the student knew that material at the time, the teacher explained that material before after that the teacher moved to the next material.

In the core activities, the reading material which would be taught namely *"Observing & Asking Questions"*. The teacher told the student to open their book after that the teacher exemplifies how to read clearly and how to mentioned it well. And this situation the students pay attention to what was done by the teacher. In fact, the teacher using scaffolding strategy because the teacher helped the students how to read properly and then told the students read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word they did not know in the text.

In the middle teaching process after the students knew how to read the text teacher asked the students one by one what is the meaning of this word. This question was about the lesson that they had to learn. It was done by the teacher to know students understand or not understand the

material. And it was done in final learning with the teacher point one of the students to answer that question. for example, *what is Rina doing? who are Roni and Rudi waiting? What is Rini doing? Where are they studying? What is he doing? What is the teacher doing ? what is Sinta doing?* After that the student answer *"she is returning a book to the library" "they are waiting for us" "she is finishing the math homework" "they are studying in the library"* but when the teacher asked again *"what are we doing right now?"* only 5 students knew the meaning of we doing right now. The researcher analysis that this situation above used QARs (question-answer relationship) strategies. The teacher using this strategy because the students must understand the reading text and the students guided to more focus on the text. This strategy was used by the teacher to see if students really understand it with the text they read. If the student could answer the questions they had been understood in understanding the text, and if they could not answer the question then the students not understand those text. And also the teacher told the students to answer the question related to the text after that the students wrote the answer in their book.

The teacher used this strategy to could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. The teacher makes their thinking explicit by verbalizing their thoughts while reading orally. And also the teacher want to if the students could know the meaning of the text and can understand the text.

2. **Interview**

The researcher used the interview method to know the success of the implementation of full-day school in teaching English and to collect more data. Based on interview result, the teacher disagrees with the implementation of full-day school. The teacher applied the strategies QARs in teaching and learning process. Sometimes the teacher used role play and group method in the process learning to conducted the condition in the class. There was two curriculum that used in SMPN 31 Makassar there were KTSP for nine class and K13 for seven and eight class. The infrastructure said the sometimes the teacher used laboratory language Englis to learn and improve students skill (speaking, reading, writing, and vocabulary), the facilities like a dictionary and English book were completed. The headmaster said that I hope the implementation of full-day school can be applied for the long term in SMPN 31 Makassar because full day school, the student has a long time to learn in the school and as a teacher can more educate the students in their attitude to practice in their home or in their society.

Based on the discussion above it can be know there were pro and contra in the implementation of full-day school in teaching-learning process, there was teacher disagree with the implementation full day school because they must work or teach until 8 hours every day and there was teacher agree with the implementation of full-day school because they can more time to vocation.

Based on the previous chapter above, this research has a line with Islami (2016) found that in the implementation of Full Day School learning program that is divided into several parts, namely daily activities, supporting activities, annual activities and incidental activities. In the daily activities itself consists of welcoming students, learning activities, BTA, wudu and prayer students, student discipline, student extracurricular activities, rote prayer, daily recitation of prayer and choice verses, rest, Islamic habituation, ceremony, tutoring, repatriation students. For self-supporting activities include activities*: infaq, dhuha prayer, morning work, morning gymnastics, tahfidz,* bit for class VI. The annual activities themselves include; *khatmil Qur'an and iqra'*, the release of grade VI students and classroom settings. While for incidental activities include: guidance of competition and enrichment guidance.

Ma'ruf (2015), found that the implementation of full-day school is the formation of student character by inculcating good akhlaq to students. With the changing character of the students then already certainly student achievement will also change. Establishment and planting Akhlaq students is good enough, character changes students are shown in the form of discipline students in worship, discipline students in the classroom, discipline students in following the school rules, and the increasing achievement of UN student scores.

The others research was Nastiti (2015) concluded that the implementation of the full-day school program in the formation of children's character can be implemented through the discipline applied in habituation, exemplary, strengthening, and fun learning. With the implementation through that way, the formation of the good character of children it can be achieved. Problems found in the implementation of the full day school program in character formation is the hampering of children's critical power when the discipline is too tight. The solution applied to the implementation of the full-day school program in character building is by applying fun learning pattern so that children are not passive and more critical. So in conclusion, the implementation of the full day school program in the character formation of children has been fully successful.

According to three researchers above this research has the similarity with them because this research also talks about the implementation of full-day school, develop aggregation education religious and general in teaching learning process and improved the student's character. The different with the three researchers above and the researchers are participants and the researchers focus.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussions of data analysis,

A.   Conclusion

Based on the research findings and discussion in the previous chapter, the researcher the following conclusion:

1. The implementation of full-day school in teaching English at SMPN 31 Makassar the actually full day school was five work program, the teacher must work eight hours-per-day. Some the teacher disagrees with the implementation full day school with some reason but the implementation full day school in SMPN 31 Makassar quite good. The teacher teaching English with their strategies severally. Depending on the atmosphere and conditions students in class and material to be discussed.

2. The successful in the implementation of full-day school the found from respondents of the interview. SMPN 31 Makassar was categorized as successful, the success of implementation of full-day school it was proved from the creative & innovative the teacher in teaching English, the allocation time appropriate with the rule of full-day school, the teacher has more time to show the character of the learners, and facilities in the school it was available and it used appropriately with its function.

B. Suggestion

Based on the conclusion above, the researcher would offer some suggestions it is hopefully can be useful for:

1. For the Teacher

   This research can improve the quality of the English teacher in teaching English. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching-learning process.

2. For the student

   With the strategy's that use by the teacher, the students hope the students more understand about the materials and enjoy with his lesson.

3. The next researcher

   The researcher wishes that other researcher could conduct this research in the wider area. The next researcher can conduct the research about the teaching strategies that used by an English teacher which important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.

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APPENDIXES

OBSERVASI KELAS

A. Nama guru   : Tini S.Pd

   Kelas   : 8F

   Mapel   : BAHASA INGGRIS

B. Kegiatan Pembelajaran

Dalam kegiatan pembelajran pada kelas 8F smpn 31 Makassar metode pembelajaran yang digunakan adalah sistem group dengan startegy QARs. Guru menggunakan metode tersebut karena materi pembelajaran adalah observing and asking question. Langkah-langkah kegiatan pembelajaran yang diterapkan guru, yaitu:

Proses pembelejaran	
1. Kegiatan awal (15 menit)	► Membuka pembelajaran Guru memasuki ruangan belajar dan menyapa dengan salam. Kemudian perserta didik memberikan salam kepada guru dan membaca do'a sebelum memulai proses pembelajaran. ► Mempersiapkan perlengkapan belajar mengajar Guru bersama dan peserta didik menyiapkan buku-buku pelajaran serta perlengkapan belajar lainnya. ► Apersepsi Setelah perlengkapan belajar dipersiapkan dengan baik, guru mulai memotivasi peserta didik dan mengulang kembali materi pelajaran sebelumnya.
2. Kegiatan inti (60 menit)	► Guru menjelaskan materi observing and question ► Guru membaca materi observing dan siswa mendengar. ► Guru dan siswa sama-sama membaca materi observing and question ► Guru membagi siswa dalam beberapa kelompok. ► Guru dan siswa saling tanya jawab tentang materi observing dan question tersurat dan tersirat ► Terjadi proses tanya jawab antara siswa dan guru dari materi yang belum dipahami oleh siswa ► Siswa mempraktekkan materi tersebut. ► Siswa diberi tugas mengenai observing and question. ► Guru menjelaskan pemecahan masalah dari tugas yang sudah diberikan kepada siswa agar siswa tahu apabila ada kesalahan dari soal yang sudah siswa kerjakan. ► Guru memeriksa secara langsung buku catatan para siswa.

| 3. Kegiatan penutup (15 menit) | Guru mengingatkan kembali kepada siswa untuk giat belajar dan mempraktekkan materi yang sudah dibahas. Kemudian bersama-sama menutup pelajaran dengan berdo'a dan memberikan salam |

PEDOMAN WAWANCARA PENERAPAN SISTEM PEMBELAJARAN

FULL DAY SCHOOL DI SMP NEGERI 31 MAKASSAR

A. **Kepala Sekolah**

1. Sejak kapan diperlakukankannya full day school di SMPN 31 Makassar?

2. Apa Alasan diterapkannya full day school di SMPN 31 Makassar?

3. Kendala apa saja yang di hadapi sejak penerapan full day school?

4. Apakah full day school memberikan manfaat khusus bagi siswa dan guru?

5. Apa harapan kedepannya dengan diterapkannya full day school di SMPN 31 Makassar?

B. **Waka Kurikulum**

1. Kurikulum apakah yang dipakai di SMPN 31 Makassar?

2. Kegiatan apa saja yang dibuat dalam penerapan full day school?

3. Apakah guru dituntut membuat RPP dan silabus khusus?

4. Faktor apa saja yang menjadi penghambat dalam sistem pembelajaran di SMPN 31 Makassar?

5. Bagaimna upaya untuk mengatasi kendala tersebut?

6. Bagaimana pengolokasian waktunya?

7. Apa harapan kedepannya dengan diterapkannya full day school di SMPN 31 Makassar?

C. Waka Sarana dan Prasarana

1. Bagaiamana pengelolaan sarana dan prasarana di SMPN 31 Makassar?

2. Apakah kebutuhan sarana dan prasarana yang tersedia telah dimanfaatkan secara maksimal?

3. Adakah fasilitas yang mungkin belum tersedia di SMPN 31 Makassar kaitannya untuk menunjang kegiatan belajar mengajar?

4. Apa harapan kedepannya dengan diterapkannya sistem full day school ?

D. Guru

1. Bagaimana daya serap siswa terhadap pembelajaran dengan diterapkannya full day school?

2. Apakah guru merasa terbebani dengan diterapkannya sistem full day school?

3. Apakah siswa pernah mengalami kejenuhan dalam proses belajar?

4. Metode apa saja yang digunakan dalam pembelajran bahasa inggris?

5. Bagaimana evaluasi yang digunakan?

6. Bagaimana hasil prestasi siswa sebelum dan sesudah diterapkannya full day school?

7. Apakah full day school memiliki danpak tertentu terhadap mapel bahasa Inggris?

8. Harapan kedepan dengan diterapkannya full day school?

Transcrip of Interview Sheet

1. **Headmaster Interview**
   Re= researcher   Rp= Respondent

   Re: Since when is the full day school in SMPN 31 Makassar?

   Rp: "Since 2017/218"

   Re: what is the reason for the implementation of a full day school in SMPN 31 Makassar?

   Rp: "Because of the demands and the desire with school side with parents of the students so there is the policy of the education office"

   Re: "What are the constraints faced since the implementation of full-day school?"

   Rp: "The lack of parental is participation and interest of parents about full-day school, but now parents have felt full day school acceptable by the parent because the obstacles are time constraints so that the parent usually come to pick up their child after slowly and become student habit. And slowly student's parents not coming to school again to pick up their child"

   Re: "What is the future expectation with the implementation of full-day school in SMPN 31 Makassar?"

   Rp: "The advantages of the full-day school are time to meet up with their family and their parents more than because Saturday and Monday is holiday and time to study in school more longer than non-full day school.

   Re: Does full day school provide special benefits for students and teachers?

   Rp: I hope the implementation of full-day school is easy to keep it forever and for that matter because more learn to be better in the school with education character in school easy to implement in the home it is mean that their attitude in their home they also apply in.

Based on the interview above with headmaster, the headmaster agrees with the implementation of full-day school. The headmaster said that the implementation of full-day school good for students because students have more time to learn in the school and the students have a good attitude to practice in the home or in society.

2. **Curriculum Affair Interview**
   Re= researcher   Rp= Respondent

Rs: What curriculum is used in SMPN 31 Makassar?

Rp: Smp 31 Makassar Using 2 curriculums, Ktsp and K13. KTSP is used for 9 grade because from the beginning they are used KTSP in teachings and k13 is applied to class 7 and 8.

Rs: What activities are made in full-day school implementation?

Rp: Monday until Friday students are active in learners and Saturdays we use for self-development activities but not all students participate in extracurricular activities but adapted to the interests of students, where the development of sports there are narrow, football, volleyball. In the art, there are painting, dance, and theater as well as in the English language that there are activities of speech, as well as scout activities. for the 9th grade, we do exam simulation activities to face the UN.

Rs: Are teachers required to make RPP and special syllabus?

Rp: The school prepares the teacher with the organizational container of the subject teachers' deliberations and they formulate the RPP and syllabus. but not forgotten Implementation of the concept of ADIWIYATA or environmental green schools teachers insert in the syllabus and his RPP about the relationship between learning with ADIWIYATA activities

Re : What are the factors that hinder the learning system at SMPN 31 Makassar?

Rp: inhibiting the IT-based learning system. we are still looking for or seeing the lack of IT implementation for IT-based learning. For our IT lectures from the school or curriculum, it has been proposed in the

use and to run the facilities without any priority interference for other means.

Re: How to allocate the time?

Rp: for the allocation of time is Monday to Friday students learn actively from morning until afternoon, Saturday for extracurricular activities.

Re: What is the future expectation with the implementation of full-day school in SMPN 31 Makassar?

Rs : Our hope is that full-day school application can be effective and useful and does not impose the scheduling for student circumstances where our students may be away from the city and transportation and moment from the environment are still very worrying for parents to let their children out home or neighborhood school because of the schedule of full-day school implementation. In the future, we also hope that there will be assistance from related parties with IT-learning learning that can be applied in grades 7 and 8.

Based on the interview with curriculum affair, the curriculum said that there was two curriculum that used in SMPN 31 Makassar there were KTSP and K13 and curriculum affair agrees with the implementation of full-day school but obstacles in the implementation of full-day school are an IT-based program.

3. **infrastructure Interview**
    Re= researcher   Rp= Respondent
    Re: How is the management of facilities and infrastructure at SMPN 31 Makassar?

    Rp: As long as I am given responsibilities in the infrastructure part, Alhamdulillah facilities always complete. Starting from the Infrastructure of sports and from the aspect of school environment such as; tables, chairs, toilets, books, school healthy unit, etc. is unless because there are supporting from the BOSS funds every year. SMPN 31 also has a language laboratory commonly used to conversation learning and we also have a computer laboratory but now currently used for the preparation of the UN

Re: Are the needs of available facilities and infrastructure maximally utilized?

Rp: I think the facilities and infrastructures have been utilized to the maximum and the facilities used in the environment is unless of why? Because, the cooperation between teachers of SMP 31 Makassar, principals, and I as the infrastructure is also always reviewed every infrastructure that still presumably lack.

Re: Are there facilities that may not be available in SMPN 31 Makassar relation to support teaching and learning activities?

Rp: The facilities will always want to be added to the development of technology in this era. We always spur the development of the technology of SMP 31 Makassar

Re: What is the future expectation with the implementation of the full-day school system?

Rp: I hope; the first Teachers do not let the assignment of students brought home to be done in school because the time full day school program until 3 o'clock so students arriving at home can rest. And secondly, I hope Student interest can follow extracurricular on Saturday.

Based on the interview with infrastructure, the infrastructure said that the facilities in the school it was very enough and the facilities in the school already utilized according to its function.

4. **Teacher interview**
   Re= researcher   Rp= Respondent

Re: How do the students absorb the ability to learn by applying full day school?

Rp: I think that full-day school is not very effective, because students are too overburdened in the application of full-day school or 5-day program.

Rs: Do teachers feel overwhelmed by the application of a full day school system?

Rp: Yes. Teachers feel burdened because they have to be prosecuted in 8 hours while students sometimes feel bored in the process of learning when the last subject, but full day school is also good for teachers who are often on vacation but if full-day school be an implementation for students. I think students used their times to stay active studied on Saturday because the existence of full-day school it seems to be effective because on Saturday students only going to extracurricular activities and not required for all students.

Rs: Have students ever experienced burnout in the learning process?

Rp: yes, I think ...students always fell boring when they're teaching English because English is a second language and the English very different with Indonesia language.

Rp: What methods are used in learning English?

Rp: Sometimes, I use some method of teaching like role play and group system and I used QARs (question-answer relationship) strategies *in class, why? To reduce the saturation of the students again in the last hours because it is the peak students saturation. So that we can not use speech method, because we must really manage our strategy for students so that the students are not too depressed in the learning process, and sometimes teachers also feel tired when last hours in teaching.*

Re: How is evaluation used?

Rp: When K13 is implemented the evaluation system sometimes teachers use evaluation provided by the department and the problem is in the form of multiple choice but in mid-semester time there is a rule from school and agreement of teachers, and we using essay.

Re: How do student achievement results before and after the implementation of full-day school?

Rp: If to measure the achievement of students we can't measure well, because in the form of assessment there is an assessment application provided by the service. So we do not know if we succeed or not. And we can only judge from the results of a repeat of a semester.

Re: Does full day school have a particular and devoid of English language maple?

Rp: Level of saturation, teachers burdened with the burden of teaching hours than 8 hours of work. So, it seems we are not again as a teacher but we like the agency or employee.

Re: Hope ahead with the implementation of full-day school?

Rp: We can only hope how the government regulates the existing system so that we both teachers, as well as housewives, have more time to take care of other purposes such as when there is a matter outside the school we have to ask permission during the lesson and it makes the student's learning time disrupted.

Based on the interview with the teacher above, the teacher disagrees with full day school or 5-day program. The teacher said that students can not studied effective and the teacher must be 8 hours to teaching everyday and she can not do another thing and she feel like an agency, not a teacher.

DOCUMENTATION

(teaching learning process and interview with the teacher)

(interview with the infrastructure)

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CURRICULUM VITAE

Riski Kurniati was born June, 18th 1995 Cendana Putih Village ,in Masamba Regency,South Sulawesi. She was the first child from the marriage of her parents, H. Sumar and Hj. Harti.

She began her elementary school at SD Negeri 118 Ramayana and graduated in 2007. After that, she continued her study to junior high school at SMP Negeri 1 Mappedeceng and graduated in 2010. After finishing, she continued her study at SMA Negeri 2 Masamba and graduated in 2013 year. At the same year, her entered to the S1 Programme of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar.

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