

CHAPTER V

DISCUSSION

This chapter presents the discussion of the result on the research. The research discussion.

1. The Physical Setting of the Classroom

a. Classroom size

1) Decoration

According to McDunnigan (2005), classrooms decorations make every classroom has a fun and attractive atmosphere. Charts, posters, and wall letters are also great ways to decorate the classroom. Maps are great additions to every classroom. Most maps have charts and information about the countries pictured on the opposite side of the map. In this classroom, it seemed that every class was not equipped with pictures, writings, and posters related to English. Actually, the teacher said that it was important to decorate the classroom with writings, posters, but she did not display them on the wall of the classroom. It was caused by the fact that she had just taught for a short time in the school, so she had not the time yet to manage them. She also realized that the atmosphere of the language classroom had an important role in supporting the teaching-learning process.

Another teacher said that the wall decoration was useful for the students if it was representative. Actually, she prepared the clean wall of the classroom. It was suitable for his tendency of not linking stickers, pictures, or posters in the classroom (Resources: Observation).

(Decoration related to English should be hanged on the wall for the students' spirit. Besides, the pictures can help them to understand the English material. The classroom decoration in classroom is important because decoration can support teaching learning and process in school.)

According to the students, it was necessary that the classroom is equipped with pictures, stickers, or posters. Some students said that the pictures would make the classroom interesting. They would not get bored in the classroom and their spirit would be raised in following English lesson. Another student said that the wall decoration had an important role to help the students in learning English. According to him, actually, she had made to the pictures or writings, manually and by using the computer, to be displayed in the classroom (Resource: Observation).

In the school, the classroom of grade VII only displayed some posters of natural sciences and a world map. (Resource: Observation).

(According to the students, the classroom is equipped with pictures, stickers, or posters. They said that the pictures and decoration would make the classroom interesting and can make spirit for the teaching and learning process.)

The classroom decoration is very important in the big class because it can support the teaching and learning process. It will be also make the classroom look beautiful an interesting so that the students will enthusiastic during the lesson. However, it is unnecessary to display many decorations in the big classes because it is not effective and make the classroom look smaller.

2) The Color of the Classroom Paint

Mike Kennedy (2010) proposes some the beneficial colors of the classroom. Light blues and purples have a calming effect on learners. Warm tones like taupe and peach provide a relaxing atmosphere that allows learners to focus on their studies rather than be distracted by their environment. It is also good to use a variety of colors within the classroom, as the repetition of color aids memory.

In this research, the classroom color of the wall was blue and white because the yellow and blue color made the classroom look bigger. It was the brightest color. A blue was clean so classroom looks was

clean for eyes so that the students could feel enthusiastic in the teaching and learning English.

(The paint was blue. It made the classroom looks clean and comfortable. The yellows color was bright so that made the classroom looks bigger. (Resource: Observation)

The color of the classroom paint has important roles in the teaching and learning process in the big class, especially student with special need to interest to study in the classroom. It will affect the teaching and learning process in the classroom. The suitable color of the classroom paint will make the classroom comfortable relaxing. It is suggested to use the brightest color in the big class because it will make the classroom look bigger. However it is avoided to use the dark colors in the big class because it will make the classroom look smaller and dark.

2. Physiological Setting of The Classroom

1) Sight

Lighting in each classroom was from the sun. The classroom looked bright because the sunlight was entering in the classroom. The classroom was bright so the students felt comfortable and they were very cheerful. The students had no problem in the teaching and learning process. In the teaching and learning activities the teacher and students could see face to

face.

R : Could the sunlight come to the classroom?

S : Iya.

The sight in, the classroom has a great effect in the big class. The bright classroom will support the teaching and learning process in the big class so that the students will feel enthusiastic and cheerful during the lesson. If the classroom look dark, the students will make students lazy follow the lesson.

2) Sound

According to Brown (2001: 192), the classroom is as free from external noises as possible (machinery out-side, street, hallways vices noise). In this study, the classroom was noisy. It was from the outside of the classroom. There were students who laughed and ran outside of the classroom. It was because their teachers had not entered the class yet. The students could not focus to the lesson till it was starting.

R : Could the sound from the outside come into the classroom?

S : Yes, it could

*R : Did you feel disturbed to the noises which come
from the outside?*

S : (Yes, I did)

R : Could you focus to the lesson when the noisy sound from the outside

of the classroom comes in?

S : No

The sound has a great effect in the teaching and learning process in the big class. The external noises will disturb the teaching and learning process in the classroom so that students are difficult to concentrate the lesson. Students will be able follow the lesson if the external noises did not enter classroom.

3) Comfort

Brown (2001: 192), states that the classroom is neat, and orderly in appearance. In this study, the classroom looked clean. The students and teacher's chairs and desks looked tidy. Because of these, both students and teacher felt comfortable. When the lesson was beginning, they felt comfortable and did not disturb the condition of the class. This condition made the students able to focus to their lesson.

R : Did you (students) feel comfortable in your classroom?

S : Yes, I did.

R : Why did you feel comfortable in your classroom?

S : Because the classroom was clean and tidy.

R : By this condition, could you focus to the lesson?

S : Yes, I could. (Resource: Interview)

The classroom comfort is very important in the teaching and learning process in the big classes because all the students in teaching and learning process need comfort. Comfort in the classroom and comfort from external sounds. The clean and bright classroom will make the students feel comfortable so that they have a great spirit to join the lesson. It will also make them cheerful and relaxed during the lesson.

4) Seating Arrangement

According to Brown (2001: 193), seating arrangement in the classroom are Semi circle, U, Shapes, circle. The seating of chairs' position in the study used conventional pattern, the chairs were in rows position. The teacher always asked to the student with special need to sit in the first line or in front of teacher's table, the purpose of this position the teacher could control and manage the student with special need easily. This position had many advantages. The teacher could see her students one by one. The students also could look at their teacher clearly. As for rows position, it could make the teacher be easier to talk to her students individually or in group. By direct eye contact, directly, the teacher would be easier to discipline her students because she could see students' movements clearly.

R : How did you give the position of student with special need in the classroom.

T : I always asked the student with special need to sit in the first line or in

front of me, it will be easier to me in managing and controlling him/her.

R : How did you the teacher manage the students' seat in the big class?

T : I picked to choose the line pattern position.

R : Why did you choose it?

T : Because I could talk to my students easily, individually or in group. I could also discipline my students because I could see their movements clearly.

(Resurce: Observation)

The classroom seating arrangement is very important in the big class. Not all seating patterns can be used in the big class. The inappropriate pattern in the big class can make the classroom look smaller and uncomfortable. Generally, the teacher uses line pattern in the big class. As for line pattern the teacher will be easier to see the students' movement clearly.

3. The Management of the Teaching and Learning Process

a. Teacher Roles

Based on the results of observations, interviews, the teacher become a planner, informer, and monitor in the teaching and learning process. The followings are the explanation of teacher roles found in this

research.

1. Planner

As a planner, the teacher prepared the material for the students by making lesson plans. In this lesson plan, there is no different lesson both normal student and student with special, so the teacher make one lesson plan while student with special need follow the lesson plan. These lesson plans were used to teach the students in the classroom so that the teaching and learning process would be running well. (*Resource: Observation*)

2. Informer

As an informer, the teacher gave the detailed information about the topic, for example, “survey sheets”. Then, she gave some explanations how to make a table (number, name, hobby, Times, reasons). After that, she asked the students to complete the table “survey sheets”. The teacher always help the student with special need. At last, the students were asked to interview their friends about their hobby. (*Resource: Observation*)

3. Monitor

As a monitor the teacher asked the students to do the tasks, such as reading the book and making a group. The teacher did not differ the student with special need and normal student although

the student with special need gave the different level task. Then, all the students read the book. After that, the teacher monitored the students and walked around to see the student's activities in reading the book. *(Resource: Observation)*

The teacher plays an important role in the teaching and learning process in the big class. The teacher roles in the big class become a planner, informer, monitor, manager, and facilitator. The teacher roles determine the successful of the teaching and learning English in the classroom.

4. Equipments

In this research, the teacher only used textbooks, and whiteboard. in the teaching and learning process. The teacher rarely used the learning equipment, such as, posters, pictures, or flashcard. The school provided the handbooks, whiteboards, and boardmarker. In relation to the handbooks, the headmaster stated that the school bought the handbooks of the teacher's choice.

(The teacher used textbooks, whiteboard, boardmarker, and handbook which is match with the material of the lesson.)

(Resource: Observation)

Concerning the equipment and facilities of the teaching and learning process, the headmaster said that the teacher could

propose the media kits which were needed to support the teaching and learning of English. Then, the school would try to provide it. She added that the school just tried a tape recorder and two packages of cassette (resource observation). According to Brown (2005:194), the classroom may be constructed to include any equipment the teacher may use if the teacher uses electrical equipment video player.

5. Equipment can support the teaching and learning activities in the big class.

Equipments for the teaching and learning activities can be in the form of text books, blackboards and whiteboards, poster, picture. Not all the equipments are appropriate for the students because there are too many students in the big classes. The teacher's Language. From the observation, when the teacher was beginning the lesson, she greeted the students. Firstly, the teachers used an Arabic greeting "Assalamualaikum Warohmatullahi Wabarokatuh". Secondly, the teacher used English greeting "Good morning, students and." "How are you today?" (Resource: observation).

In this research, the teacher greeted the students using English. The English teacher greeted the students with routine expressions

in English like; *“Good morning. How are you today?”*, *“Good afternoon”*, *See you next week”*, *Bye-bye”*. Then, the students responded, *“Good afternoon”*, and say, *“Goodbye”*. The teacher generally explained the material first, and then she gave some instructions, such as *“Open your book page 13, and make a group, each group consists of 4 students”*. Besides, the teacher gave the assignment to the students, corrected the students’ tasks, and looked the students one by one to answer the question. After the students finished answering the question, the teacher gave scores to the students. To check the students’ tasks, the teacher always gave the time, for example, *“I give you ten minutes to answer the question”*. When the teacher was conveying the meaning easily, she used the systematic language, and the familiar language.

In this study, the teacher’s language had some functions, such as, an Instructor, corrector, elicitor, and supervisor. As Instructor, the teacher asked the students to open the book and to make a group, for example, *“Open your book page 13, and you make a group, each group consists of 4 students”*. As the corrector, the teacher asked the students to read the sentence, for example *“I can help you”*. In this class the teacher always give same

attention to all student so the teacher do not differ the student with special need. The students made a mistake in pronunciation, for example when they said, “help”. As the corrector, the teacher corrected the students’ written production for example, “*My hobby is foodball*”. The students made mistake in grammar that was in the word “foodball”. It should be “*football*”. As an elicitor, she gave explanation information how to make a table. For example, the table considered of number, name, hobby, times, and reason. Then, she asked the students to complete the table “surveys sheets”. After that, the students were asked to interview their friends about their hobby. As a supervisor, the teacher came closely to the students. She gave them the time to answer the question. For example, “*I give you ten minutes to answer the question, “Do you understand?”*”. In general, the teacher’s pronunciation was good. The teacher’s explanation was the main activity during the teaching and learning process. The teacher’s explanation was aimed to help the students understand the material. Usually, the teacher explained the learning material before she was giving tasks to the students.

In explaining the material, the teacher used two ways. The first way was explaining the material orally and the second was using

written explanation (observation). A teacher said that usually she wrote the material on the blackboard and then explained it to the students. After that, she gave a time to the students to write it. She used both oral and written explanation in other that the students would not become tired and noisy (Resource: Observation).

To explain the material orally, the teacher used bilingual, naturally using English and Indonesian. A teacher said that she used English to explain each topic of the material, and then she translated it into Indonesian. If it was not translated into Indonesia, she was always tried to use the English language in explaining the learning material. She also used English in the class especially in using imperatives forms such as,” Not down” and “ Go back to your seat” , and also short expression lie “ Are you sleepy?” , Who is absent today?” etc. (Resource: Observation)

The result of interview with the students showed that the teacher used English in explaining the material and then she translated it into Indonesian. A student said that the oral explanation was more effective than the written explanation since the oral explanation could be observed directly in his brain. (Resource: Interview)

R : (What did the teacher's language use in explaining the lesson?)

S : (The teacher used English but a little and then she explained the meaning)

R : (Do you like Indonesian or English?)

R : (I like English but the teacher must explain the meaning)

(Resource: Interview)

However, there were some students who preferred the written explanation to the oral explanation. The students stated that she liked the written explanation since if it could be written down. Spratt, Pulverness, and Williams (2005: 134-135) states that the teacher's language are used in instructing, narrating, eliciting, prompting, correcting, checking, and conveying the meaning.

In general, the teacher used Indonesian, in the teaching and learning process for about 50%. To explain the material, the teacher used English and Indonesian. The teacher used English to explain the material, and then she translated it into Indonesian was good and effective because the students could understand the material.

The teacher's language is very important in the teaching and learning process in the big class. The teacher's voice must be loud

and can be heard by all the students. Besides, the teacher's language must be clear and easy to be followed by the students. The teacher uses both English and Indonesian in the teaching and learning English in order to the students can understand the material. Firstly the teacher uses English in the teaching and learning activities, and then she translated it into Indonesian.

b. Students' Language

Based on the result of observation, interviews, and questionnaires, the students both used English and Indonesian in the teaching and learning activities. Generally, the students used English to greet and to respond the teacher's greeting. For instance, "Good morning", *"I'm fine, thank you"*. *"And you, No absent today"*. At the end of the lesson, such as, "Good bye", "see you". The students' pronunciation in greeting was good. Besides, the students also used English to answer the question from the teacher for example, "Yes", "No", "Not yet", "Yes, I'm understand", "I'm not understand". Their pronunciation on saying these words was good too. The student with special need also can use the english language.

The students used Indonesian for about 70% in the teaching and learning activities. They used Indonesian to speak and to talk with

their friends. If they had some difficulties in learning English, they used Indonesian to ask some questions to the teacher. They also used Indonesian to talk with their friends, such as, talking about their activities, asking the time, talking about the lesson.

Responding the students of using Indonesian, the teacher had no problem and respected them in the teaching and learning process. Students liked using Indonesian because they could understand the material well. If the teacher used English in all of the teaching and learning process, the students could not understand the lesson. They would be passive and silent along the teaching and learning English.

Spratt, Pulverness, and Williams (2005: 138), states that there are some examples of students' language such as: greeting, asking clarification, checking the information and understanding, and saying goodbye.

In general, the students used Indonesian for about 70% in the teaching and learning process. Although it was not effective, the students could understand the material well. They should practice English in the real life, too. It will improve their English skills because language is a habit. If they want to improve their English skills, they have to use English as their habit.

(In the teaching and learning process, the students used Indonesian for about 70%. For example, the students used English (Good morning, Good afternoon, I'm fine, I'm understand, I'm not understand, and saying good bye).

(Resource: observation)

Students' language plays an important role in the big class. Because of many students in the big class, the students' English ability is different each other. The students prepare to use Indonesian to English because they will easy to understand the material. Actually, they should be use more English in their activities so that it will improve their English skills.

a. Body Language

In this research, the teacher's face looked optimistic. It could be seen from her many movements. In the teaching and learning process, the teacher's face was optimist, because she did many movements during the lesson. The teacher tried to describe the material in detail. The teachers looked confident and brave. In the teaching and learning process, the teacher's eye contact always focused to the students at the classroom. The teacher's hand moved actively to explain the aim of a sentence. The teacher was always smiling. This made students not only interested to the

lesson but also were high-spirited. The teacher's face looked bright. The condition of the teaching and learning process was serious but relaxed. The condition of the class was calm and comfortable. The students looked enjoyed the lesson. Because of the smiling face from the teacher, the students were brave and enjoy the lesson. The teacher always tried to get close to the students during the lesson. According to Brown (2001: 194), the teacher's body posture exhibit an air of confidence, teacher face should reflect optimistic, brightness, and warmth, use facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear, make frequent eye contact with all students in the class.

R : (Did the teacher's face always look at the students?)

S : (Yes, it did.)

R : (Did she look confident?)

S : (Yes, she did.)

R : (Did the teacher always smile to the students?)

R : iya

The body language has a great effect in the teaching and learning process in the big class. The body language can support the teaching and learning process in the classroom. It also can

motivate the students during the lesson. The teacher's body language should be clear and can be seen by all students in the classroom. Besides, the teacher's body language should be positive and motivate the students so that they will feel enthusiastic and comfortable during the lesson. The teacher's body languages also help students to understand the material.

b. The teacher Movement

In general, in the teaching and learning activities, when the teacher explaining the material, she walked around of the class, in front of the class, in front of the class to behind of the class. The teacher explained the material orally, and then she wrote it on the blackboard in order that the students can understand what the teacher explained clearly. When the teacher was giving the tasks, she asked the students to make groups, individual or in pairs. The teacher always monitored the students by walking around of the class and coming closer to the students. When the students were asking to the teacher about the difficulties in doing the task, the teacher would immediately come to the students to help and explain them.

According to Nury (2005: 2), during the teaching, the teacher

always moves from one place to another to get close to her students. She sit on her chair, stand front of the class and move closely if there is a student who need help.

R : (What did the position of the teacher, walking around the class, sat on her chair or stood in front of the class?)

T : (In the teaching and learning process, the teacher position were walked around the class, sat on her chair or stood in front of the class.)

The teacher's movement is very important in the teaching and learning process in the big class. it eased the students to the understand the lesson. To teach the big class, the teacher could come around of the class like sat on her seat, stood in front of the class or came closer to the students. By making many movements in the big class, the students could hear the teacher's voice clearly from the students who sat in front of the class to behind of the class. All the students would know the materials which are explained by the teacher.

c. Grouping Students

In this research, the teacher used three kinds of grouping, they were, pairs, small groups consisting of 4 to 6 students, large groups based on the seats, for example, a group of students from

a line seat. The example of pair tasks can be in the form of practicing dialogues. The small groups were in the form of describing pictures. In the large groups, the students were asked to discuss a topic, for example, discussing National Examination or global warming. Responding the teacher of making groups the students were very happy. They had no difficulty in doing the task.

Occasionally, it is necessary to group the students in doing the task. The students will be easier to do the task if they work together. They can ask to their friends about their difficulties in doing the tasks. They can also share their knowledge to others. Besides, grouping students can train them to be able to work in a team. Grouping students can be in the form of pair groups, small groups, and large groups.

In the teaching and learning English, the teacher gave an activity that involved the same student's discussion and group works. For their activity, the teacher divided the students in to some groups. Since the group was various, sometimes a group considered of six students but more often two students or a pair (Resource: observation).

The teacher said that the students chose using small groups, of which each group consists of six students, since it was more effective than using big ones. If a group consisted of many students, not all members of the group become involved in the activity. Only some students would do the task given by the teacher

R : (How about the group?)

T : (I usually make a small group. It consists of six students.

The large groups are usually not effective because the students will be noisy.)

R : (Does the group stay in table?)

T : (Yes, that is right. I hope all the students

can participate to do the task).

Making a dialogue and doing a crossword puzzle were two activities, which were often carried out by the students during the time. They were involved in the group discussion (Research: observation). The group discussion would help the students to understand the material. They tried to solve the problem or the task by discussing it together. They could exchange views. In general, the students were happy since they could help each other and learn to cooperate in to do the task. (*Resource:*

Observation)

Responding to the teacher of making groups, the students were very happy. They had no difficulty in doing the task. In general, in the teaching and learning activities, the students were asked to make groups to do the tasks. Each group consists of six students. The teacher used Indonesian, and then she translated it into English.

According to Spratt, Pulverness, and Williams (2005: 148), grouping students consists of classical, big group, small group consist of 3-5, in pairs and group individual or solo work.

Grouping students in the bug class is very important. It is one way to handle the big class. To group the students the teacher must pay attention to the number of students in the classroom and the students' English ability. The teacher must be fair in grouping the students. By grouping students, the teacher will be easy to control the students and they will be happy because they can do the task together.

d. Giving Feedback

In this research, the teacher usually gave feedback during the lesson or in the end of the lesson. During the lesson, the teacher

checked the students' understanding of new vocabulary and corrected the students' mistakes. The students' mistakes in reading the text were usually in their pronunciation. She gave practices in pronouncing some words. Then, she gave feedback to the students individually or grouping. In the end of the lesson, the teacher summarized the material and offered students to ask some questions and difficulties. In responding to the teacher's of giving feedback, the students had no problem and they were very happy and relax.

Giving feedback to the students is very important, because the students can get information about the teaching and learning activities. The purposes of giving feedback are to motivate the students to understand the material, to solve their problem and to improve their English skills.

In this research, the teacher always gave feedback after she was teaching the students. It could be a review of the material to know the students understanding. The teacher gave it when the students' could not understand the material, like a text or a dialogue. Then, she corrected it. The way of giving feedback was by questioning "Did you understand this topic?" or "Do you have any question related to this topic?"

R : (Did you (teacher) always give feedback in the end of in the lesson?)

S : (Yes, she did).

R : How did the teacher gave feedback to the students like?)

S : (The teacher gave feedback in the end of lesson based on the material by asking the students to read the text, and then she corrected students' mistakes in pronunciation.)

(Resource: Interview)

The teacher feedback was a reflection. It was an effort to make students had strong memories to the lesson. Spratt, Pulverness, and Williams (2005: 153), states that the teacher are giving feedback in reviewing student's knowledge of vocabulary and structure of the topic or context, checking students understanding of new vocabulary and giving students practice in scanning. In responding to the teacher of giving feedback, the students had no problem and they were very happy and relax. Giving feedback to the students is very important, because the students get information to learn about the teaching and learning activities. The purposes of the feedback are to motivate the

learners and to help understand the material, to solve their problem and to improve their skills.

R : (Why did the teacher give feedback to her students?)

S : (Because it was can be a review of the material to know the students' understanding.)

(Resource: Interview)

Giving feedback to the students was very important in the big class because the students could get information about the teaching and learning activities. The purposes of giving the feedback were to motivate the students to understand the material, to solve their problem and to improve their English skill. The teacher gave feedback to the students by coming to their seats one by one.

She gave feedback to students in order to they know their mistakes so that they would never repeat the same mistakes. They would also more enthusiastic and help each other in learning English. The students' English ability is different each other. Therefore, feedback is needed to improve their skills.

c. Learner's Mistakes

In this research, in teaching and learning process students made

mistakes in the accuracy of grammar, pronunciation, vocabulary, or language use. The students made some mistakes in pronunciation, such as, to know the students' mistakes, the teacher asked the students to speak up like introduce their friends or tell about their hobbies. The students should have more practice to improve their skills. First, the teacher asked the students to read the sentence and the text more than once. Second, the teacher asked the students to write what the teacher said in the board. Third, there is spelling the word "writing" but should be "writing". Fourth vocabulary mistake, for example the students has used "I'm looking Television", but when the correct word is "watching". Spratt, Pulverness, and Williams (2005: 141-142), the learner mistakes categorize into grammar mistake, vocabulary mistake, pronunciation mistake, and spelling mistake. Generally, the students' mistakes are in the form of oral and written mistake. The teacher comes closely to the students chairs one by one. When the teacher was correcting the students' tasks, she used Indonesian.

(Students pronounced the sentenced in rather good condition. When the teacher was asking students to write what she said, students made many mistakes again.)

In the big class, each student has different English ability. It is possible them to make some mistakes. When they were doing the task, they might do some mistakes. The students' mistakes were the form of oral and written mistakes so their mistakes can be corrected by orally or written correction.