

CHAPTER IV

FINDINGS

This chapter deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into data findings.

A. Data Findings

In this section, the writer would like to present the data which is gotten from observation in English class and interview to the English teachers who teach in junior high school and senior high school of Muslim Wittaya Phuket School. Here they are

1. Teacher 1 (T1)

The researcher had classified the findings of strategies collected from the result of having observation in English class and interview to the English teacher 1 (T1) who taught in senior high school of Muslim Wittaya Phuket School.

a. Direct Teaching

Direct teaching refers to academically focused, teacher-directed classroom using sequenced and structured materials.

Based on the researcher's observation on February 6th 2015, researcher got information about the way T1 implement his strategies. Before coming into the class, T1 has prepared himself for his teaching

material and tools that were used in the class. At 14.25 T1 started his lesson by greeting and checking the students' attendance list. Then he starts his main teaching activities. Furthermore, when he wrote on the white board about the types of conditional sentences, one of students was asked to share 2 pieces of paper to his friends. Then, T1 explained about types of conditional sentences. Before that, T1 asked to students to read the pattern of conditional sentences. Subsequently, T1 asked the students on what the pattern of simple present is. Next, the students answered it together. This indicates that they understand. Then, T1 asked students to answer from one of paper which is given by T1. They were given several minutes to finish off the exercise of conditional sentences. 6 minutes left, all students had finished the exercise. Then, they discussed together.

Based on observation conducted on February 16th 2015, it can be obtained that T1 asked the students to open their books. After that, T1 gave meaning of each English word, because they had to fill in the blank such as narrative text with that words. After all of words had been defined, they were asked to fill in the blank of the text. Several minutes left, then they discussed together.

From two result of having observation towards T1, it can be concluded that he implements teaching strategy which is classified as direct teaching, because these activities are followed by students practice and teacher feedback. The role of teacher is that of a strong

leader. Because the learner is to follow, stay on-task, and perform. So, these activities can be classified into direct teaching.

Table 4.1.a. Excerpt (1)

Line	Interviewer / Teacher	Utterances
1	Interviewer	: “Yeah, if they don’t active in the class, what will you
2	Interviewer	do?”
3	Teacher	: “I always, for the beginning of the class each day
4	Teacher	each class we have to tell them what what I’m going
5	Teacher	to teach them today like how important each lesson.
6	Teacher	Because like today I’m going to teach them about
7	Teacher	(ehm..) transportation. So, I will tell them the
8	Teacher	important of transportation like that.”
9	Interviewer	: “If they don’t pay attention, what will you do?”
10	Teacher	: “Ehm, I don’t know because. Because they always
		pay
11	Teacher	attention that me. Sometimes, I show the stick to them
12	Teacher	(<i>laugh</i>) but don’t hit them.”

(See appendix 3 for completed utterances of interviewing for the excerpt above)

This excerpt showed the data, lie on line 3 – 8.

T1 stated that

“I always, for the beginning of the class each day each class we have to tell them what what I’m going to teach them today like how important each lesson. Because like today I’m going to teach them about (ehm..) transportation. So, I will tell them the important of transportation like that.”

It is also called teacher centered. It means that teaching activities in which goals were clear to students and teacher chose the activities and control the time spent on the lesson. The learners follow and stay on-task. If the students answered wrong, he gave

corrective and feedback. Based on interview, as he stated above, it can validate and enrich the data from observation.

b. Mastery learning

This strategy focuses on the student's ability to learn through providing enough time and the right conditions using a diagnostic-prescriptive approach to determine instructional decisions.

On February 6th and 12th 2015, the researcher got data as similar as from the result of having observation. From main activities, T1 reviewed some vocabularies. T1 read and the students repeated it continuously. After that, T1 asked to the one of student to stand up and read that article. When the representative student who read article made mistake, T1 corrected and gave how the correct one to say it.

Based on the observation, it can be classified as mastery learning. From this overview, the researcher had conclude that the focus of learning on the individual acquiring reading skill. The teacher could identified what they needed. T1 always prepared his lesson plan to make them read. Sometimes, T1 wanted to know the students' progress in mastery learning. So, T1 asked the students read and he knew the progress of students' reading skill.

Table 4.1.b. Excerpt (2)

Line	Interviewer / Teacher	Utterances
1	Interviewer	“Ok, can you mention again what technique do you
2	Interviewer	use?”
3	Teacher	“I always plan my lesson plan to make them read
4	Teacher	and practice lots of English. Because you know
5	Teacher	Thai student. They are so shy to speak English
6	Teacher	other people to speak foreigner. So, when they go
7	Teacher	home they just left al of things about study about like
8	Teacher	book are about school, they left and then they don’t
9	Teacher	interest anymore. Just because you know. Actually,
10	Teacher	language is nature so if you want to speak fluently
11	Teacher	language you have to use always use them 24hours.”
12	Interviewer	“The points are read and practice.”
13	Teacher	“Yes.”
14	Interviewer	“Ok, thank you.”

(See appendix 3 for completed utterances of interviewing for the excerpt above)

This excerpt showed the data, lie on line 3 – 6.

T1 stated that

“I always plan my lesson plan to make them read and practice lots of English. Because you know Thai student. They are so shy to speak English other people to speak foreigner....”

T1 wanted his students to be able to read and practice their English. So, T1 wanted to promote the students’ success. T1 wanted his students to be able to master reading and practice it with other people. The students can acquire the reading skill. So, it can be classified into mastery learning.

2. Teacher 2 (T2)

The researcher had classified the findings of strategies which used from the result of having observation in English class and interview to the English teacher 2 (T2) who taught in junior high school Muslim Wittaya Phuket School.

a. Direct Teaching

Direct teaching refers to academically focused, teacher-directed classroom using sequenced and structured materials.

In this observation on February 18th 2015, T2 started her lesson by greeting and checking the students' attendance list. After that, she asked the students to have a seat in front of the teacher because the first row was still empty. For the main activities, the teacher wrote down the topic on white board. Most of students were still confused what have written on the white board, so T2 explained what the topic was. Actually, the topic was adjective clauses. Furthermore, she explained about the kinds of adjective clauses one by one and gave the example for each kinds of adjective clauses. Because the corner student was noisy, he was asked to have a seat in the first row. After finishing material explanation, T2 asked students to read the examples together and she gave the correctness how to say it well. Then, she asked the students about what the students did not understand well.

In the observation of T2 on February 20th 2015, T2 started the pre activities similar with what has been done previously. Those were

greeting and checking the students' attendance list. T2 wrote down the exercises of adjective clauses. The students were asked to full fill 5 sentences the empty words by adjective clauses. Some minutes left, all of them had finished that exercise and then they discussed together. For example after T2 explained number 1, the students were asked to read number 1. Next, T2 corrected their pronunciation. It was going on continuously.

After pre-teaching activities, T2 began by letting students know the objective to be attained. Furthermore, the students to use new knowledge about adjective clause. T2 asked many questions to check students understanding. And then, she gave the exercise to check for student understand and make sure that students were ready for independent work using new knowledge.

b. Problem Based Learning

This strategy is to focus on authentic or real-life problems.

Table 4.2.b. Excerpt (3)

Line	Interviewer / Teacher	Utterances
1	Interviewer	"What technique do you use to keep students active
2	Interviewer	during a lesson?"
3	Teacher	"(Ehm) I think when I teach students if most
4	Teacher	students loudly and I don't say anything. After
5	Teacher	that I have question some questions for motivated
6	Teacher	and interesting some news to tell to explain to my
7	Teacher	students when news about interesting news. I have
8	Teacher	newspaper (pointed newspaper). Those are
9	Teacher	newspaper. I think my students interesting
10	Teacher	newspaper about (ehm) some..... (ehm)
11	Interviewer	"Ok, ok."

12	Teacher	: “For example I have English newspaper I give to
13	Teacher	my students (ehm) read read and explain to me.
14	Teacher	Do you understand? What is topic from
15	Teacher	newspaper I think my students catch vocabulary
16	Teacher	from newspaper.”

(See appendix 3 for completed utterances of interviewing for the excerpt above)

This excerpt showed the data, lie on line 12 - 16.

T2 stated that

“For example I have English newspaper I give to my students (ehm) read read and explain to me. Do you understand? What is topic from newspaper I think my students catch vocabulary from newspaper.”

It means that she used problem based learning. It was authentic learning. The students were asked to define the problem, collect information and resume that information. Furthermore, the students were asked to tell to T2. They were able to know an actual issue.

3. Teacher 3 (T3)

The researcher had classified the findings of strategies used by T3 from the result of having observation in English class and interview to the English teacher 3 (T3) who taught in junior high school of Muslim Wittaya Phuket School.

a. Problem Based Learning

This strategy is to focus on authentic or real-life problems.

Based on the teacher’s observation on February 18th 2015, starting by greeting and checking students’ attendance list. T3 called

three students to come forward. This material was about superlative and comparative. The students who came forward were asked to give the example from his friends. For example the students who came forward were called A, B and C. the student A was asked to compare both the student B and C. If the student A could give the comparative sentence, he could sit down again. Furthermore, T3 called the student E to come forward. Next, it was time for student B to give the example about comparative sentence about the student C and D. This activity was continuously. And sometimes the teacher asked to give the superlative sentences.

In the teacher's observation on February 19th 2015, T3 was as same as for the pre activity in the previous observation. Starting by greeting and checking students' attendance list. T3 called four students to come forward. This material was about superlative and comparative. The students who came forward were asked to give the example from his friends. For example the students who came forward were called A, B, C and D. the student A was asked to compare among the student B, C and D. If the student A could give the comparative sentence, she could sit down again. Furthermore, T3 called the student E to come forward. Next, it was time for student B to give the example about comparative sentence among the student C, D and E. This activity was continuously. And sometimes the teacher asked to give the superlative sentences. There was differentiate about the previous observation. After

the student A gave the example about comparative or superlative the other students who sit down are asked to repeat it. So, they wanted to listen it as well as.

Based on observation conducted twice, T3 asked the students to analyze how to make comparative or superlative sentences based on real life. So, the learning was authentic, they were able to adapt in daily life.

b. Cooperative Learning

Cooperative learning used peer tutoring and team cooperation to encourage student learning.

The researcher got the information in implementing her strategy. On February 16th 2015, for the beginning the class, T3 came in and all of students stood up while greeting. 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 signs. Furthermore, the teacher said it and the students had to repeat it. But after all of this, T3 explained clearly. Furthermore, the students were given either picture of sign or the written of sign. The student was given chance to look for their partner related their paper. After all of students have found their partner, one of couple stood up and said it. Then, their friends repeated it together. It was going on in a series. It worked well continuously. Then, they got a piece of paper for peer work. In peer work, they had to

answer the question together and write down in a piece of paper. After some minutes left, they discussed together. Before it, T3 asked the eleven students to write down the answers of the test. For the last one of student was asked to check their friends' attendance list and write down their friends' score. After all of the activities were done, time was up, T3 closed her teaching by greeting.

After conducting observation, T3 used peer group. The peer groups were able to enable students to learn from each other. They were able to improve human relations in the classroom. Furthermore, the students were held responsible for determining whether cooperative skills were practiced within the group.

And also the researcher had interviewing that can be strengthen the data.

Table 4.3.b. Excerpt (4)

Line	Interviewer / Teacher	Utterances
1	Interviewer	: "How many classes do you teach?"
2	Teacher	: "Four classes, only mathayom 3."
3	Interviewer	: "Does each class use different technique?"
4	Teacher	"No, different. Because I will teach about book first
5	Teacher	and have conversation for student speak (hm) in
6	Teacher	the class. Speak about 2 person, three person and
7	Teacher	play game with vocabulary hm about in
8	Teacher	conversation."

(See appendix 3 for completed utterances of interviewing for the excerpt above)

This excerpt showed the data, lie on line 6 - 8.

T3 stated that

“No, different. Because I will teach about book first and have conversation for student speak (hm) in the class. Speak about 2 person, three person and play game with vocabulary hm about in conversation.”

It means that she implemented the cooperative learning. She wanted the student make group for improving better understanding. The students were able to contribute to their group to make their success. They were able to help their friends' understanding better.