

**THE IMPLEMENTATION OF USING THE BLOCK  
SYSTEM IN TEACHING SPEAKING AT THE TENTH  
GRADE OF SMKN 1 JENANGAN PONOROGO**

**THESIS**



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## ABSTRACT

**Khoirun Nisa, Lisa. 2023.** *The Implementation of Using the Block System in Teaching Speaking at the tenth grade of SMKN 1 Jenengan Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islam Studies of Ponorogo, Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

**Key Words:** TEFL, English Speaking, The Block System

Learning English in Vocational High Schools aims to enable students to have the ability to master basic knowledge and skills in English to support the achievement of competence in the skills program. SMKN 1 Jenengan Ponorogo implements a different learning in its education system, namely the block system. A Block system is the arrangement of school time where time in the classroom is longer. The block system regulates class periods to be less, but longer to allow more flexible learning activities.

The aims of this study are to know 1) the implementation of using block system in Teaching Speaking at the tenth grade (*Desain Pengembangan dan Informasi Bangunan*) DPIB A of SMKN 1 Jenengan Ponorogo, 2) to find out the English teachers' perspectives of using the block system in teaching speaking at SMKN 1 Jenengan Ponorogo, 3) to find out the students at the tenth grade (*Desain Permodelan dan Informasi Bangunan*) DPIB A perspective of using Block System in learning speaking at SMKN 1 Jenengan Ponorogo.

This research used descriptive qualitative as a research design approach. The researcher used observation, interview, and documentation to collect the data. The data were analyzed through data reduction, and data display. To verify the data, the researcher used triangulation. The participant is the students at the tenth grade DPIB A SMKN 1 Jenengan Ponorogo.

The result of this study is that the teacher prepares lesson plans and chooses interesting material so that students are interested in participating in the learning. The learning process consists of three stages, there are pre-teaching, while teaching, and post-teaching activities. There are some perspectives from English teachers and EFL students, first from the teachers' perspective the block system is learning which combines study hours or lesson hours for each face-to-face course of a subject which was previously carried out once a week until it was completed into one full week or more until the subject was completed. Second, the advantage of this block system is that learning outcomes or projects can be completed on time and the disadvantage is that students sometimes feel bored with English lessons because they are there every day.

## APPROVAL SHEET

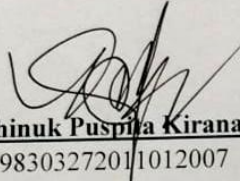
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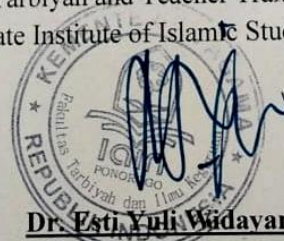
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Ponorogo, 15 Desember 2023

Penulis,



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## LETTER OF AUTHENTICITY

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted title assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere

I fully understand the gravity of consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on the research conducted by me

Thank you for your attention to this matter

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Sincerely,



[Lisa Khoirun Nisa ]

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Learning is an activity that is carried out consciously to produce a change, involving knowledge, skills, attitudes and values. Humans without learning will have difficulty following the situation with advances in science and technology, which is nothing but the activity of thinking humans- their predecessors. The demand to keep up with the circumstances using an ever-changing environment is a human need from birth to the end of his life. Thus, learning is a demand for human life (life long learning). In addition, learning is a kind of change that is shown in changes in behaviour whose conditions are not the same when the individual is in a learning situation and after taking similar actions. This change occurs because of an experience or practice. Not the same as changes and reflexes or attitudes that are instinctive

Learning English in Vocational High Schools aims to enable students to have the ability to master basic knowledge and skills in English to support the achievement of competence in the skills program. Usually using a variety of texts, namely long functional texts in the form of narrative, descriptive, and recount conversations with various themes.

In addition, learning English at the SMK level aims to communicate both orally and in writing at the intermediate level. In the end, it maximally supports the competence of the special areas of expertise possessed by

students. Students are expected to be able to communicate skills and expertise products in the form of goods and services, to interested parties.

Vocational education has a strategic role in supporting exclusive orientation of national development, especially on energy preparation skilled and educated work that is expected by the world of work. Vocational education is an education system that requires students to make can master certain competencies in sync with the majors taken. Quality graduates of an education are very closely related to using the implementation process learning applied in an educational institution.<sup>1</sup>

SMK plays a role in creating Superior Human Resources (HR) and independent at a young age. These special skills are not necessarily owned by high school graduates. With there are special skills possessed by SMK graduates will make it easier to directing higher education steps to be taken. Besides, with skill owned, SMK graduates also have the opportunity great to be independent because it is ready to work can even open a business according to his area of expertise.<sup>2</sup>

SMKN 1 Jenangan Ponorogo implements a different learning in its education system, namely the block system. A Block system is the arrangement of school time where time is in the classroom longer<sup>3</sup>. The block system regulates class periods to be less, but longer to allow more flexible learning activities. Meanwhile, according to Asril Majid, the block

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<sup>1</sup> Yossy Howard Ratu” Efektifitas Penerapan Pembelajaran Dengan Sistem Blok Jurusan Teknik Mekanik Otomotif Di Smk Muhammadiyah Prambanan,” (Thesis, University of Yogyakarta, Yogyakarta, 2016)

<sup>2</sup> Arief Dwi Wibowo, dkk, “Minat Belajar Peserta Didik Terhadap Pembelajaran Sistem Blok Pada Pelajaran Penjas Di Smti Pontianak”, (jurnal pendidikan, Untan, Pontianak,)

<sup>3</sup> Zepeda, Sally J. Arrange Time Into Blocks. *Journal of Staff Development*. 20(2) (1999).



system is learning that combines the hours of study in each face-to-face lesson that was previously conducted once a week until it was completed into a full week or more until the subject was completed, with benchmarks of material can be delivered in a manner maximum and following curriculum demands.<sup>4</sup> According to Wiyananti et al., system block method is a learning method that focuses on completing one area of expertise before touching another area of expertise, for example, the Department of Software Engineering has several materials that are interrelated to one another. Students must master the database before they can build a system. The school will focus students learning only the database within one month until completion and students can master it before they can enter into system design and so on. In this method, the speed of mastery of the material is felt to be very fast and precise because of the focus of learning every day.<sup>5</sup>

At SMKN 1 Jenangan Ponorogo, a block system of learning is implemented in the implementation of teaching and learning activities in vocational productive subjects. Block system learning for productive subjects is proven to be as quite good because it can improve students' skills and readiness to be ready to be deployed in the world of business and industry later. However, implementation of block system with the use of block system learning at SMKN 1 Jenangan Ponorogo influence other subjects such as English subjects.

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<sup>4</sup> Asril Majid. "Pengaruh Model Penjadwalan Dan Motivasi Berprestasi Terhadap Hasil Belajar Perawatan Sepeda Motor Siswa SMK." *Jurnal Teknologi Dan Kejuruan* 34, (2011)

<sup>5</sup> Wiyananti, Reni et al. 2016. "Prototipe Sistem Blok dalam Metode Pembelajaran Problem Based Learning ( Studi Kasus di Fakultas Kedokteran Universitas Muhammadiyah Semarang )." *Techno.com* 15(1): 7-14

English is an educational process that involves the knowledge and skills of speaking, writing, reading and listening, which are arranged systematically and gradually according to the level of growth and development, improve speaking abilities and skills, produce existing potentials and create an individual personality that is intellectual and social personality in order to achieve national education goals. Considering the importance of English subjects for life, it is only fitting that English subjects must be conveyed and received effectively in teaching and learning activities. The effectiveness of learning English at SMKN 1 Jenangan Ponorogo must also be supported by the factors that influence it. there are many factors that affect the effectiveness of a lesson, both from teaching factors, student factors, learning materials, media, methods and learning models.

Schedule sharing process block system lessons are based on the number of hours accumulation that has been determined in the syllabus (curriculum) assuming the number of hours accumulated lessons cannot be less than the number of hours of accumulated lessons that have been determined in the curriculum. " block system learning organize process learning in the number of meetings that less but the meeting will implemented over a longer period of time so as to increase flexibility instructional activities.<sup>6</sup>

From the explanation above, it can be concluded that sufficient time will make students more focused in learning concepts so that students

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<sup>6</sup> Masbahah. *Efektivitas Sistem Pembelajaran Blok Di Sekolah Menengah Kejuruan Kota Surabaya*. (Online). Retrieved Oktober 2018, From Jurnal Teknik Mesin: <https://media.neliti.com>, (2014)

can fully explore the material in English subjects whose learning system adjusts the schedule and time to be in line with the established curriculum. Block system learning is a learning system in which there is a restructuring of the daily schedule to create time units for each class. The Block System creates fewer lessons or encounters each day, but meets for a longer period of time.

### **B. Research focus**

Based on the background of study, the focus of this research is the implementation of using the block system in teaching speaking. The research subject is class at the tenth grade (*Desain Permodelan dan Informasi Bangunan*) DPIB A students for the 2022/2023 academic year.

### **C. Statements of The Problem**

Based on the background study above, the problems of the research are follows:

1. How is the implementation of using block system in teaching speaking at the tenth grade (*Desain Permodelan dan Informasi Bangunan*) DPIB A SMKN 1 Jenangan Ponorogo?
2. What are the english teachers perspectives of using the block system in teaching speaking at SMKN 1 Jenangan Ponorogo?
3. What are the students at the tenth grade (*Desain Permodelan dan Informasi Bangunan*) DPIB A perspectives of using the block system in learning speaking at SMKN 1 Jenangan Ponorogo?

#### D. Objectives of The Study

Based on the statements of the problem, the objectives of this study are to :

1. To find out the implementation of using block system in teaching speaking at the tenth grade (*Desain Permodelan dan Informasi Bangunan*) DPIB A SMKN 1 Jenangan Ponorogo.
2. To find out the english teachers perspectives of using the block system in teaching speaking at SMKN 1 Jenangan Ponorogo.
3. To find out the and students at the tenth grade (*Desain Permodelan dan Informasi Bangunan*) DPIB A perspective of using Block System in learning speaking at SMKN 1 Jenangan Ponorogo.

#### E. Significances of The Study

The results of this study are expected to have the following benefits:

1. For English teachers

This research is expected to be an illustration of how student learning motivation in learning plays a role in achieving goals effective learning.

2. For students

Students are expected to be more enthusiastic and enthusiastic in learning how to do it to speak well and master speaking skills.

3. For other researchers

It is hoped that this research can be used as reference material to carry out similar research in the future.

## F. Organization of the Thesis

The researcher writes this thesis in five chapters, these related one to another. The organizations of thesis are:

- Chapter 1 : Introduction. The chapter contains an overview of the problems to be discussed. This introduction consists of six sub-chapters, namely background of the problem, identification of the problem, limitation of the study, research objectives, research benefits, and thesis systematics.
- Chapter 2 : Theoretical of Framework. Explaining the theories and concepts according to experts that support a scientific research based on the theory that is relevant to the thesis title.
- Chapter 3 : The third chapter is research methods. This chapter will explain about research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings and research procedures.
- Chapter 4 : The fourth chapter is finding and discussion. This chapter will discuss about general data description, specific data description and discussion.
- Chapter 5 : Conclusion. The contents in the authorship include a conclusion and suggestion section followed by an appendix. The authorship of the conclusions themselves must at least

include the research methods used, literature review, research results.



## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Theoretical Background

##### 1. Teaching English as a Foreign Language

Teaching English as a foreign language (TEFL) deals with teaching English to students whose first language is not English. The field of foreign or second language teaching (e.g. TESL, TEFL, or TESOL) has undergone many fluctuations and shifts over the years. In this sense, some essential changes have been underlining the teaching practices of English in the classroom that are fitted with the needs of achieving learning objectives as well as students' proficiency levels and wants. According to Brown, people who teach too serving or helping someone who wants to learn how to do something giving as well as guide instruction with knowledge to understand what has been taught.<sup>7</sup> It means teaching can share, provide, give, and guide related instruction use information so students can understand and develop it on their own knowledge practically. In addition, teaching English means sharing ideas knowledge that occurs by the teacher to students who can become students develop their thinking skills, some skills also change their attitude to a good attitude.

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<sup>7</sup> Ledy Mardiah, *Students Teachers' Difficulties In Teaching English As A Foreign Language During Teaching Practice*, State Institute For Islamic Studies Batusangkar, 2020, page 7

Furthermore, Smith sees teaching as the method of carrying out activities that experience has shown to be effective in getting students to learn. Teaching according to Hornsby is the work of a teacher or ideas of a particular person or group, especially about politics, faith or society that are taught to other people.<sup>8</sup>

From the theories above, researcher concludes that teaching is a process transferring the knowledge from teacher to learners, helping them to develop their skills and change their attitude to become good behaviors. Teaching English means the activity transfer knowledge about English include all elements and skill of English language from teacher to learners.

Teaching English as a foreign language involves being able to convey the English language in an articulate and interesting manner. TEFL educators encourage students to improve their English skills through listening, speaking, reading, and writing. TEFL is often facilitated through the use of course books, audio-visual aids, and technology-based materials. In addition to formal instruction, informal exercises, such as role playing and language games, are often used.

The various different methods of teaching English by identifying the characteristics of each method, there are the Grammar Translations Methods, the Direct Method, Audio Lingual Method, Communicative Language Teaching.

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<sup>8</sup> Ibid. Page 7



#### a. The Grammar Translations Methods

The Grammar translation method is also called the classical method. This method emerged when westerners wanted to learn "foreign languages" languages such as Latin and Greek. GTM (Grammar Translations Methods) focus is on grammar rules, memorizing vocabulary and various things declension and conjugation, text translation, and writing exercise.

According to Brown (2001), class which applies the Grammar translation technique would like this:

- 1) Instructions are taught in the mother's tongue, with little active use of the goal language.
- 2) Much vocabulary is taught within the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar offers the rules for putting words together, and instructions often makes a specialty of the form and inflection of words.
- 5) Reading of tough classical texts is started early.
- 6) Little attention is paid to the material content of texts, which are treated as exercises in grammatical evaluation.<sup>9</sup>

#### b. The Direct Method

The basic principle of the Direct Method was that second language learning should be more like first language learning. The method would

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<sup>9</sup> Brown, H. Douglas, *Teaching by Principles*, New Jersey: Prentice Hall Regents, 2001

comprise a great deal of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules.

Here are the principles of the direct method based on Brown's arguments:

- 1) Classroom instruction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skills were built up in a carefully graded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes.
- 4) Grammar was taught inductively.
- 5) New teaching factors were taught through modeling and practice.
- 6) Concrete vocabulary was taught through demonstration, objects, pictures; abstract vocabulary changed into taught through association of idea.
- 7) Both speech and listening comprehension were taught.
- 8) Accurate pronunciation and grammar were emphasized.

c. Audio Lingual Method

The audio-lingual method (ALM) was widely used in the United States and other countries in the 1950's and 1960's. Some programs still use it nowadays. The structural view of language is the view behind this method. The emphasis was on mastering the building blocks of language and learning the rules for combining them.

ALM is greatly influenced by Behaviorism. The basic principles of this are:

1. Language learning is habit-formation,
2. Mistakes are bad and should be avoided, as they make bad habits.
3. Language skills are learned more effectively if they are presented orally first, then in written form
4. Analogy is a better foundation for language learning than analysis
5. The meanings of words can be learned only in a linguistic and cultural context

Accurate pronunciation and grammar, ability to respond quickly and accurately in speech situations, knowledge of sufficient vocabulary to use with grammar patterns are some prominent objectives of ALM (Audio Lingual Method).

Typically, the procedure in an audio-lingual course would be:

- a. Students hear a model dialogue
  - b. Students repeat each line of the dialogue
  - c. Certain key words or phrases may be changed in the dialogue
  - d. Key structures from the dialogue serve as the basis for pattern drills of different kinds.
  - e. The students practice substitutions in the pattern drills
- d. Communicative Language Teaching

Therefore, to make learners able to communicate in a language, the advocates of CLT (Communicative Language Teaching) propose that teaching language must be to develop students 'Communicative

Competence'. other than defining what language to be targeted in the classroom, communicative competence suggests the teaching of language integrated with all the complete components of communication. The common components of communicative components in the field of language teaching are : linguistic, sociocultural, actional , strategic and discourse competence. This shift requires the teaching of language change from the presentation of grammatical rules of a language towards performing communication activities in the classroom are : speaking, listening, reading, and writing performances. The five components of communicative competence will be embedded in every performance communicative activities.

The philosophy of CLT was very soon spread and accepted by linguists and practitioners worldwide. It has been the most dominating paradigm in the world of language teaching ever since. Even though many other methods emerged at the same time such as The Silent Way and Suggestopedia got fame at that time, they soon lost popularity. CLT keeps the most domination in language teaching until today. The other emerging approaches remaining such as CBI, CBLT, TBLT and the GBLT are actually those which adopt the same paradigm but take different directions in developing communication ability in part of students. This is what Richards identified as 'The Current Trends in Communicative Language Teaching'.<sup>10</sup> They are grouped upon an

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<sup>10</sup> J. Richards, and W.A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press: Cambridge, 2002), p. 22.

umbrella called 'The Communicative Approaches'.<sup>11</sup> Therefore, this paper presents theoretical description of the communicative language teaching as itself.

## 2. Speaking

### a. The Nature of Speaking

Speaking is a language ability or a method of communication that allows people to verbally communicate their thoughts or information to others. It requires complicated language skills since speakers must first gather their thoughts before speaking, then organize them into clear phrases that allow listeners to grasp what they are saying<sup>12</sup>.

According to Nunan, speaking is producing English speech sounds and patterns; using word and sentence stress, intonation pattern, and the rhythm of the proper social setting, audience, situation, and subject matter; organizing their thoughts in a meaningful and logical sequence; using language as a mean of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency<sup>13</sup>.

It is clear from the thoughts of the experts above that speaking is a tool for interpersonal communication. People can communicate their thoughts and ideas to one another while also maintaining their social relationships through speech.

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<sup>11</sup> J. C. Richards, *Op. Cit.*, p. 9

<sup>12</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (California: Longman University Press, 2001), 173.

<sup>13</sup> Nunan, *Practical English Language Teaching*, 39.

## b. Component of Speaking

According to Harris, there are four components in speaking, including pronunciation, vocabulary, grammar, and fluency<sup>14</sup>.

### 1) Pronunciation

Pronunciation is included vowel, consonants, stress, and intonation of pattern. Words or vocabularies are spoken according to their pronunciation. In the English as a Foreign Language (EFL) tradition, the connection between pronunciation and speaking has long been established with reference to comfortable intelligibility, the pronunciation that allows the interlocutors to communicate without exerting much effort<sup>15</sup>.

To improve speaking skills, one needs to explore and master the pronunciation. Due to someone's fluency in speaking depends on the right or wrong pronunciation. The mistakes in pronunciation can affect the meaning of a word, so to create a good utterance pronunciation is needed.

### 2) Vocabulary

Vocabulary is a total number of words which make up a language with definition or translations<sup>16</sup>. The proper diction that employs in communication is refer to as vocabulary. One cannot communicate successfully or express their ideas in writing and

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<sup>14</sup> David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, (1974).

<sup>15</sup> David Singleton, *Speaking and Nstructed Foreign Language Acquisition* (UK: Nicholas House, 2011),117.

<sup>16</sup> A.S. Hornby, *Oxford Learner's Dictionary of Current English*. (Oxford: Oxford University Press., 1974),959.

conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is lack of vocabulary. Without vocabularies, we can't have communicated.

### 3) Grammar

Grammar is a science that teach us how to speak, to read, and to write correctly. Grammar is a student's capacity to manipulate structures and the ability to recognize appropriate grammatical forms. Grammar is useful for learning the right approach to becoming fluent in a language orally and writing.<sup>17</sup>

### 4) Fluency

Fluency is the ability to talk with assurance, fluidity, and at a rate that is typical of the target native speech community. Nunan defines fluency as speaking unexpectedly. The ability to speak further without pausing is required.<sup>18</sup>

## c. Characteristic of Successful Speaking

When students decide to learn a language, their goal is to become as fluent in that language as feasible. The following traits of effective speaking according by Penny Ur<sup>19</sup>:

### 1) Learners Talk a Lot

Much of the time allotted for the activity is taken up with learner conversation. Despite the obviousness of this, teachers

<sup>17</sup> Azlina Kurniati, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru Studi Tentang Kemampuan Speaking Siswa Kelas Dua Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa* 2, no. 2 (2015), 1–13.

<sup>18</sup> Nunan, *Practical English Language Teaching*.

<sup>19</sup> Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliam and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009), 120.

frequently talk or pause for long periods.

2) Participation is Even

Discussions in class are not dominated by a small number of talkative students. It entails that each student has an opportunity to speak up and take part in class.

3) Motivation in High

Because they are passionate about the subject and have something fresh to add, or because they want to help the teacher accomplish a task target, learners are ready to talk.

4) Language is an Acceptable Level

Learners communicate in utterances that are appropriate, simple, understandable to one another, and accurate enough in their use of the language.

#### **d. Speaking Assesment Rubric**

A rubrics are assessment instruments used by lecturers in measuring student performance based on specific descriptions that describe students' abilities at a certain level in an aspect.<sup>20</sup> The category put forward by Brown is that learning speaking is considered successful if students make significant improvements to their grammar, vocabulary, understanding, fluency, pronunciation, and tasks. For a clearer picture, you can see the table below.<sup>21</sup>

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<sup>20</sup> Abebaw Gezie et al., "Rubrics as a Tool for Learning and Assessment: What Do Baccalaureate Students Think?," *Journal of Teaching in Social Work* 32, no. 4 (September 2012), 421–37, <https://doi.org/10.1080/08841233.2012.705240>.

<sup>21</sup> Brown, *Language Assessment Principles and Classroom Practices*, 172-173.



Table 2.1 Speaking Assesment Rubric

Aspects						
S C O R E	Grammar	Vocabular y	Comprehen sion	Fluency	Pronounci ation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can	Has	Can get the	Can	Accent is	Able to

	usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	speaking vocabulary sufficient to express himself simply with some circumlocutions.	gist of most conversation of nontechnical subjects. (i.e., topics that require no specialized knowledge)	handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information	intelligible though often quite faulty	satisfy routine social demands and work requirements; needs help in handling any complication or difficulties
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope	Comprehension is quite complete at a normal rate of speech	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Can participate effectively in most formal and informal conversations on practical, social and professional topics

		for a word				
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Can understand any conversation within the range of his experience	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency	Errors in pronunciation are quite rare	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting and into language.
5	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Speaking proficiency equivalent to that of an educated native speaker.

### 3. Block System

The block system is the organization of effective learning hours at a time that allows students to follow and receive learning material in full, in this case what is meant is the block system.<sup>22</sup> In this research, the block system is a system that helps learning English to achieve effective learning.

The block system is also known as scheduling block, which is an academic scheduling system used in schools and several universities in the United States, where each student has fewer classes each day. This kind of scheduling is implemented more often in middle and high schools than in elementary schools. Generally, each class is scheduled for a longer period than usual (e.g. 80 minutes instead of 50 minutes).

According to Governors, Block system organizes the day into fewer, but longer, class periods to allow flexibility for instructional activities. The expressed goal of block scheduling programs is improved student academic performance. Some other rewards of these programs are heightened student and teacher morale, encouragement for the use of innovative teaching methods that address multiple learning styles and an improved atmosphere on campus.<sup>23</sup>

Meanwhile, according to Asril Dedi Majid revealed that the block system is to combine study hours in each meeting on a subject which was previously done once a week, then becomes a full week or more with lesson time being delivered optimally and in accordance with curriculum demands.<sup>24</sup>

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<sup>22</sup> Suwati, *Sekolah Bukan Untuk Mencari Pekerjaan*, (Bandung: Pustaka Grafia, 2008)

<sup>23</sup> L. A. B. Governors, *Block Scheduling: Innovations With Time*. The Northeast and Islands regional Educational Laboratory at Brown University

<sup>24</sup> Asril D Majid, "Pengaruh Model Penjadwalan Pembelajaran dan Motivasi Berprestasi

Like the research conducted by Schott on Majid regarding the impact of block scheduling, namely:

- a. When the teaching and learning process takes longer to form educators or teachers can use innovative learning methods and varied learning management arts;
- b. when the teaching and learning process takes longer that lasts a day face to face, the presence of students is getting higher;
- c. when the longer teaching and learning process makes students able to think critically and the development of material becomes deeper;
- d. effective and longer teaching and learning process time due to wasted time opening lessons, explaining learning objectives with rules, and other routines such as absenteeism reduced due to schedules fewer face-to-face meetings;
- e. Students are not burdened with various subjects.

The weaknesses in the block system according to Gavernos, are:

- a. Students often forget if the learning objects are not sequential.
- b. Learning not be optimal (boring) if learning does not use varied methods.
- c. Students will have difficulty catching up if they are not present even once face to face

According to Johandi, Hairida, Rahmad Rasmawan, the block system has several advantages, namely: 1). Students are able to study to completion because the learning time becomes longer; 2). Students are able to study the material in depth because the time given is sufficient; 3). With longer block schedules, teachers have more time to finalize lesson plans and to review and re-evaluate

practice. The explanation about the advantages of the block system above can be concluded that students will be more focused and understand and can deepen the material provided by the teacher because they have plenty of time to study thoroughly.<sup>25</sup>

In terms of teachers and students, the block system has very good results, but teachers and students must work very hard to achieve satisfactory results, teachers must prepare teaching materials and use tactics very well so that mistakes do not occur in teaching and students with various level of understanding of the material being taught. On the student side, this system has several negative consequences, if the teacher is not good at managing the class, for example students will feel bored, sleepy and can even make students interested in learning because every day they meet the same lessons continuously for one student.<sup>26</sup>

Block system learning according to the LAB of Governor as written by Puput Kartika, the block system has advantages for teachers and students, including:

1. Teachers can complete learning, conduct exams or evaluate student practice. This is because teachers have more time and can develop concepts, and try out learning models.
2. Students can explore and concentrate in depth in a lesson.
3. Lessons are quickly resolved and also make it easier for students to take the next lesson.
4. The block system provides a long enough time to establish communication and

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<sup>25</sup> Johandi. (2017) Pengaruh Pembelajaran Block System Terhadap Prestasi Belajar Proses Industri Kimia Siswa Kelas XI SMTI Pontianak. Retrieved April 2020

<sup>26</sup> Alni, Nurul. 2019. "Pengaruh Persepsi Mahasiswa Tentang Implementasi Mata Kuliah Metode Blok Terhadap Motivasi Dan Capaian Prestasi Belajar." Jurnal Keperawatan Florence4(1)

cohesiveness between teachers and students to exchange ideas and strategies.

5. The creation of concentration on lessons because students can learn a lot in class so that students' understanding and grades increase.

Makes it easier for teachers to deal with student behavior because teachers have enough time to pay attention or there is strong interaction with students so that discipline is created.<sup>27</sup>

According to Prastiyo "The process block system for dividing class schedules is based on the number of accumulated hours that have been determined in the syllabus (curriculum) with the assumption that the number of accumulated study hours cannot be less than the number of accumulated hours specified in the curriculum".<sup>28</sup>

The explanation above can be interpreted that sufficient time will make students more focused on learning concepts so that students can fully understand and explore the material, especially in productive vocational subjects, but in this context the English subject in the learning system must also be able to adjust the schedule and time so that it can run in harmony with the curriculum that has been set so that students' learning interest in English subjects is not reduced. Block system learning is a learning system in which there is a daily schedule restructuring to create time units for each class. The Block system creates fewer lessons or meetings each day, but meet for longer periods of time.

The block system contained in the implementation of learning at Jenangan

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<sup>27</sup> Puput Kartika Pratiwi, "Relationship between the application of block system lesson hours and interest in learning with learning achievement in workshop work engineering subjects for class X students at SMKN 1 Magelang", (Skripsi S1 Fakultas Teknik, Universitas Negeri Yogyakarta, 2015)

<sup>28</sup> Prastiyo, dkk. 2012. Implementasi Pembelajaran Block System Sebagai Upaya Meningkatkan Kualitas Teknik Gambar Bangunan Kelas XI Program Keahlian Teknik Gambar Bangunan Bidang Keahlian Bangunan SMK Negeri 2 Kendal Tahun Ajaran 2011/2012. Scaffolding, (Online), 2012 (2): 17-27,

Ponorogo 1 State Vocational High School is the division of subjects into each block. The block system consists of two blocks, namely Block 1 (Normative), which is a block that covers general subjects or subjects normally taught in general schools, and Block 2 (Productive), namely vocational subjects in the form of practice. Implementation of the block system of each subject every meeting in a week can reach 4 hours of lessons and in a week can be up to two meetings. So the teacher must prepare learning tools properly and learning methods.

### **B. Previous Research Findings**

The researcher has found a relevant to the previous study conducted by the previous researcher before. The previous research finding is taken from the previous jurnal and thesis.

The first was conducted by Nurul Burha and Zainal Arifin in their research paper “The Implementation Of Block-System Learning On The Expertise Competence Of Automotive Lightweight Vehicle Engineering In Vocational High School”<sup>29</sup>. The research employed descriptive quantitative research. This research focused on (1) the effectiveness of learning the block system as a tool seen from the aspect of the teacher; (2) the effectiveness of the learning in terms of student aspects; (3) learning effectiveness in terms of facilities and resources; and (4) student learning achievement after the application of the learning. The similarity of this previous research and the research is about the use of block system in Vocational High School. Whereas, the differences between this previous research and the research are that the previous research described the effectiveness of learning the block system as a tool seen from the aspect of the teacher, the

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<sup>29</sup> Nurul Burha, and Zainal Arifin, “The Implementation Of Block-System Learning On The Expertise Competence Of Automotive Lightweight Vehicle Engineering In Vocational High School”



effectiveness of the learning in terms of student aspects, learning effectiveness in terms of facilities and resources, and student learning achievement after the application of the learning.

The second, was conducted by Fajrina Nurul Hakiki and Valdyan Drifanda, entitle Analysis of the Effectiveness of Implementing Learning Using the Block System at SMK N 11 Semarang<sup>30</sup>. The research employed qualitative approaches are based on constructiveism assuming multiplerealities. This research focused on describe the mechanism of implementing the block system schedule in SMK N 11 Semarang reviewed from the entrepreneurship lesson and analyze the effectiveness of the block system schedule in review of student learning outcomes. The similarity of this previous research and the research is about analysis the use of block-system. The differences between this previous research and the research are that the previous research is implementing the block system schedule is reviewed from students' learning outcomes including learning conditions and learning outcomes.

The third, was conducted by Fadhilah Mujahidah, Zahrudin, and Maftuhah, entitle “Implementation of Block System Learning in Al Hikmah Penajam Integrated Islamic High School”<sup>31</sup>. The research employed descriptive qualitative approaches. This research focused on the learning activities at Al Hikmah Penajam Integrated Islamic High School, which implements a block learning system. The similarity of this previous research and the research is about

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<sup>30</sup> Fajrina Nurul Hakiki and Valdyan Drifanda, (2022), “Analysis of the Effectiveness of Implementing Learning Using the Block System at SMK N 11 Semarang” *Jurnal Spirit Edukasia* Volume 02, No. 01, Juni 2022, pp. 109-120

<sup>31</sup> Fadhilah Mujahidah, Zahrudin, and Maftuhah, “Implementation of Block System Learning in Al Hikmah Penajam Integrated Islamic High School”, *Islamic Education Journal*, Vol. 10 No. 2 (2022)

analysis the use of block-system. Whereas, the differences between this previous research and the research are that the previous research is discusses implementation of block system learning as an activities at Al Hikmah Penajam Integrated Islamic High School.

The fourth, was conducted by Anzas Swara, entitle “Effectiveness of Islamic Religious Education Learning with the Normative Block System in Integrated Agricultural State Vocational Schools in Riau Province”<sup>32</sup>. The research employed descriptive quantitative research. This research focused knowing the effectiveness of Islamic Education subject with block normative system at State Agriculture Integrated Vocational High School Riau Province. The similarity of this previous research and the research is about analysis the use of block-system. Whereas, the differences between this previous research and the research are that the previous research is discusses effectiveness of Islamic Education subject with block normative system at State Agriculture Integrated Vocational High School.

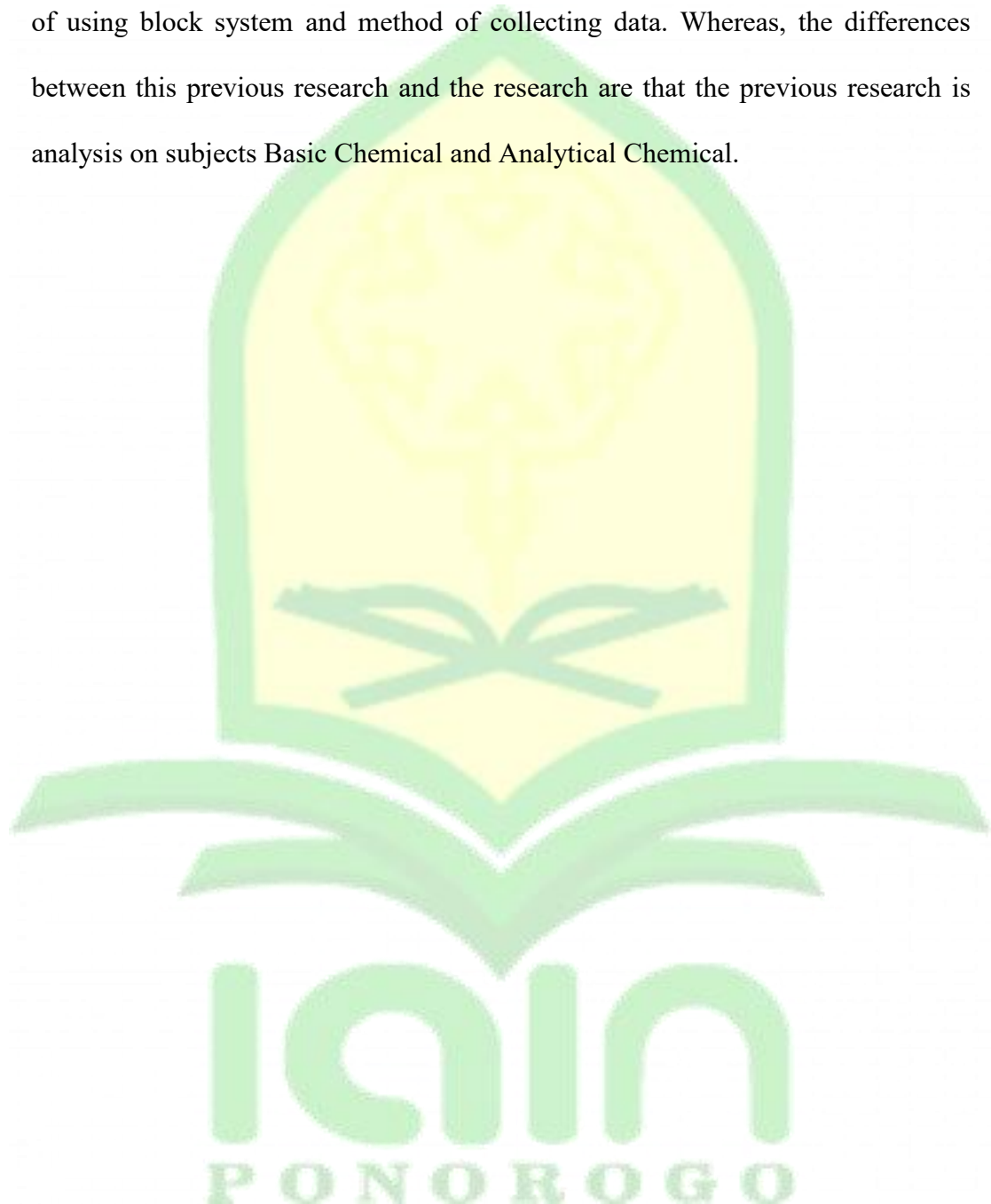
The fifth was conducted by Istiqomah, entitle “Critical Analysis of the Implementation of Block System Learning in Improving Chemistry Learning Achievement (Case Study in Yogyakarta Vocational High School)”<sup>33</sup>. The research employed descriptive qualitative research. This research focused the implementation of block system learning at SMK SMTI Yogyakarta in terms of planning, implementation, and evaluation of learning, the effectiveness of block

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<sup>32</sup> Anzas Swara, “*Effectiveness of Islamic Religious Education Learning with the Normative Block System in Integrated Agricultural State Vocational Schools in Riau Province*” (UIN Sultan Syari Kasim, Riau, 2020)

<sup>33</sup> Istiqomah, entitle “*Critical Analysis of the Implementation of Block System Learning in Improving Chemistry Learning Achievement (Case Study in Yogyakarta Vocational High School)*”, UIN Sunan Kalijaga, Yogyakarta, 2020

system learning in improving chemistry learning outcomes at SMTI Yogyakarta, the obstacles encountered in block system learning at SMTI Yogyakarta. The similarity of this previous research and the research is about the implementation of using block system and method of collecting data. Whereas, the differences between this previous research and the research are that the previous research is analysis on subjects Basic Chemical and Analytical Chemical.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research uses descriptive qualitative research with research methods. This illustrates the concept of using the block system in learning English. This qualitative methodology is concerned with collecting data from various sources in order to gain a deeper understanding of the subject, including their opinions, perspectives, and attitudes.<sup>34</sup> Furthermore, Shuttleworth stated that descriptive research is a scientific method that involves observing and describing the behavior of the subject without influencing and capturing the situation as it occurs.<sup>35</sup> According to Moleong "qualitative methodology" as a research procedure that produces data descriptive in the form of written or spoken words of people and behavior observable.<sup>36</sup> In other terms, this research is called research qualitative because it is research that does not carry out calculations. This qualitative approach will provide descriptions of in-depth communication strategy and impact systematic, in the form of an analysis of the results of interviews, field notes, other documents that come from reliable sources.

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<sup>34</sup> H. Nassaji, (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129-132.

<sup>35</sup> M. Shuttleworth (2008). *Descriptive Research Design*. Retrieved June 16.

<sup>36</sup> Moleong, L. J., & Edisi, P. R. R. B. *Metodologi penelitian*. Bandung: Penerbit Remaja Rosdakarya. 2004, 6.

Sugiyono also states that Qualitative researchers as human instruments, function to obtain research focus, choosing information as a data source, conducting data collection, assessing data quality, data analysis, interpreting data and draw conclusions based on the findings.<sup>37</sup> In this study, the researcher explained about the definition of the block system and the definition of learning English.

### **B. Research Subject**

The subjects of this research are two English teachers at SMKN 1 Jenangan. The research subjects are the participants who participate in the study, and their information is collected as data. The researcher decided to choose the English teachers at SMKN 1 Jenangan because their problems related teach english in Block-system. In determining the subject study, a purposive sample technique is employed. It refers to select and judge the samples purposefully from the particular population that became representative and informative sources about the topic of the study.

### **C. Research Setting**

A research requires a place of research that will serve as a place to obtain useful data to support the achievement of goals study. This study will take place at SMKN 1 Jenangan Ponorogo. MA Muhammadiyah 1 Ponorogo is located on Jl. Niken Gandini No.98, Plampitan, Setono, Kec. Jenangan, Kabupaten Ponorogo, Jawa Timur 63492.

### **D. Data Collection**

The research data is the definition of the use of the block system in

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<sup>37</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017), 222.

learning English, which is collected from two English teachers at SMKN 1 Jenangan Ponorogo. Data collected through classroom observations and interviews with teachers. To minimize bias In collecting data, researchers also use triangulation subjects to validate data between subjects.

## **E. Technique of Data Collection**

### **1. Observation**

According to Gorman and Clayton, observation is a study that involves systematic recording of a phenomenon or exclusively observable in natural environment. Observation means one way of collecting data by a with the intention that someone can feel and then know the knowledge origin of a reality. The number of periods and times in the observations made depend on the type of data collection. The researcher observed the research subject. and the most important thing that is observed is the teacher. The researcher observes the teacher while teaching the class reading activity to find out what concept as well as the strategies used by teachers in teaching reading in the classroom as well as researchers use field notes to collect data. Researchers will do observations on two English teachers at SMKN 1 Jenangan Ponorogo.

### **2. Interview**

The use of interviewing to acquire information is so extensive today that it has been said that we live in an "interview society" Increasingly, qualitative' researchers are realizing that interviews are not neutral tools of data gathering but active interactions between two (or more) people leading to negotiated, contextually based results. Thus the

focus of interviews is moving to encompass the hows of people's lives (the constructive work involved in producing order in everyday life).<sup>38</sup>

In this research, the researcher determined to use semi-structured interviews. The semi-structured interview would give the verbal researcher data that can be modified during the interview process. The interview will be employed after classroom observation did.

The conversation is done by two people that interviewer to ask some question and informant to answer some question. In this research, the interviewed the teacher that teaching reading comprehension in the new normal era to get the information about application of the block system in learning English at SMKN 1 Jenangan Ponorogo.

#### **F. Data Analysis**

The first step is data display, where the researcher displays the whole data obtained from observations and interviews. Interview data will be transcribed into the text, and the observation data will be displayed descriptively text.

The second step is data reduction. It has to do with observing the checklistraw data, and interview guides will be simplified to organize and essential part. Researchers also make it possible to reduce irrelevant data. The last one is to conclude. Researchers will determine the answer for each research questions based on data. Researchers also make it possible to compare those with previous studies. The researcher will convey the assessment and points from view of the results of the study. here,

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<sup>38</sup> D. Atkinson, P., & Silverman, (1997). Kundera's Immortality: The interview society and the invention of self. *Qualitative Inquiry*, 3

triangulation data is needed to cover the accuracy and relevance of the research.





## CHAPTER IV

### FINDING AND DISCUSSIONS

#### A. General Profile of SMKN 1 Jenangan Ponorogo

##### 1. History of SMKN 1 Jenangan Ponorogo

SMK Negeri 1 Jenangan was founded in 1964 as a result of the initiative of the local government and the business/industry world in Ponorogo which at that time was called STM (Intermediate Technology School) Ponorogo State Preparation. Officially this institution became the Ponorogo State STM based on the Decree of the Minister of Education and Culture number 148/Diprt/BI/66 dated 1 February 1966. The change from Ponorogo State STM to Jenangan 1 State Vocational School was based on the Decree of the Minister of Education and Culture number 036/0/1997 dated 7 March 1997.

SMK Negeri 1 Jenangan Ponorogo is a vocational high school that focuses on engineering. This school is the oldest technical school in Ponorogo. There are 9 Skills Programs organized by this school. Students are divided into 22 study groups in 3 grade levels. The learning system adheres to the Block System<sup>39</sup>. SMK Negeri 1 Jenangan Ponorogo as an Industrial Technology Group Vocational School is part of the National Education System, in this case the Directorate of Middle School Development, Directorate General of Elementary and Middle Education

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<sup>39</sup>Observation on March, 23 2023

Management, whose mission is to prepare and improve middle-level human resources. In its journey, SMK Negeri 1 Jenangan Ponorogo is trusted by the Directorate of Vocational Development of the Ministry of National Education either directly or through the Ponorogo District Education Office to organize various activities, including: School mapping and Monev, City WAN, Educational TV, MR-IT, ICT Center, Distance Education Distance (PJJ) or Virtual Campus program.

SMK Negeri 1 Jenangan is a vocational school that focuses on engineering. The following is a list of skills programs available at this school:

- a. Construction and Property Business (Wood Construction Engineering)
- b. Modeling Design and Building Information (Building Drawing Techniques)
- c. Machining Engineering
- d. Welding Techniques
- e. Motorcycle Engineering and Business (TSM)
- f. Industrial Electronics Engineering
- g. Industrial Automation Engineering
- h. Software engineering
- i. Refrigeration and Air Conditioning Engineering.<sup>40</sup>

## **2. The Profile of SMKN 1 Jenangan Ponorogo**

- a. School Identity

School name : SMKN 1 JENANGAN

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<sup>40</sup> <https://smkn1jenpo.sch.id/visi-misi/> (accessed on March, 30 2023)

National School : 20510101  
Principal Number  
Educational level : vocational school  
School Status : Country  
School address : JL. NIKEN GANDINI PONOROGO NO.  
98  
Subdistrict Village : SETONO  
Subdistrict : Jenangan  
Regency : Ponorogo  
Province : East Java  
Postal code : 63492

b. School Information

Accreditation : A  
Headmaster : Sujono, M.Pd  
Academic Data Operator : Muhamad Zulkifli Aliantomy  
Phone number : 352,481,236  
Fax Number : 0352481236  
E-mail : smknjenpo@yahoo.com  
Website : <http://www.smkn1jenpo.sch.id>

**3. Vision, Mission and Purpose of the school**

a. Vision

Becoming a Superior STMJ

b. Mission

- 1) Develop the character of students who are religious, nationalist, mutual cooperation, integrity, and independence;
- 2) Providing technological education services according to customer needs;
- 3) Implement contemporary management that is accountable, transparent and collective collegial;
- 4) Creating a sustainable network.<sup>41</sup>

c. Purpose of SMKN 1 Jenangan

- 1) Producing graduates who have religious, nationalist, mutual cooperation characters cooperation, integrity and independence
- 2) Implementation of Teaching Factory-based learning services
- 3) Availability of continuing education services
- 4) Produce graduates who meet the needs of industry and the world of work
- 5) Optimizing the management of the Regional Public Service Agency
- 6) Creating a school community with an environmental culture
- 7) Increasing the quality and quantity of networks.<sup>42</sup>

## B. Research Design

In this research, the introduction of block system learning is discussed as an effort to improve learning in the Building Modeling and Information Design department. Implementation of the block system learning as an effort to improve the quality of English learning at SMKN 1 Jenangan. Head of the

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<sup>41</sup> <https://smkn1jenpo.sch.id/visi-misi/> (accessed April, 4 2023)

<sup>42</sup> <https://smkn1jenpo.sch.id/visi-misi/> (accessed April, 4 2023)

automotive skills program, English department teacher, and as a supporter of class X students who have direct knowledge of the implementation of the block system.

In the following, a description of the data from the results of analysis of research problems from in-depth interviews will be described, supported by direct observation and document analysis in the implementation of block system learning in English learning.

### **1. The Implementation of Using the Block System in Teaching English**

Data on the implementation of the use of the block system in teaching English were collected from field note observations. In this section, the researcher received three teachers' teaching preparation documents that could be seen to see whether the teacher implemented them or not. Meanwhile, the teacher's teaching preparation itself is carried out by the teacher when he is teaching.

The implementation of using the block system in teaching English is described into three teaching phases, they are pre-teaching, while teaching, and post-teaching activities. According to Mr. Sumadi, as an English teacher explaining teaching and learning activities, he stated:

In English lessons, the first step is to create a learning plan, search for materials, create assignments and learning media. For temporary teaching, we explain the material that has been prepared. And then for post teaching, students will have to do assignments related to the material that has been explained by the teacher.<sup>43</sup>

When researchers made observations on February 27, 2023, they carried out direct analysis in the classroom to find out the English learning process. Based on

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<sup>43</sup>Look at the interview transcript number 03/I/05-IV/2023

observations at Keas X DPIB A SMKN 1 Jenangan, the learning process consists of three stages, namely: pre-teaching, during teaching, and after teaching

a. Pre teaching

Based on what the researcher observed, in this session the teacher prepared students to learn physically and spiritually and the teacher ensured they were ready to learn. First, the teacher opens the meeting based on the RPP by saying greetings as an opening to build a small conversation. The teacher says "good morning students". Then the teacher also asks how they are or how the students are feeling to build emotions. This is very important because students need a good situation and conditions to start learning activities.

Teacher: "Assalamu'alaikum warrahmatullahi wabarakatuh",

Student: "Wa'alaikumsalam warrahmatullahi wabarakatuh"

(Teacher greets students)

Teacher: "Good morning, students, how are you today?"

(Students answer the teacher's question by saying)

Student: "Good morning sir."

"I'm fine, and you?"

(Student response, then teacher answers)

Teacher: "I'm fine too. Thank you."

After that, the teacher appoints one of the students to lead prayer before studying.

Teacher: "Please lead the class leader in prayer before studying!"

(The teacher appoints the class leader to lead the prayer)

Student: "Before we study, let's pray together, pray begin!

Finish!

The teacher checks the student attendance list as the next opening step.

The teacher calls the students' names one by one to take attendance.

Teacher: "Okay, I'll be absent first, later if I call his name I can say present."

Student: "Okay, sir".

Teacher: "Arya"

(The teacher calls the students' names)

Student: "Present"

After the teacher checks the students' attendance, the teacher asks the students to prepare textbooks. At this stage it is necessary to carry out warm-up activities in the form of asking and answering previous material and the teacher checking students' understanding of the material that has been presented previously. Finally, the teacher explains what will be learned and the goals that must be achieved according to Core Competencies (KI) and Basic Competencies (KD). These steps must be conveyed by the teacher because students must know what they will achieve as a result of learning.

b. While teaching

Material will be provided by the teacher during learning and teaching activities. The teacher explains the material and then at the end of the material the teacher gives assignments to the students. Then the teacher writes the material he presented on the blackboard. And explain what was written earlier. Based on the results of observations, the teacher asked students about the material studied at the previous meeting, as follows

Teacher: "Do you still remember the material we studied at yesterday's meeting?"

Student: "You still remember sir"

Teacher: "Okay, good, so what was yesterday's material about?  
(Then the students answer questions from the teacher)

Student: "Procedure text is text that informs or helps readers about how to make or do something. Usually begins with the word "How to" for example "How to make an omelette".

Teacher: "Okay, good, so you still remember yesterday's material. Our next material today is about suggestions  
Do you know what is a suggestion ?"

Student: "I don't know, sir."

Teacher: "Okay, I will explain what a suggestion is, please pay

attention carefully.”

Student: “(student enthusiastically pays attention to the teacher)”

Teacher: “Suggestion is an expression that means an idea or suggestion submitted to another person. Suggestion or advice is used when we provide an idea, opinion, or suggestion for other people to consider before making a decision.”

(Then the teacher shows pictures related to the suggestion material in the ppt)



Figure 4.1

Teacher : “Okay, now you look at the picture!  
What does the picture show?”

(students are silent thinking about the teacher's question, then a student answers the question)

Student : “Picture of a sick person, sir.”

Teacher : “Yes, that's right. So if it's like this, Roni is sick, what do you do as a friend?”

Student 1 : “Visiting, sir”

Student 2 : “I'm sorry, sir. (the atmosphere in the class chuckles together)

Student 3: “Give advice or suggestion, sir.”

Teacher : “Yes, that's right. So what advice would you give your friends?”

(students are silent)

Teacher : “The advice we give is, "Roni, you should go to the doctor for a check-up”, or "Roni, I suggest you rest first.”  
“So, as previously mentioned, it's called giving suggestions.”

Then the teacher explains about asking for suggestions, giving for



suggestions, accepting for suggestions, refusing or suggestions. After that the teacher displays an example of a suggestion conversation on Power Point. The teacher guides students to pronounce the dialogue on the power point slide.

### Conversation of Suggestions

- Jane: Hi, John.
  - John: Hi, Jane. What are you doing?
  - Jane: Nothing much. **Would you like** to go to movies?
  - John: **I would love to but** not right now.
  - Jane: **How about** this afternoon?
  - John: Great! What movie do you want to watch?
  - Jane: **Let's** watch "Ring".
  - John: **I would rather not**. I am not much into horror movies. **How about** "Peanuts"?
- 
- Jane: OK. **Let's go**. When do you want to go?
  - John: 4 o'clock show.
  - Jane: It sounds good. Okay, see you then.
  - John: Okay, see you!.

Figure 4.2

On this slide the teacher guides students to speak conversations about the expressions of asking for suggestion, giving suggestion, and receiving suggestion. Then students are asked to identify suggestion expressions. Students then identified the example conversation very enthusiastically. This indicates that students have understood the material presented by the teacher. The students were asked to pay attention to the teacher when the teacher was explaining the material, then the teacher asked the students to write what had been conveyed from the power point slide.

The next step is for the teacher to group students in pairs to work on questions from the teacher and then practice directly or show their work in front of the class and make it known to the teacher and other students. As follows, the

conversation is based on observations that the researcher has observed. This is also explained in the lesson plans that have been designed by the teacher.

Teacher : “Okay, now is the time for you to practice making example conversations based on the material I have presented earlier.”

(students listen to the teacher's orders)

Teacher : “So, you make groups consisting of two people or your classmates, that's fine. You create a dialogue with the existing themes that I have given you, then you choose one of these themes. And you make sentences complete with problems and suggestions. After you have finished working, come forward to present the results of the conversation you have made.

(Students answer commands from the teacher)

Student : “Okay sir”

(Then someone asked about the assignment)

Student 1: “Sir, how many sentences will the conversation consist of?”

(Teacher answers)

Teacher : “Good questions so you can make 7 or 10 conversations”.

Student : “Yes, sir. Thank You”.

Teacher : “You're welcome. Is there anything else you want to ask?”

Student : “No, sir”.

Teacher : “If there's nothing you want to ask, I'll assume you understand everything, okay? Now you can do it”.

Student : “Yes, sir”.

(Students are enthusiastic and eager to do the teacher's assignments)

Based on the results of observations, the teacher calls students' names randomly from the absence list. Then the students come forward with their partners or with their classmates. In this lesson, a block system is used so that almost all students can come forward to present the results of their work, because the block system is a method that takes a long time so that students can focus on the subject

### c. Post teaching

After they present it in front of the class, there comes the end of the lesson, namely post teaching. Post teaching is the last activity after the teaching and learning process. The teacher will give appreciation to students by giving marks to their work. Teachers also use additional rubrics to evaluate students in the learning process. In post-teaching activities, the teacher asks about students' difficulties in the material that has been presented, then the teacher and students conclude today's lesson. Teachers don't forget to share their performance scores as a form of appreciation for their work.

Teacher : “Do you have any questions about suggestion material?”

Student : “Nothing, sir”.

Teacher : “For the next meeting we will work on a worksheet about our material and design dialogue images or anything related to suggestions, okay.

Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

Student : “I feel happy, Sir”.

Teacher : “Okay, thank you”.

Before we close today's meeting, let's pray first.

And thank you for today, see you and wassalamu'alaikum warahmatullahi wabarokatuh.

Student: "Wa'alaikumsalam warahmatullahi wabarokatuh, see you, sir."

## 2. The Teacher Perspective of using the Block System in Teaching English

Information on the student block system can be obtained from the start of the 2020/2021 school year. Students obtained information from the teachers and students of class X DPIB A (*Desain Permodelan dan Informasi Bangunan*). This system has been in use since the 2006/2007 school year and is now being

implemented again in the 2020/2021 school year for all skills programs at SMKN 1 Jenangan.

Mr Sumadi as an English teacher at SMKN 1 Jenangan, said:

Block system is learning that combines study hours or hours lesson in each face-to-face of a previous subject done once or twice a week until it is completed in one week full or more until the subject is completed, by rejecting measure material can be delivered optimally and in accordance with demands curriculum.<sup>44</sup>

Table 4.1  
The schedule from Block System

	1	2	3	4	5	R	1	2	3	4	5	R	1	2	3	4	5	R
BKP A	F9	D6	K5	C2	B1	Tecoriki	G1	E1	F9	K5	K5	Tecoriki	B1	C2	K5	D6	F9	Tecoriki
BKP B	J2					Lab. Smpg	3					Bkl	4					Bkl
DPIB A	K2	B4	F4	F4	C1	9	K2	K2	F4	C1	B4	9	F4	K2	D2	D2	A5	9
DPIB B	3					10	I2	C1	A5	G1	F4	10	K2	D8	A5	F4	F4	10
DPIB C	G1	G1	B4	K2	K2	11	3					11	A5	I2	K2	K2	E1	11
EIA	C4	K5	F2	F2	A1	3	J2					Lab. Smpg	D9	D9	C4	K5	B1	3
EIB	3					Bkl	K5	K5	D9	D9	B1	3	J2					Lab. Smpg
OIA	D4	D4	F3	A7	C4	6	3					Bkl	F3	I5	K4	C4	B4	6
OIB	E1	I5	A7	F3	F3	7	C4	K4	A7	K6	K6	6	3					Bkl
TPm A	F1	F1	E2	A6	K1	15	F1	C8	B2	K1	A6	16	C8	E2	D5	D5	B2	16
TPm B	A6	K1	D5	D5	C8	16	3					Bkl	4					Bkl
TPm C	2					Bkl	C5	E2	K1	D3	D3	17	A7	K1	F5	F5	G2	17
TPm D	K1	C5	F5	F5	B2	17	F5	A7	G2	G2	E2	18	D3	C5	A7	K1	K1	18
LAS A	K4	K4	B3	G2	G2	21	C7	B3	F5	F5	A1	22	C7	C7	K6	E3	D1	22

Based on the following schedule, the researcher received information that the teacher taught in class 1 and the others differently, which resulted in differences in the material obtained between classes. In the schedule there is an English teacher code F4, namely Mr. Sumadi, S.Pd. This week for 5 days he taught at the 3rd and 4th hours, namely 10.30-14.40. So based on field observations and according to Mr. Sumadi's schedule as an English teacher for class X DPIB (*Desain Permodelan dan Informasi Bangunan*) A, he teaches

<sup>44</sup>Look at the interview transcript number 01/I/04-IV/2023

Monday until Friday at the same time, namely the 3rd and 4th hours. And the next week's meeting, Mr. Sumadi only taught in the first hour, namely 07.30-08.10 for 80 minutes.

Table 4.2

The list from English Teacher in SMKN 1 Jenangan Ponorogo

NO	NAMA	KODE
1	Dra. HERWI RATNANI	F1
2	ENNI NURTYASWATI, S Pd	F2
3	AGUS SUCIPTO, S Pd	F3
4	SUMADI, S Pd	F4
5	MURTI, S.Pd	F5
6	NUNUK DWI RAHMAWATI, S.Pd	F6
7	AMI WIJAYA, M Pd	F7
8	WAHYU UTOMO, M Li	F8
9	NUR HASANAH, S Pd	F9

Table 4.3

Setting lesson schedule hours

PENGATURAN JAM JADWAL PELAJARAN TAHUN PELAJARAN 2022/2023	
JAM KE	WAKTU
1	07.30 - 08.10
	08.10 - 08.50
2	08.50 - 09.30
ISTIRAHAT	
2	09.50 - 10.30
3	10.30 - 11.10
	11.10 - 11.50
ISTIRAHAT	
4	12.50 - 13.30
	13.30 - 14.10

5	14.10 - 14.50
	14.50 - 15.30

And according to Mrs. Herwi as an English teacher and as a head department, she said:

Scheduling block or block system that is to set the class period be less, but longer so that activity is possible learning is more flexible. Like English lessons every day at the same time then for the next week students do not meet with the lesson English. However, students can understand the material in depth because it is related the block system.<sup>45</sup>

From the explanation of the results above, it can be concluded that the block system, namely learning which combines study hours or lesson hours in each face-to-face subject of a subject that was previously carried out once a week until it is completed into one full week or more until the subject is completed and the class period becomes less but longer.

From several statements, readiness in implementing the block system in English lessons also needs to be observed.

As stated in the interview with Arya, a class X DPIB A student, he said:

I am very ready to learn English using this block system because if today I don't understand the material, I can cook the next day, without waiting for a long break.<sup>46</sup>

So in using this block system students receive the material continuously.

Meanwhile, according to Ajeng, she said:

Teachers teach with varied and relaxing methods. The material is easy to understand, and I studied the material that was given to take the next lesson.<sup>47</sup>

And also according to the English teacher, Mr. Sumadi said:

Teachers also prepare lesson plans or modules as well as KI (Core

<sup>45</sup> Look at the interview transcript number 02/I/04-IV/2023

<sup>46</sup> Look at the interview transcript number 06/I/05-IV/2023

<sup>47</sup> Look at the interview transcript number 05/I/05-IV/2023

Competencies) KD (Basic Competencies) as teaching material in this block system. We as teachers also use media to draw the process learning to students and also provide projects to add to it understanding of the material provided by the teacher.<sup>48</sup>

Based on an interview with Mrs. Herwi, she said:

The planning stage was good, but at the implementation stage the material targets sometimes could not be achieved. This can be caused by many things various factors. The number of holidays and health factors are the main obstacles that affect the attendance of students to come to school. This is of course very influence the performance and learning process of students in the future. because if a student is not present for even one day, his lessons will be neglected and he will have to catch up.<sup>49</sup>

So it can be concluded that teachers also use media and projects to attract students to learning activities. And if a student is absent or there is a holiday on the material schedule, the student will miss out on the material.

Here it is also explained that the response from students in taking English lessons with Mr. Sumadi.

According to the results of an interview with Mr. Sumadi, he said:

Students can enjoy and be enthusiastic in following the lessons delivered from the teacher, judging from the projects they always give collect on time.<sup>50</sup>

There is an addition from him, he said:

For the level of effectiveness it is quite effective for learning with use this block system, but there is a problem with the difference in class meeting between class A and also class B due to time.

From the results of the interview above, it can be concluded that there are constraints due to time constraints in meeting hours. So, for example, in class A they have reached chapter 4 while in class A they are still in chapter 2. In the mid semester there are obstacles because the material is different for each section, but

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<sup>48</sup> Look at the interview transcript number 01/I/04-IV/2023

<sup>49</sup> Look at the interview transcript number 02/I/04-IV/2023

<sup>50</sup> Look at the interview transcript number 01/I/04-IV/2023

at the end of the semester the teacher can give the same material, which is according to the target.

As for efforts to optimize the problems above, according to Mrs. Herwi, she said:

To overcome obstacles when the class is far behind, namely by optimizing in online or online classes. Namely by accessing e-learning moodle that has been provided in schools.<sup>51</sup>

In implementing this block system learning, there are advantages and disadvantages, as stated by the head of the subject, Mrs. Herwi, she said:

I think the advantage of this block system is the result of learning or there are projects that can be completed on time and the drawback is that students sometimes feel bored with English lessons because there are lessons every day.

Meanwhile, according to the English teacher himself, Mr. Sumadi said:

The advantages of this learning system are holistic learning focuses on students learning English material in one week continuously. The drawback is that there is an inequality of material between one class and another.

### **3. The Students Perspective of using the Block System in Learning Speaking**

Block system learning groups effective learning hours into summarized time units and allows students to follow and get the learning material optimally and completely. Students will gain continuous and repeated learning experiences. Learning that is carried out continuously and repeatedly will be absorbed more quickly by students than intermittent learning.

The researcher also obtained data from students by conducting interviews with Ajeng, a class X DPIB A student said:

The block system is an effective grouping of learning hours in units summarized time.<sup>52</sup>

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<sup>51</sup> Look at the interview transcript number 02/1/04-IV/2023

<sup>52</sup> Look at the interview transcript number 05/1/05-IV/2023



According to an interview with Anggun, a class of X DPIB A, she said that:

The block system is learning or meeting which has few hours of study every day, but meet for quite a long time or in one week there is English material every day for 1 or 2 hours permeeting.<sup>53</sup>

According to the results of an interview with Almira, a class X DPIB A student, she said:

In my opinion, block system learning is an eye-hour grouping lessons in units of time. So learning is quite helpful in the process studying students or myself because the lesson time is long, namely one week.<sup>54</sup>

Meanwhile, according to Arya another member of X DPIB A, he said:

The block system is a system with effective learning, because time is not will be wasted for class opening, and long hours of lessons allows us to focus on the material presented.<sup>55</sup>

The conclusion from the statement above is that the block system has long meeting hours within one week so students can understand and focus on English subjects.

The application of block system learning provides opportunities for students to understand the material deeply and focus without lack of time. In the learning process carried out, students seem to enjoy teaching and learning activities and focus on understanding the material provided by the teacher.

Based on the results of an interview with one of the students named Anggun, she said:

Learning using the block system at this school is very good. In the future, we will maintain more commitment and consistency in learning using this block system. And when the teacher teaches them using varied and fun methods.<sup>56</sup>

<sup>53</sup>Look at the interview transcript number 03/I/05-IV/2023

<sup>54</sup>Look at the interview transcript number 04/I/05-IV/2023

<sup>55</sup>Look at the interview transcript number 06/I/05-IV/2023

<sup>56</sup>Look at the interview transcript number 03/I/05-IV/2023

Meanwhile, according to Almira, she said:

The teachers explain the lessons, especially in English lessons by using a calming method and using some media such as books, cellphones, power points and other supporting tools.

Based on the results of the interview above, it can be concluded that students are very happy during teaching and learning activities because the teacher provides fun material using media.

The difficulty faced by students during the learning process using the block system is that students feel left behind in material from other classes because of the holidays.

This was stated by Almira, a class X DPIB A student, she said:

The difficulty I experience is that sometimes our class misses out on material because it is cut off by holidays or there are school events. and if there is an assignment from my teacher finished it at school because she was at home working on a project from other subjects.<sup>57</sup>

And also Arya, he said:

I sometimes forget that there is homework, because when I get home It's already afternoon, I'm tired and sleepy, so I often do my homework school.

Based on the interview above, it can be concluded that students often do assignments or homework at school because of limited time. When the student was tired at school and the teacher was still giving assignments.

The block system learning model has advantages and disadvantages compared to the usual system implemented in other schools.

This was stated by a class X DPIB A student at SMKN 1 Jenangan named Ajeng, she said:

The advantage of the block system is that it provides sufficient time for

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<sup>57</sup> Look at the interview transcript number 04/I/05-IV/2023

students to study the material in depth and the shortcomings of the block system. In itself, students are easily bored and bored when they meet their eyes lesson in one week.<sup>58</sup>

Meanwhile, according to Anggun, she said:

So the advantage of this block system is that the learning time is longer so the teacher can convey the material in depth, and in more time for us to deepen the material, while the weakness is me. It's easy to forget the material presented this week because meeting once a month.<sup>59</sup>

According to another class member Almira, she said:

I like learning this block system because it has time long so that they can understand English material, especially those that given by the teacher, so if today you don't understand the text material procedure, can be asked tomorrow. While the weakness is me become bored when encountering these subjects every day.<sup>60</sup>

The conclusion from the statement above is that every advantage must have disadvantages. The advantage of the block system is that it provides sufficient time for students to study the material in depth and students can complete the teacher's project because it takes a long time. Meanwhile, the disadvantage of the block system is that students easily get bored and fed up because of the continuous meetings. So the solution to this is that the teacher must make learning varied and hold ice breaking more often so that students are enthusiastic and motivated to learn.

### C. Discussion

In this section the researcher discusses the results of the research based on the problem. Data obtained based on interviews, observations, and documentation.

<sup>58</sup> Look at the interview transcript number 05/1/05-IV/2023

<sup>59</sup> Look at the interview transcript number 03/1/07-IV/2023

<sup>60</sup> Look at the interview transcript number 04/1/07-IV/2023

## 1. The Implementation of Using The Block System in Teaching English

Based on the results of the researcher's observations, the teacher managed his teaching preparation well. This also determines the success of a teaching and learning activity. There are several things that the teacher prepares before entering the classroom. Firstly, the teacher makes a lesson plan which is used as teaching material in the class so that the class can run well and systematically according to the lesson plan. Second, the teacher chooses interesting material so that students are interested in participating in the learning. The material presented well will influence the teaching and learning process which runs well based on the curriculum and learning objectives. The third angle is the use of media used to support teaching and learning activities. This media helps teachers to increase students' attention and motivation in lessons.

### a. Pre teaching

According to Musfiqon & Nirdansyah, in pre teaching directed at strengthening students' understanding of the objectives and the importance of the material to be presented, so that it can emerge curiosity. This curiosity becomes a model for continuing the search for knowledge through empirical evidence. If students are at stage introduction to learning has been given a sense of curiosity then it will related to the next stage, namely whilst teaching.<sup>61</sup>

In this session the teacher opens the meeting based on the lesson plan by saying greetings as an opening to build a small conversation. the teacher opened the meeting by saying greetings "Assalamu'alaikum warrahmatullahi

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<sup>61</sup> Musfiqon dan Nurdiansyah. 2013. Pendekatan Pembelajaran Saintifik. Sidoarjo: Nizamia Learning Center. Prawira, P.A. Page. 65

wabarakatuh" and then teacher says "good morning students". Then the teacher also asks how they are or how the students are feeling to build emotions. This is very important because students need a good situation and conditions to start learning activities.

After the teacher asks student's feeling the teacher may ask students to pray before studying. In the statement above the teacher appoints one of the students to lead the prayer. Then the teacher checks the students' attendance. And students are very ready to take part in teaching and learning activities.

b. While teaching

In this session, before the teacher starts teaching, the teacher first confirms or reviews the previous material. After that teacherIn this session, before the teacher commenced teaching the students, the teacher reviewed the previous material to the students and the progress of the students. in this phase, the teacher additionally inspired the students so that they were inspired in the teaching and studying activities. The motivation was given by giving advice. the advice was given to those who were lazy in studying. The teacher also carries out ice breaking or games so that the students are enthusiastic about receiving the lesson or material afterwards. At the core of teaching, the teacher first asks them questions like the following "Do you know what a suggestion?" Then the students answered the teacher's questions. Then the teacher begins to explain the material by writing on the blackboard. And the teacher invites students to interact with the material presented by the teacher. The students were very enthusiastic about participating in this learning.

In this part of teaching, the teacher begins to introduce the lesson.

Nowadays, the teacher apply a lesson plan which is adapted from the 2013 curriculum. Since the teacher applies the block system, he uses a scientific approach as the learning style in teaching english. In a scientific approach, five sections that are applied in whilst-teaching are named as observing, questioning, exploring, associating, and communicating. Has been implemented by teachers and students received it very well. Although sometimes there are students are sleepy in class and don't listen explanation from the educator. In accordance with what is stated by Musfiqon & Nurdiansyah that: "while the core activities are is a learning experience for students is the time most used for implementation learning with a block system."<sup>62</sup>

#### 1. Observing

In the first step in learning, the teacher gives instructions to students to make observations. The teacher provides opportunities for students to make observations to create student knowledge about related topics. The teacher can ask students to read the book for a few minutes. Teachers also facilitate students with videos to attract their attention. Students will watch and listen to the video. In this warm-up stage, students are first instructed to watch a video. They can build a hypothesis about today's topic by watching the video. After watching the video, the teacher will ask students several questions about the video. By asking students to observe the video, the teacher can arouse students' curiosity, imagination and guesswork to present the target

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<sup>62</sup> Ibid. Page 70

language.

## 2. Questioning

The second step whilst teaching is asking questions which encourages students to ask questions about the video related to the material. After they watch the video, the teacher encourages them to ask questions about information from the video that they do not understand. Teachers also build their curiosity about the video. They may ask, for example, difficult words, those the meaning of the conversation in the video or sentence that is not understood in the book, the situation in the video or book, the purpose comes from the material.

## 3. Exploring

In this step students will know all the information about the topics in the textbook and videos provided by the teacher. Once they figure it out, teachers start doing it introduce learning sites that can help them learn to speak. The focus of this activity is train students' pronunciation based on Topics. The students will be asked by the teacher to create examples of conversations related to suggestion material and then come forward to present the results of their work. the teacher judges them on their pronunciation.

## 4. Associating

The time for students is to create their dialogue from the expressions given in learning materials. They are free to use the expressions in the learning material as their expressions or they can

change some sentences based on the idea. Before they make it dialogue, teachers and students will practice very short dialogues using the dialogue expression. The teacher instructs the students to practice the dialogue in pairs and they must create their own dialogue freely choose the topic. After they make dialogue, they have to practice it before showing it in front of the class. So that students perform optimally in front of the class.

#### 5. Communicating

Communicating is a point that shows student creativity. They will show the results to his classmates in front of the class. When they can make it themselves, that's what it means they understand the topic. They can use language effectively and communicatively. This is called the result in the learning and teaching process.

#### c. Post teaching

This activity is the last activity in the teaching and learning process. Based on the results of observations, the teacher concluded that the material had been delivered to ensure students participated in learning. After that, the teacher gives a review to the students regarding the material. and also tell the material that will be studied at the next meeting, namely working on exercise questions about suggestions. The teacher announced that the assignment would be collected at the next meeting. And finally the teacher closes at the end of the lesson by asking to pray after the lesson and saying the greeting "wassalamu'alaikum warahmatullahi wabarokatuh".

The implementation of block system learning at SMKN 1 Jenangan has



been going well in accordance with the 2013 curriculum. The implementation of block system learning has been since 2020. This learning is supported by the existence of facilities and infrastructure in the classroom, teachers are facilitated to implement block system learning during the learning process.

## **2. The Teachers Perspective of using the Block System in Teach English**

Based on the research results, it is known that the block system, namely learning which combines study hours or lesson hours for each face-to-face subject for a subject which was previously done once a week until it was completed, into one full week or more until the subject was completed and the class period became shorter but longer. So in English lessons every day at the same time then for the following week the students do not meet with English lessons. However, students can understand the material in depth because it is related to the block system. According to researchers, this block system method is very effective because students receive material continuously and students can understand the material easily. When teaching, teachers use media in the form of ppt or laptops. So that students feel interested in the material that will be presented by the teacher.

From the results of the interview with Mr. Sumadi he said that there were obstacles due to limited time in hourly meetings. So these obstacles occur because of holidays or school events. So class A has reached chapter 4 while class A is still in chapter 2 because of the class holidays, the material is lagging behind other classes. During the mid semester there were problems because the material was different for each class, but at the end of the semester the teacher

was able to provide the same material according to the target.

According to the teacher's view, the advantages and disadvantages of the block system are: Learning outcomes or projects can be completed on time due to holistic learning, which can focus on students learning English material in one week continuously. With longer learning time, teachers have the opportunity to develop deeper learning and discuss critically so that teachers can interact with students.

Meanwhile, the disadvantage of the block system is that the learning time is longer, namely every day, which can cause students to feel bored. So teachers must deliver varied learning.

Concerns about Block System Even those schools that have already successfully introduced block scheduling expressed initial concerns over the effectiveness of an approach that would challenge the conventional time management methods. Often the most prevalent problems relate to the basic need to manage class time while following the same specific teaching and learning requirements. Block system transforms the way one teaches the usual topics by introducing a new way of looking at the time, often requiring a shift in the approach to teaching and learning

### **3. The Students Perspective of using the Block System in Learning English**

Based on the results of interviews with class X DPIB A students, they defined the block system as: grouping subject hours in time units. So learning is quite helpful for the learning process of students or myself because the lesson time is long, namely one week. The block system has long meeting times within one week so that students can understand and focus on subjects, especially

English language learning.

In delivering the material the teacher conveys it in very detailed and enjoyable manner because he uses the media and facilities available in the class. Students experience difficulties with learning this block system because of assignments from the teacher and related time or deadlines for these assignments. Then the advantage of the block system is that it provides sufficient time for students to study the material in depth and students can complete the teacher's project because it takes a long time. Meanwhile, the disadvantage of the block system is that students easily get bored and fed up because of the continuous meetings. So the solution to this is that teachers must create varied learning and hold ice breakers more often so that students are enthusiastic and motivated to learn.

Based on observation during the learning process using the block system in English lessons, the results were found the application of this block system learning is quite good and effective. The students can understand the content of the material complete learning, apart from that the existence of this block system can create students feel focused on 1 subject, making it easier for participants students to take exams. In implementing block system learning, the teacher also provides teaching materials in the form of pictures or videos as support.

Characteristics possessed by each student different, providing a slightly inhibiting influence. Because when the teacher delivers lesson material, when there is students who take a long time to understand the subject matter the teaching and learning process will also be hampered. At SMKN 1 Jenangan Ponorogo, especially in class X DPIB A given by the teacher. However, there are

still students who have difficulty understanding it, in this case the teacher must be patient and really guide the students in the process of understanding the lesson being explained.



## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the presentation of the research results, it can be concluded that:

1. The process of implementing block system in teaching speaking at SMKN 1 Jenangan has been going well, supported by the existing facilities and infrastructure at the school. In implementing the block system, the teacher prepare and strive for various ways to facilitate students in the learning process, in order to achieve the expected goals.
2. Based on the discussion above, the researcher concludes that the learning that can be carried out at SMKN 1 Jenangan is different from senior high schools in general because this school, when learning uses a regular learning system, has implemented a block system learning. Block scheduling, also known as the block system, adjusts the class time to be shorter but more longer, allowing for more flexible learning activities. Students also should remember their assignments and study learning because the subjects in this school are mandatory subjects that must be studied in Vacation High School.

#### **B. Suggestions**

After carried out this study, the researcher could be directed some suggestions for the English teacher, the students and the future researcher. The suggestions are :

1. For the English Teachers

In the learning process, school teachers can develop and improve the

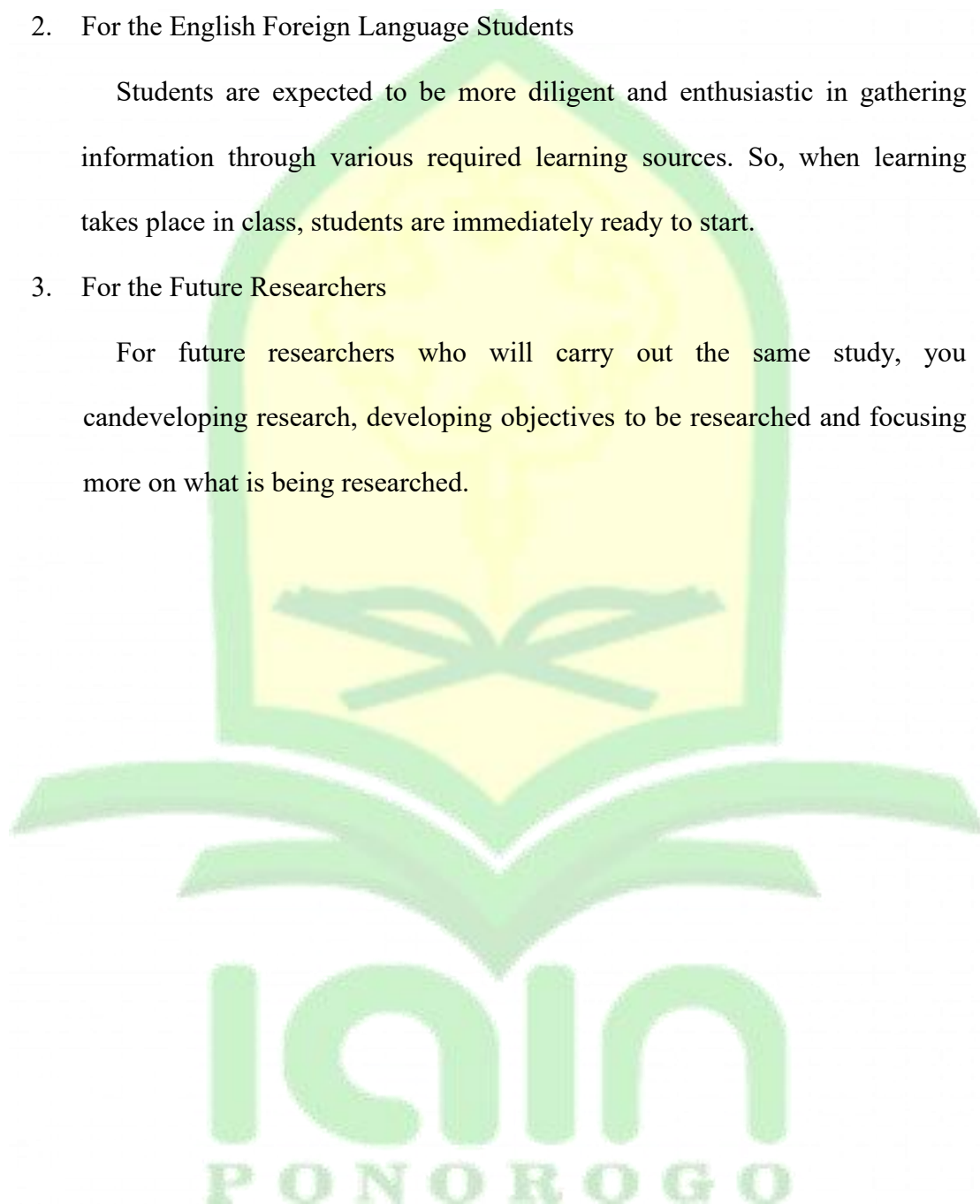
strategies they want to use so that they are more varied. And can include creative ideas in implementing the method. Because, varied strategies will really support and make students more enthusiastic about learning.

2. For the English Foreign Language Students

Students are expected to be more diligent and enthusiastic in gathering information through various required learning sources. So, when learning takes place in class, students are immediately ready to start.

3. For the Future Researchers

For future researchers who will carry out the same study, you can develop research, developing objectives to be researched and focusing more on what is being researched.



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