

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter, the researcher presents about describes the data findings and the discussion, section consists of discussion about the research finding based on the result of observation and interview.

A. The Research Findings

In this section, the researcher would like to present the data was collected by observation in English class and interview to Thai-Teacher of teaching English in Science-Math and English-Social class at Thamvitaya Mulniti Yala School.

This part explained the subject related to Thai teachers strategies in teaching English. To know kinds of teaching English strategies applied by the teacher, the researcher had conducted observations, in-dept interview, and documentation as evidence that the researcher had done the research.

In this part, the teacher one will be caded as T1, Teacher two as T2, Teacher three as T3, and Teacher four as T4. The following were presented data related to Thai teachers strategies in teaching English applied by the subject.

1. Strategies used by Thai Teachers of Teaching English class at Thamvitaya Mulniti Yala School.:

a. Strategies used by Thai Teacher of Teaching English in Science-Math Class.

The researcher found kinds of teaching strategy that used in the teaching English by Thai teachers conducted from observation and interview. The researcher the doing observation during four meeting, on 4th, 6th of September 2018. The researcher also interview Thai teachers on 3th, 5th of September 2018. Based on the observation and interview the researcher found two kinds of teaching strategies were direct teaching strategy and cooperative learning strategy.

1) Direct Teaching Strategy

a) Teacher 1

The researcher finding of strategies implement by Thai teacher in Teaching English class and interview to the Thai-Teacher English is Teacher one (T1) who taught in matyom 4 of Science-Math Class at Thamvitaya Mulni Yala School.

The researcher observation on Thursday, September 4th, 2018, the researcher gotten information about the way T1 in implemented her strategies. Start her lesson by greeting and checked the students

attendance list. Before the teaching process, T1 always, and humor with the students so students would be fresh to learning English. After the students seemed fresher, T1 would start to teach the material.

Firstly, T1 remembered the students by reviewing the previous material to the students. If the students forgot about it, T1 would review a little about the material. And also can be convinced from the interview with Thai teacher:

“ yeah.. of course, before start learning process I always ask the students about the material previous meeting for the students understand for the next material. If the students forget I would review little topic about material for the students understand”

After reviewing the previous material, the teacher started to write down the kinds of text after her. And than after the students following what T1 said, the teacher explained the meaning of each word in the text. But before that activity, the students were asked to write down the dialogue in their books so they could also write the meaning when the teacher translated the word from the text. The next activity, T1 usually would explain about grammar which is in the text and she would write down the formula of the grammar.

In teaching process, T1 was not only applying the teaching translation and grammar but she also taught spelling and pronunciation. It could be proven when the students had a task to present the dialogue. Sometimes, T1 asked the students to be in pairs and each pair was asked to make a dialogue as the example that given by teacher. Each pair would present their dialogue in front of class on the next meeting. And the teacher would correct the students' pronunciations which are incorrectly. And also can be convinced from the interview with Thai teacher:

“Yehh.. sometime, I not just teaching about grammar but I also teach about pronunciation for the students understand when them presents dialogue in front of class on the next meeting. and than when the students correct in gramma or pronunciation I also feedback”

b) Teacher2 (T2)

The researcher finding of strategies implement by Thai teacher in teaching English class and interview to the Thai-teacher English is teacher two (T2) who taught in Matyom 5 of Science-Math Class at Thamvitaya Mulni Yala School.

By doing on the research having observation on Saturday, September 6th, 2018 during the research, the researcher gotten much information about the way of T2 in implementing her strategies. Start her lesson her by greeting and checked the students attendance list.

Then, T2 was focusing the students' concentration by reviewing the previous material. Sometimes, the teacher gave the students question that related to the previous material. Before T2 started with the material, she usually improved the students' motivation by doing a little games such as hand movement or guessing something. After the students' seemed happy, the teacher started to teach the next material. And also can be convinced from the interview with Thai teacher:

“I usually, before I start teaching process I always make the students happy or they fresh before learning. And then when they happy I give the students remember about the material previous leave it the student understand for the next material.”

Firstly, T2 always explained the material to the students which English language. The students just listened to the teacher explanation. Besides in explanation process, the teacher would give the students looked for word or sentences difficult and the teacher will meaning or translated the words or sentences the difficult. The teacher translated English word difficult to Thai language. It is purposed to facilitate the students in understanding the material. And the students' roles were writing the maening in their book based on teacher said. After the students gotten meaning of word or sentence difficult the teacher always give students repeat what the teacher said. So students can

remember that. And also can be convinced from the interview with Thai teacher:

“yehh..Of course, the first start I teaching I always explain about material all off the students just listen me said, students can’t ask. After I explain the students can ask me about material what me said, and the students ask me about what word difficult and than can i can give meaning to thstudents.”

1. Cooeparative learning strateg

a) Teacher2 (T2)

Besides doing those activities, T2 sometimes divided the class into some groups that consist of four students. Then, the students would be given the task that should done in group. The students could are used Thai language and mix with English language during the discussion because T2 understood enough about the students problem when they were asked to used English only. And sometimes the students have problem or difficult about word, teacher solution for them to find the meaning in the dictionary. The teacher give around 15 minutes to the group for prepare and discussion in groups and choose one member to present in front of class for explanation to their friends. And also can be convinced from the interview with Thai teacher:

“In learning activity, I always used cooperative learning and focus on group work, get involved in the work, for students to understand more. When students do not understand the content provided. sometime, I always give students for search content with themself before start learning with make some group.”

b. Strategies Used by Thai Teacher of Teaching English in English-Social Class.

The researcher found kinds of teaching strategy that used in the teaching English by Thai Teachers conducted from observation and interview. The researcher the doing observation during four meeting, on 9th, 8th of September 2018. The researcher also interview Thai teachers on 8th, 10th of September 2018. Based on the observation and interview the researcher found two kinds of teaching strategies were direct teaching strategy and cooperative learning strategy

This section, the researcher can enter two classes (matyom 5 and matyom 6) for observation and interview 2 teachers who teach in the English-social classes.

1. Direct Teaching Strategy

a) Teacher 3 (T3)

The researcher finding of strategies implement by Thai Teacher in Teaching English class and interview to the Thai-Teacher English is teacher three (T3) who taught in Matyom 5 in English-social Class at Thamvitaya Mulni Yala school.

Based on the researcher of having observation on Tuesday, September 9th, 2018 during the research, the researcher gotten much information about the way T3, in implemented his strategies are used in learning activity. For beginning the class, T3 came in and all of

students stood up while greeting and checked the students attendance list. The students were asked to mention two signs for reviewing each students. Most of them wanted the first turn. So, T3 started from the corner. After all of students mentioned the material went on. T3 gave the paper about sign.

“Usually.. the first I teaching, I always explin about material first. Because want make the students understand first.”

Furthemore, the teacher said it and students had to repeat it. But after all of this, T3 explained clearly. Furthmore, the students were given either picture of sign or the writen of sign. The students was given chance to looked for their patner related their paper. After all of students have found their partner, one of couple stood up and said it.

b) Teacher 4 (T4)

The researcher presentation of strategies implement by Thai teacher in teaching English class and interview to the Thai-teacher English is teacher four (T4) who taught in Matyom 6 in English-social Class at Thamvitaya Mulni Yala School.

In this observation on Monday, september 8th, 2018 during the research, the researcher gotten information about the way T4 used strategies of teaching English. Started her lesson by greeting and checking the students' attendance list. For the main activies, the

teacher wrote down the topic on white board, so T4 explained what topic about that. And teacher, explanation content to students and gave students looked for words difficult.

“Start teaching process, I check attendance students first, after that I explain about material to the students. After explain I gave the students looked what a words of difficult. And can ask me. Because for time the students discussion or presentation in front of class the students can understand.”

2. Cooperative learning strategy

a) Teacher3 (T3)

After T3 explain, T3 gave the students make a group. The group consists students 2 until 6 students. The group was able to enable students to learn from each other. And T3 gave the students discussion what material of the students get for presentation in front of class. And also can be convinced from the interview with Thai teacher:

“Hmm.. yes in my teaching process, I always divide group, for can be the students presentation what material that got and can discussion with their friends, and can be got another opinion with friends.”

a) Teacher 4 (T4)

After Teacher4 (T4) explain about material. Teacher4 (T4) can divided some group in the groups have around 4 persons in a group.

By doing on observation conducted, it can be obtained that T4 asked the students to open their books. After that, T4 gave meaning of each English word, because they had to fill in the blank such as narrative text with that word. After all of words had been defined, they were asked to fill in blank of the text. Several minutes left, gave they discussion together.

Meanwhile based on result the interview activity, the researcher conducted the interview with T4 about the strategies in her teaching English.

“In every teaching, cooperative-teaching, because gave students can explanation to their friends in the group and can Exchange ideas, can discussion with their friends .”

The data findings in this research, the researcher based on the result of this observation and interview to Thai-Teachers in Teaching English at English-Social and Science- Math Class at Thamvitaya Mulniti Yala School. The teaching strategies used by the Thai-teachers in teaching English. The strategies are as below:

To sum up the findings of this research used by Thai-teachers in Science-Math Class, and English Social Class at Thamvitaya Mulniti Yala School, the researcher found two kinds of strategies used by the Thai-teachers. The teachers usually used direct teaching strategy and cooperative learning strategy. In the direct teaching strategy, the teachers usually taught translation,

pronunciation and grammar of the text to the students. It has purpose that the students understand about the content of text that they were discussed. And in the cooperative learning strategy, the teachers always divided the students into some groups to discuss about the material that discussed. This strategies was increase the students' achievements through group collaboration that enabled students to learn from each other. So, the students could share their ideas to the other friends in a group.

C. Discussion

Based on the data findings about the strategies that used by Thai-Teachers in Teaching English at Thamvitaya Mulniti Yala School. based on the result of having observation and interview, the researcher got data that teacher used strategy. The teachers usually used direct teaching and cooperative learning. In direct teaching, the teachers usually taught translation, pronunciation and grammar of the text to the students in the class. It can be concluded that they implements strategy which is classified as direct teaching. So, the reseacher classified into direct strategy. In unity with Kindsvatter (1996:298) stated the purpose of direct teaching is to increase achievement by the teacher's attention to specific, analytical, academic objectives, by covering of objectives to be tested, and by active engagement of the student in in academic tasks. Attention is important to be given to promote students success through a variety of means. And Marchand-Martella et al., (2009) stated that, In direct teaching strategy,

the focus is on teacher interaction with students rather than students interacting mainly with materials after a brief explanation by the teacher.

Based on data findings, the Thai-teachers in Thamvitaya Mulniti Yala School sometimes used direct teaching strategy in teaching English in the class. This strategies was done by giving the explanation to the students about material. It was purposed the students understood about the content of the text that they were discussed. By doing this direct teaching strategy, the students would be able to a certain skill such as grammar or pronunciation.

The Thai-teachers also used cooperative learning in their teaching English. They always divided the students into some groups to discuss about the material that discusse. In groups discussion, the students would try to share their ideas about the material. And groups were able to enable students to learn from each other. They were able to improve human relations in the classroom. The strenght of this group work was to make the students to get more information about the material. In unity with Slavin cited by Tran (2013), cooperative learning as instructional methods in which teacher organize students into small group, which then work together to help one another learn academic content. And stated by (Allison and Rehm, 2007:5) that grouping students from different cultural backgrounds into heterogeneous groups and instructing them to collaborate and cooperate with each other on activities and problem solving tasks has been found to promote interethnic friendship, develop cross cultural

understandings, and build team work while also enhancing literacy and language acquisition among linguistically diverse students. “In cooperative learning the students divided in groups. Between members of groups can learn with others to do exercise from teacher. And teacher must active and give attention more.”

Thus, this strategy was helping students to have discussion and share their ideas. It has purposed to ease students in doing their tasks from teachers because they were given chance to chat and ask their friends within a group.

Meanwhile, in unity by Ismah(2015) stated that Thailand teacher in Muslim witaya Phuket School used teaching strategy in their teaching process, they were direct teaching strategy, and cooperative learning teaching strategy. Because In using direct teaching strategy, teacher using media to make students pay attention with their instruction and game to make students did not bored in the classroom. And In the cooperative teaching strategy, teacher be a monitor to help students do the task if they have problem.

So, the reseacher found two kinds of teaching strategies generally used by Thai-teacher in teaching English at Thamvitaya Mulniti Yala Scool, they are also direct teaching and cooperative learning strategy