CHAPTER V

DISCUSSION

This chapter presents the comparing of data finding with the theory which the researcher has chosen. The data finding which is analyzed has been shown in Chapter IV. The data are analyzed for answering questions from statement of research question in Chapter I.

A. Tutor's preparation in Teaching at Fajar English Course

In a previous study, Chusnu Syarifa Diah Kusuma (2015) analyzed the importance of teachers in developing students' interest in learning English. Chusnu Kusuma found that teacher-student relationships and student learning experiences are very important to increase students' interest in learning English. In teaching English to students, several things must be considered. Several factors influence it, including the teaching methods applied by educators, the types of learning activities students use, and the role of education in learning activities.

Meanwhile, in this study, researchers did not only find or analyze the importance of educators (tutors) in terms of students' interest in learning English only as in the previous theory. However, it also found several aspects so that the preparation of learning up to the implementation of students' English learning became better, including:

1. Cognitive Learning

One form of cognitive learning preparation is to develop pre-planned learning preparations. One of them in the results of this study is with learning materials and media that students easily understand. So that students can digest the material well.

2. Affective Learning

Preparation for effective learning is, of course, very important before starting a lesson. Affective is always related to feelings and emotions, namely interests, attitudes, self-concept, and values. In the results of this study, it was found that students' interest in the material presented was very important for tutors. To process emotions and feelings (affective), students can use exciting topics, books, short stories, or media related to the material so that students can be interested.

3. Psychomotor Learning

Psychomotor is an art or skill domain that every student always has. In the results of the analysis of this study, it was found that the importance of preparing for psychomotor learning is by asking students to practice the material related to the previous one. Examples are daily conversations, writing short stories in English, and many others.

B. Tutors' Methods in Teaching at Fajar English Course

In a previous study, Novena Ade Fredyarini Soedjiwo (2017) analyzed a study entitled the role of educators in increasing students' motivation to learn English in junior high schools. Novena found that teachers were not only required to be ordinary educators but also as motivators for students' English learning. According to students, because motivation is the most important part, in another previous study, Gede Sutisna

(2021) analyzed the implementation of character education in learning English. In the results of this study, Sutisna found that the importance of character education for students. In learning English, of course, character education is also needed. All components (educational stakeholders) must be involved in character education, including the parts of education itself, namely curriculum content, learning and assessment processes, handling or managing subjects, school management, implementation of extracurricular activities or activities, empowerment of infrastructure, financing, and the work ethic of the entire school community. In another previous study also analyzed by Suswati Hendriani (2015) with the title Problems of English teachers in implementing the 2013 curriculum in high school in Tanah Datar Regency. Suswati found the results of her analysis, namely the teacher's difficulties when implementing English learning materials to students. The factors that influence it are the number of English teachers who are not yet skilled in providing several methods to convey material clearly to students. Teachers also have difficulty in changing the way students learn who are passive. So that student are affected and cannot understand the English material from the teacher well.

Meanwhile, in this study, researchers show how tutors motivate students, provide character education for students, and find solutions to problems of teacher implementation for students. But the researchers also found a way for tutors or educators to teach English to students that can be carried out correctly.

An educator or tutor must have a good learning model. Of course, the model is applied to initial activities, core activities, and final activities. In the initial activity, the

tutor motivates students and invites students to review or recall the material previously taught. Here is an important function because it stimulates the memory of the student's brain. So students are not only given motivation but also remember the material again. While in the core activity, the tutor explains the material clearly to the students. Tutors can deliver material with the media that has been prepared. The implementation of learning can also be carried out outside the classroom so that students do not feel bored. However, it still refers to the material and learning model that has been determined. While in the final tutor can invite students to evaluate the material that has been explained. Examples are Re-checking the extent to which the material has been mastered, and which is still unclear or not understood. Ask students to practice whatever material they have learned outside of class, such as at camp, to hone their English skills. So that all components of the implementation of learning by tutors can be carried out correctly and students can also understand the material well.

C. **Tutors' Ways of Evaluating Students at Fajar English Course**

Meanwhile, in this study, the researcher wants to show the findings or results of research on how a tutor evaluates learning to students. That is by doing several evaluation techniques. Examples such as asking and answering or pre-test and post-test. Which, of course, had carried out some preparations before the evaluation was carried out. The results also vary. For example, students are categorized according to their abilities, how they answer questions or questions given, and so on. This is known as learning evaluation. So that what is called learning can produce the desired goals.