CHAPTER V

DISCUSSION

This chapter presents the discussion of the research findings of the proposed research questions. The first discussion deals with the students' ways in creating learning environment to support independent learning and the second discussion is about the ideal learning environment according to students.

A. How Students Created a Learning Environment to Support Their Independent Learning

Naturally, elementary students belong to young learners. In their learning activity, they are keen to have an exciting learning environment. This learning environment is indicated by the absence of a tight pressure either coming from their friend and from their teacher. That is why it is not sufficient if in the classroom setting the teachers only provide learning materials and a teaching strategy. In EFL instruction context, the former refers to learning sources as the language inputs. Meanwhile the latter implies the way how the materials are delivered in during the teaching and learning activities.

The presence of an attractive learning materials, in fact, is contributive in stimulating the students' eagerness to learn. The uniqueness of the students, in its practice, stimulates the emerge of the students' difference responses toward the teacher's strategy applied by the teacher. This natural case may be experienced by majority of students in different schools. In its simple definition, learning environment is an environment that the students utilize for the purpose of learning.

In this sense, learning environment can be created based on the characteristics of the students. The phenomenon presented in the previous parts shows that the students (as the subjects of the study create an environment that facilitates them to support their learning.

It is believed that learning can take place everywhere. As social beings who provide support to fellow living creatures, humans provide the best environment to foster good values and knowledge. Students, as the language learners, have their own perspective of ideal learning environment that supports their learning. Abrantes and Gouveia (2010) states that children have curiosity to explore objects and make their own conclusions. This makes it possible for students to create a learning environment that is most comfortable for them.

The descriptions above obviously show that the students can learn better (they can practice their English) if there is an inviting learning environment that facilitates them to conduct large quantity of practice through interaction with other students. In this learning environment the students are provided with a situation where the students are not supported how to learn English but they are more conditioned how to use English. The students' higher involvement in practicing their English yields higher retention of the learned materials.

In this environment, the teachers are stimulated to set some activities and provide meaningful language exposures for the students. These activities support the individual student to have more initiatives and to be more creative to help their friends in practicing their English. The students' opportunity to deal with other students in their learning environment, furthermore, invites them to have good

internal communications. It is potentially effective to express their opinions or to give some advises to other students in their inviting learning atmosphere.

The finding showed that a group of students created their own ideal learning environment. It was formed when the students had interest in reading. They shared some novels and gave some recommendation each other. Days by days, some of their friends had interest in reading. They joined them in reading novels. Slameto (2003:60) classified learning environment become three kinds. Such as family environment, school environment, and community environment. Furthermore, community environment can be classified as peer group, neighboring environment, activity in community and social media give big yet strong influent to the students. The finding showed that the learners made a community learning environment.

On the other hand, the learning environment created by students positively support their English learning. Kesten (1987) stated that an ideal learning must fit to learner's own learning need. It was showed by the research finding that a group of students decided to make a learning group that fit to their need. Starting with reading activities, students created reading groups which then developed into a learning environment that allowed them to develop their English skills. In practice, students used technology, an application called *Wattpad* which was used to read novels. They shared a novel that they read together. In the end they would review the novel together. The activity itself was supported by Bricall (2004) that stated the use of new technologies leads us increasingly to a student-centered model.

The students' habit in reading various reading sources can be indicated that they conduct an extensive reading. This data supported by Renandya (2007) that found extensive reading as an activity that surely result in a more enjoyable

language learning experience. Moreover, Pigada and Schmitt (2006) found that extensive reading helped students enrich their vocabularies.

B. Students' Ideal of a Comfortable Learning Environment to Support Their Independent Learning

As it was stated in the previous chapter, students' perception about ideal environment that support their independent learning was stated by two subjects that were interviewed by researcher. The ideal learning environment might be created to fit students' learning style. It was supported by Johnson et al., (2011: 8) that personal learning environment is chosen by student to match his or her personal learning style and pace.

Students naturally find it easier to understand what they were learning by using the method they think is the best. Each student had a different learning style so it would be wise if they chose the best learning method according to them. Students could study on their own or create an independent learning environment. The independent learning environment would be more beneficial because students provide support to each other. This supported the findings of study. In the previous chapter it was stated that the two subjects studied said that the learning environment they created was a study group. This study group supports them in implementing Peer-Coaching with each other. Parker at.al., (2008) found that Peer-Coaching helped to build the developmental relationship, created success in development, and internalized the learning tactic by applying the peer-coaching process in future relationships. Peer coaching can be beneficial in a number of ways: it can provide input from a student, provide another student with the opportunity for hands-on

experience, raise motivation, offer interaction, develop friendship, support motivations and are flexible in their learning environment.

Peer coaching implies a learning situation that arises through the collaboration between two students, with one adopting the role of coach as they explore a particular aspect of learning practice. The coach would provide feedback and suggestions to the other students. This practice leads each of individual student to go with his self-improvement.

Subject 1, S1 said that he enjoyed studying in the group because he was not ashamed to discuss with other group members. Meanwhile, S2 said that the discussion went smoothly because they were open to each other without being embarrassed about making mistakes. Researchers felt that students were more relaxed and enjoyed the learning process by doing independent learning in the learning environment they created.

The finding also revealed that interaction and cooperation can be enhanced in learning environment. The relationship between interaction in cooperative learning and language acquisition, in this study, can be presented through three essential variables of input, output, and context, which contribute to language acquisition to a great extent (Krashen, 1985). Interaction done in cooperative learning, in fact, has a positive impact on language acquisition. Language acquisition is fostered by input that is comprehensible, developmentally appropriate, redundant, and accurate (Krashen, 1985). In their learning environment, the students get language inputs from various sources (their friends' talks and also reading sources). McGroarty (1989) also finds an evidence that

students gain both in comprehension and production of the second/foreign language through cooperative learning. She finds that tasks used in cooperative learning foster many different types of verbal exchange.

Many researchers in SLA argue that successful language learning does not only require comprehensible input, but also comprehensible output. In cooperative learning the students' talk is improved. Consequently, the students' language output can be enhanced. Through interaction every student can learn from other students' language outputs. As many researchers note that most learners achieve communicative competence by subconsciously acquiring the language through active participation in real communication that is interest to those learners (Krashen, 1985). The students become more fluent if they have opportunity to speak repeatedly on the various topics.

In addition to the variables of input and output discussed above, language acquisition is fostered if it occurs in a context that is supportive, friendly, motivating, communicative, developmentally appropriate, and feedback rich (Kagan, 1995). The students' initiative to create learning environment, previously discussed above, is potential to provide inviting learning context to support their independent learning.

Learning independently meant students create their own model of learning. They could learn whatever they wanted with any methods they chose. In the previous chapter, it is mentioned that the subject research stated that she learnt grammar, structure and developed their vocabularies by reading. Toward the text, the subjects figured out that some tenses could be used in a same text. It can be seen

that when students were in a supportive learning environment, they could learn well independently. What students learnt can be fun with their own chosen learning methods. Moreover, by implementing independent learning in groups, students could support one another. So that learning fun could provide great benefits for students. Students could learn without feeling the burden that comes from the learning material or from the classroom environment. In addition, to learn a material, students did not have to use the methods offered by the teacher. Students could independently find their own way. This can be seen from the groups created by the research subject. They create a learning environment that supports them to study independently. So that the activities they carried out would support their learning in class.

In the research findings, the research subject said that the ideal learning environment is a learning environment that offers services that can be accessed anywhere, anywhere, and can be carried out with anyone. In practice, research subjects can carry out independent learning activities at schools, homes, cafes and other supportive places. The implementation time was not limited to a schedule like the implementation of formal schools. This kind of flexibility can well support the process of implementing independent learning carried out by students. With the comfort they create and feel, positive learning was well absorbed. In the end, the ideal learning environment was created.

Other findings could be seen from the technology used by the research subjects. S1 said that they used applications and websites to find reading material. From the application (Wattpad) and the website (Archive of Our Own), students sent reading recommendations to each other. From there students discussed some

interesting things related to the stories they read. The use of technology today really

helps students to find more information that they like. It is not only what they like

but this was beneficial in developing their English language skills.