

CHAPTER V

DISCUSSION

In this part, the researcher presents the discussion of the findings were related to the theories. The discussion focused on practices in teaching English at MAN PK 4 Jombang. This kind of teaching practices included the use of method, practices were carried out in the class, and practice were carried out outside the class of MAN PK 4 Jombang.

A. The Methods Were Used in Teaching English by the English Teachers of MAN PK 4 Jombang

In learning a language especially, a foreign language, it was needed method in order to increase the students' language ability. The method was a way used by teachers to implement plans that have been prepared in the form of real activities to achieve learning goals. The method of teaching was needed to support the learning process. The use of good method in teaching English could support the improvement of students' ability. By using an interesting method of teaching English, it made the students attracted to be active in the class. As defined by Usman (1990: 7) to be able to manage the process of teaching and learning, they had to have strategies, and methods to do that.

As it was presented in the previous chapter that in English class the teacher used some different methods. The teacher adjusted the method and the activities to suit the students' need then it was used when teaching English in the class, teachers have an important role in developing of their students, as stated by Harmer (2007),

there are five important roles of teachers such as controllers, prompters, assessors, resources and tutors. The abilities possessed by the students also different, so the role of a teacher was to be able to adjust the best method for the students. The method commonly used by English teachers MAN PK 4 Jombang was Direct Method, Communicative Language Teaching, and Silent Way. The three methods emphasized on the process of interaction, communication, and students' activeness and it was according to the abilities of students of MAN PK 4 Jombang that were active and communicative in the class.

1. Direct Method

The direct method is the method used by teachers of MAN PK 4 Jombang, the teacher use English to convey the material taught. Students would have captured the process of acquiring English through listening, and speaking conducted by the teacher directly to them (Larsen & Freeman 2000). As stated in the article by Alek (2014), the concept of a direct method in teaching English, that the teacher has the role of giving an example or as a model to students about doing something, and students are not only required to know but also able to apply that knowledge into real actions.

2. Communicative Language Learning

In this method, the process of interaction and communication was emphasized because the teacher directly interacts with students using English. The purpose of CLT itself was that students have competent communication skills. As defined by Richard and Rodgers (2001) they are defined as communicative competence is an approach in teaching foreign

languages that emphasized on the concept of interaction, both in the process and the purpose of the learning process. CLT was founded on the theory of language as communication and targets to advance students' communicative competence. Variety techniques and teaching models contained in the Communicative Language Teaching method could help the process of teaching English which is appropriated to the situation and location as suggested by Febriyanti (2017).

3. Silent Way

The silent way is an English teaching method used by teachers and tutors of MAN PK 4 Jombang. This method emphasized on the activity of the students and students' thinking, so the students were required to think actively and critically (Larsen & Freeman 2000). In teaching English used silent way method, as explained by Prihatini (2014) in her thesis, students are required to be independent in learning process, and this method encourages and shapes student responses, therefore the class becomes active.

Based on several methods of teaching English above, English teachers and tutors in MAN PK use several methods of teaching English, including direct method, communicative language teaching and silent way to support their English language skills, from the three methods together emphasizing interaction, communication, and activities that use English.

B. Practices Are Carried Out Inside the Class

In the process of teaching English in the classroom practice was needed and has big impact on developing students' English skills, practice is considered very important. The students could understand the theory when they practice directly, practice give the opportunity to the students to experience firsthand about a material or theory. Direct experience was a result of owning activities, as proposed by Wallace (2010) he assumed that every student brings knowledge and experience when entering new learning. Wallace further explained that the effectiveness of how students reflect by linking knowledge and experience and practice, so as to improve further learning. As well as the main objectives of the MAN PK that emphasized on a sense of religion and emphasis on Arabic and English emphasis. In the process of teaching English in the classroom that was done by the teacher, the teacher used activities to teach English skills, including the following:

1. Conversation

Communication was a process that involves being able to perceive messages expressed by others, as well as being able to plan and produce our own messages. Conversation with other activities using linguistic forms and non-verbal signals to communicate interactively as stated by Brennan, (2010). Conversation is an activity that can support students' English language skills through dialogue conducted between students and teachers everyday as stated by Darman (2012), he mentioned some of the benefits of the practice that is done every day “Improve the ability of students to real conditions in the field” so that MAN PK students were

good in communicating English, rather than other classes in MAN 4 Jombang.

2. Small Discussion and Presentation

According to Arief (2002), the discussion was one alternative method/way to solve a problem based on the students' opinion. With discussions, they were able to think critically and improve communication well. While Presentation including thought-provoking activities that emphasized on communication processes that were good in public. If this activity was carried out daily, then a language skills and communication skills could be better. These activities are included in speaking activities, namely emphasizing on the process of good communication. If the practice and activities were carried out every day and for a long period, the students English skills was better.

All of the activities above could overcome the attitude of the students who are passive in the English class. The activities made the students to active in communicating and interacting in English class.

C. Practices Are Carried Out outside the Class

While the practices that also support the English language skills of students who are conducted outside the classroom are as follows:

1. Conversation

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our own messages. Conversation with other was an activities using linguistic forms and non-verbal signals to communicate interactively as stated by Brennan (2010). Conversation was an activity that could support students' English language skills through dialogue conducted between students and teachers every day, so that MAN PK students were good in communicating English, rather than other classes in MAN 4 Jombang.