

## **CHAPTER V**

### **DISCUSSION**

In this chapter, the researcher would like to interpret the relationship among the patterns, categories, and dimensions found in data analysis. The researcher would like to explain the positions of findings of the present research to the existing body of knowledge or theories.

The researcher was going to interpret the strategies used by English teachers in teaching English at Muslim Wittaya Phuket School. The first strategy is direct teaching. Based on the result of having observation, the researcher got data that teacher used teacher centered, teacher gives correction and feedback. It can be concluded that he implements teaching strategy which is classified as direct teaching. So, the researcher classified into direct strategy. In unity with Kindsvatter (1996) states that direct teaching refers to academically focused, teacher-directed classroom using sequenced and structured materials. It also refers to teaching activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive performance of students is monitored, and feedback is academically oriented.

The second strategy is mastery learning. Based on the observation, the researcher had conclude that the focus of learning on the individual acquiring reading skill. The teacher could identified what they are needed. Teacher always prepared his lesson plan to make them read. Sometimes, teacher wanted to know

the students' progress in mastery learning. So, T1 asked the students to read and he knew the progress of students' reading skill. This phenomenon supported by Kindsvatter (1996) states that mastery learning 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. This strategy is taught with the belief that all students, given enough time, can reach reasonable instructional objectives.

The third strategy is cooperative learning. 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. It continuity with Kindsvatter (1996) stated that cooperative learning used peer tutoring and team cooperation to encourage student learning.

The fourth strategy is problem based learning. Based on observation, 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. This supported Sadker (2005) states that problem based learning is to focus on authentic or real-life problems.

Kindsvatter (1994) stated that there is no single teaching strategy that is the best approach. Teachers need a variety of teaching strategies to reach their any instructional purposes and students' varied learning style and needs. Kindsvatter (1994:290) classified three kinds of teaching strategies, they are direct teaching,

mastery learning and also cooperative learning. In addition, Sadker (2005:96-101) divided four kinds of teaching strategy, they are direct teaching, mastery learning, cooperative learning and also problem based learning. Furthermore, the researcher found four kinds of teaching strategies generally used by English teachers at Muslim Wittaya Phuket, they are also direct teaching, mastery learning, cooperative learning and also problem based learning.