**CHAPTER V**

**DISCUSSION**

This chapter presents the discussion of the findings of the research upon the existing body of the relevant theories. Thus, this chapter mainly includes the discussion of A) how the pre-service English teachers reflected their teaching experience in Thailand and B) how the pre-service English teachers took meanings from the teaching experience.

1. **How the Pre-Service English Teachers Reflect Their Teaching Experience**

Based on the data collected from the interview and the document analysis, it was ascertained that how the pre-service English teachers reflected their teaching experience involved two processes those were 1) the process of recognizing the problem and 2) the process of determining the solution. The two processes were done in sequence in which it was started by the process of recognizing the problem and continued by the process of determining the solution.

1. **The Process of Recognizing the Problem**

What the pre-service English teachers did in the process of recognizing the problem would be displayed substantially below then would be followed by the discussion upon the existing body of the relevant theory. Thus, there would be two points below covering a) the findings and b) the discussion.

1. **Findings**

In the process of recognizing the problem, the pre-service English teachers realized that their teaching was getting problems thus they needed to recognize the factors which caused the unsuccessful teaching. Here, the pre-service English teachers then ascertained that the factors which impeded the successfulness of the English teaching and learning process were 1) the language used in communication, 2) the characters of the students, 3) the passiveness roles of the schools, and 4) the amount of time for teaching.

1. **Discussion**

In this case, Dewey pointed out that reflection was “the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it” (Dewey, 1933:9). In relation to Dewey’s viewpoint, Sellars (2014:3) stated that Dewey stresses the active, conscious, and deliberate thinking in this particular type to refer to the thinking process in problem solving. Thereby, Dymoke et al. (2013:10) identified that reflection or what Dewey then called as reflective action stemmed from the need to solve a problem.

In addition, Sellars (2014:3-4) stated that as deliberate, reasoned, and almost scientific activity, reflective thinking is different from everyday routine thinking and especially from impulsive thinking. Here, Dewey proposed that the notion of reflective thinking was a thinking process which then resulted in reflective action in the form of ‘intelligent action’ because the aspects of the issue had been considered rationally and the practitioner had undergone periods of doubt and uncertainty while working towards finding a solution (Sellars, 2014:4).

Thus, there were two processes of self-reflection within Dewey’s work here. First was the reflective thinking that was the thinking process to recognize the problems and the causes of the problems. Then, second was the reflective action that was an intelligent action to solve the problems. In such away, the process of recognizing the problem undergone by the pre-service English teachers in their self-reflection strengthened Dewey’s theory on self-reflection in which it was started by reflective thinking or what the researcher called as the process of recognizing the problem.

1. **The Process of Determining the Solution**

Like in the process of recognizing the problem, what the pre-service English teachers did in the process of determining the solution would be displayed substantially below then would be followed by the discussion upon the existing body of the relevant theory. Thereby, there would be two points below including a) the findings and b) the discussion.

1. **Findings I**

The process of determining the solution was the result of the consciousness that the problems in the teaching and learning process needed a solution. The pre-service English teachers realized that in spite of the condition, they had to know how to teach the students. It meant they had to know how to make the lazy and unmotivated students get passionate to learn English, how to make the noisy and unfocused students get interest to engage in the learning routine, and how to make the unconfident students get eager to show up themselves in the learning activities.

Based on the encouragement, the pre-service English teachers then found the persons to discuss the appropriate way to teach the students. They were 1) the English teachers in the schools, 2) the headmaster of the schools and 3) the other pre-service English teachers in other schools in Thailand.

1. **Discussion I**

According to Dewey’s view, the opportunities in conducting self-reflection were mainly prompted by practical problems creating feelings of disquiet or confusion or by a sense of wonder and awe (Sellars, 2014:4). The problems were then to be resolved by persistent, reasoned thinking in the process of self-reflection in which it was to be guided by a goal in mind (Sellars, 2014:4). Thus, at this concern, self-reflection was seen as a process of solving a problem.

In accordance with the theory, the process of determining the solution was an effort of the pre-service English teachers to determine the appropriate way to teach the students after they got feelings of disquiet or confusion in facing the problems in the teaching and learning process. The goals of this process were the students could comprehend the materials and got motivated to learn English. Then, to achieve the goals, the pre-service English teachers found the persons to ask suggestion about how they should teach the students. In such away, this process strengthened Dewey’s theory on self-reflection that self-reflection was commonly propelled by practical problems which then needed to be resolved based on a goal in mind.

1. **Findings and Discussion II**

At this concern, in the process of determining the solution, the pre-service English teachers tried out the selected teaching methods including 1) Audiolingual Method, 2) Direct Method, 3) Total Physical Response, 4) Grammar Translation Method, and 5) Oral Approach and Situational Language Learning to teach English to the students. Thus, the discussion here focused on the teaching methods used by the pre-service English teacher in their teaching and learning process.

1. **Audiolingual Method**

On the basis of the proficiency level of the students, the pupils had not been able to play an active role yet in the teaching and learning process. That was why the pre-service English teachers then played the primary role to pass the knowledge onto the students.

Meanwhile, on the basis of the character of the students, the pupils considered getting passionate to learn English if the materials were related to their daily activities. Thus, English became meaningful since it closed to their daily life.

At this concern, the pre-service English teachers then used dialogues to acquaint the students to the simple daily conversational English (see appendix 7). To embed the sentence patterns, vocabularies, and pronunciations of the dialogues, the pre-service English teachers engaged the students in oral drilling.

In this case, Richard and Rodgers (1998:53) pointed out that

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized.

In accordance with the above principle, the pre-service English teachers were exactly relying on Audiolingual method in teaching the daily conversational English.

Further, Brooks (1964) listed the types of teaching and learning activities in Audiolingual classroom as follows:

1. **Repetition**: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is important as form and order.

Example:

This is seventh month. – This is the seventh month

After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

Examples:

I used to know him. – I used to know him.

I used to know him *years ago*. - I used to know him *years ago when we were in school, …*

1. **Inflection**: One word in an utterance appears in another form when repeated.

Examples:

I bought the *ticket*. – I bought the *tickets*.

*He* bought the candy. – *She* bought the candy.

I called the young *man*. – I called the young *men*. …

1. **Replacement**: One word in an utterance is replaced by another.

Examples:

He bought this *house* cheap. – He bought *it* cheap.

*Helen* left early – *She* left early.

They gave their *boss* a watch. – They gave *him* a watch. …

1. **Restatement**: The student rephrases an utterance and addresses it to someone else, according to instructions.

Examples:

Tell him to wait for you. – Wait for me.

Ask her how old she is. – How old are you?

Ask John when he began. – John, when did you begin? …

1. **Completion**: The student hears an utterance that is complete except for one word then repeats the utterance in completed form.

Examples:

I’ll go my way and you go. … - I’ll go my way and you go *yours*.

We all have … own troubles. – We all have *our* own troubles.

1. **Transposition**: A change in word order is necessary when a word is added.

Examples:

*I’m* hungry. (so). – So *am* I.

*I’ll* never do it again. (neither). – Neither *will* I. …

1. **Expansion**: When a word is added, it takes a certain place in the sequence.

Examples:

I know him. (hardly). – I *hardly* know him.

I know him. (well). – I know him *well*.

1. **Contraction**: A single word stands for a phrase or clause.

Examples:

Put your hand *on the table*. – Put your hand *there*.

They believe *that the earth is flat*. – They believe *it*. …

1. **Transformation**: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Examples:

He knows my address.

He doesn’t know my address.

Does he now my address?

He used to know my address.

I he had known my address.

1. **Integration**: Two separate utterances are integrated into one.

Examples:

They must be honest. This is important. – It is important that they be honest.

I know that man. He is looking for you. – I know the man who is looking for you. …

1. **Rejoinder**: The student makes an appropriate rejoinder. To a given utterance. He is told in advance to respond in one of the following ways:

Be polite

Answer the question

Agree

Agree emphatically

Express surprise

Express regret

Disagree

Disagree emphatically

Question what is said

Fail to understand

Be polite, examples:

Thank you. – You’re welcome.

May I take one? – Certainly.

Answer the question, examples:

What is your name? My name is smith.

Where did it happen? in the middle of the street.

Agree, examples:

He’s following us. – I think you’re right.

This is good coffee. – It’s very good.

….

1. **Restoration**: The student is given a sequence of words that have been called from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future.

Examples:

Students/waiting/bus – The students are waiting for bus.

Boys/build/house/tree – The boys built a house in a tree. …

According to the types of teaching and learning activities in Audiolingual Method as elaborated above, it was ascertained that the pre-service English teachers only could practice simple teaching and learning activity that was repetition. Because of the proficiency level of the students, the pupils had not been able to engage in the further activities yet.

Richard and Rodgers (1998:53) stated that

After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern practice exercise.

Actually, the pre-service English teachers might move on from the activity of oral repetition to the other oral activities in Audiolingual Method, nevertheless, the students frequently got difficulty to memorize the vocabularies. Thus, at least the students could repeat and comprehend the materials, those were enough for them. Besides, the school did not demand that the students had to master the English hence the learning goals became simple.

1. **Total Physical Response**

On the basis of the character of the students, the pupils tended to be easily bored if the teaching and learning process merely revolved around oral drilling. Besides, the students frequently got difficulty to only memorize the materials without practicing. Thereby, the pre-service English teacher engaged the students in the activity in which the students could practice the materials. In this regard, the pre-service English teachers then invited the students to actively practice the materials about commands (see appendix 7).

At this concern, Richard and Rodgers (1998:92) stated that “Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learner.”

 According to the statement of Richard and Rodgers above, it was ascertained that the pre-service English teachers utilized Total Physical Response to teach English to the students.

In addition, Richard and Rodgers (1998:92) pointed out that “Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and response physically to commands given by the teacher. Learners are required to response both individually and collectively.”

In accordance with the theory of learner roles in TPR as elaborated above, during TPR session, the pre-service English teachers had orally uttered the materials about commands then had invited the students to practice the commands by doing gesticulation. In such away, the students actively listened to the pre-service English teachers then performed the given instructions. In this case, the students practiced the commands together. Besides, the pre-service English teachers walked around the class to check that each student could practice the commands well.

Further, Asher (1977) gave sample of teaching procedures by using TPR in which the learning process involved adult immigrants.

1. **Review**: This was a fast moving warm-up in which individual students were moved with commands such as:

Pablo, drive your car around Miako and honk your horn.

Jeffe, throw the red flower to Maria.

Maria, scream.

Rita, pick up the knife and spoon and put them in the cup.

Eduardo, take a drink of water and give the cup Elaine.

1. **New commands**: These verbs were introduced.

Wash your hands

 your face

 your hair

 the cup

Look for a towel

the soap

 a comb

Hold the book

the cup

 the soap

Comb your hair

 Maria’s hair

 Shirou’s hair

Brush your teeth

 your pants

 the table

Other items introduced were:

Rectangle Draw a rectangle on the chalkboard.

 Pick up a rectangle from the table and give it to me.

 Put the triangle next to the rectangle.

Triangle Pick up the triangle from the table and give it to me.

 Catch the triangle and put it next to the rectangle.

Quickly Walk quickly to the door and hit it.

Quickly, run to the table and touch the square.

Sit down quickly and laugh.

Slowly Walk slowly to the window and jump.

Slowly, stand up.

Slowly walk to me and hit me on the arm

Toothpaste Look for the toothpaste

Throw the toothpaste to Wing.

Wing, unscrew the top of the toothpaste.

Toothbrush Take out your toothbrush.

Brush your teeth.

Put your toothbrush in your book.

Teeth Touch your teeth

Show your teeth to Dolores.

Dolores, point to Eduardo’s teeth.

Soap Look for the soap.

Give the soap to Elaine.

Elaine, put the sop in Ramiro’s ear.

Towel Put the towel in Juan’s arm

Juan, put the towel on your head and laugh.

Maria, wipe your hands on the towel.

Next, the instructor asked simple questions which the students could answer with a gesture such as pointing. Examples would be:

Where is the towel? (Eduardo, point the towel!)

Where is the toothbrush? (Miako, point to the toothbrush!)

Where is Dolore?

1. **Role Reversal**: Students readily volunteered to utter commands that manipulated the behavior of the instructor and other students. …
2. **Reading and Writing**: The instructor wrote on the chalkboard each vocabulary item and a sentence to illustrate the item. Then, she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks.

In relation to the teaching procedures as elaborated above, the pre-service English teachers had not been able to conduct such teaching procedures yet in the teaching and learning process. The pre-service English teachers only could present simple commands which directly related to the activities of the students in the classroom (see appendix 8). There was no procedure of role reversal as elaborated above to engage the students in TPR session. Here, the pre-service English teachers became the main person who conveyed the commands while the students were merely the performer.

1. **Direct Method**

On the basis of the proficiency level of the students, it was known that not all of the students could write in Roman because they used to write in Arabic. Thus, the pre-service English teachers considered necessary to acquaint the students to the material of alphabets.

In teaching alphabets, the pre-service English teachers displayed the alphabets on the whiteboard then pronounced each alphabet directly in English while pointing at the alphabets.

At this concern, Richard and Rodgers (1998:9) pointed out some principles and procedures of direct method

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. New teaching points were introduced orally.
4. Concrete vocabulary was taught through demonstration, objects, and pictures…
5. Both speech and listening comprehension were taught.
6. Correct pronunciation and grammar were emphasized.

In relation to the above principles and procedures, when the pre-service English teachers directly pronounced each alphabet written on the whiteboard by using English, the students listened carefully, observed and recognized the alphabets and the pronunciation. Then, the students followed to pronounce the alphabets in English together. Afterwards, the pre-service English teachers English randomly pointed at any alphabet on the whiteboard then the students pronounced the pointed alphabets in English.

1. **Oral Approach and Situational Language Teaching**

On the basis of the proficiency level of the students, the pupils needed to be acquainted to basic English like vocabularies of the things around them. Meanwhile, on the basis of the characters of the students, the pre-service English teachers needed to present meaningful English to the students in which it meant that the English closely related to the daily life of the students. Thus, the students would get interest to learn English. In such away, the pre-service English teachers taught the use of demonstrative pronouns to mention things in the classroom (see appendix 9).

At this concern, Richard and Rodgers (1998:37) indicated that “In Situational Language Teaching, structures are always taught within sentences, and vocabulary is chosen according to how well it enables sentence patterns to be taught.”

In such away, Frisby (1957:134) gave an example of the typical structural syllabus of the situational teaching:

**Table 5.1 Typical Structural Syllabus of Situational Language Teaching**

|  |  |  |
| --- | --- | --- |
|  | **Sentence Pattern** | **Vocabulary** |
| 1st lesson | This is …That is … | Book, pencil, ruler, desk |
| 2nd lesson | These are …Those are … | Chair, picture, door, window |
| 3rd lesson | Is this … ? Yes it is.Is that … ? Yes it is. | Watch, box, pen, blackboard |

In addition, Davis et al. (1997:3) stated that “The form of new words and sentence patterns is demonstrated with examples … . It is made clear visually (with objects, pictures, action, and mime). Wherever possible model sentences are related and taken from a single situation.”

In accordance with the above principle, in the teaching and learning process, the pre-service English teachers explained the different use of “this” and “that” by employing the demonstrative pronouns in the real using in the classroom situation. For example, when the pre-service English teachers said, “This is table”, they pointed at the nearest table. When the pre-service English teachers said, “That is clock”, they pointed at the clock placed in a far distance, embedded on the upper wall. By this way, the students could easily understand the materials because they could observe the use of the materials in practice.

Further, Davies et al. (1975:56) pointed out sample of teaching procedures used in Situational Language Teaching.

The structures being taught in the following lesson are “This is a …” and “That’s a …”

Teacher : (holding up a watch) Look. This is a watch (2x). (Pointing to a clock on the wall or table) That’s a clock (2x). That’s a clock (2x). This is watch (2x). (Putting down watch and moving across to touch the clock or pick it up) This is a clock (2x). (Pointing to watch) That’s a watch (2x). (Picking up a pen) This is pen (2x). (Drawing large pencil on blackboard and moving away) That’s a pencil (2x). Take your pens. All take your pens (Students all pick up their pens)

Teacher : Listen. This is pen (3x). This (3x).

Students : This (3x)

A student : This (6x)

Teacher : This is a pen.

Students : This is a pen (3x).

Student : (moving pen) This is a pen (6x).

Teacher : (Pointing to picture on the blackboard) That’s a pencil (3x). That (3x).

Students : That (3x).

A student : That (6x).

Teacher : That’s a pencil.

Students : (All pointing to picture on the blackboard) That’s a pencil (3x).

Student : (Pointing to picture on the blackboard) That’s a pencil (6x).

Teacher : Take your books (Taking a book himself). This is a book (3x).

Students : This is a book (3x).

Teacher : (Pacing a notebook in a visible place) Tell me …

Student : That’s a notebook.

You can now begin taking objects out of your box, making sure they are as far as possible not new vocabulary items. Large object may be placed in visible places at the front of the classroom. Smaller one distributed to students.

Moreover, Pittman (1963:168) gave the other sample of teaching procedures to embed new language pattern to the students.

These procedures illustrate the techniques used in presenting new language items in situations. Drills are likewise related to situations. Pittman illustrates oral drilling on a pattern, using a box full of objects to create the situation. The pattern being practiced is “There’s a + noun + of + (noun) in the box.” The teacher takes objects out of the box and the class repeats:

There’s a tin of cigarettes in the box.

There’s a packet of matches in the box.

There’s a reel of cotton in the box.

There’s a bottle of ink in the box.

There’s a packet of pins in the box.

There’s a pair of shoes in the box.

There’s a jar of rice in the box.

The teacher’s kit, a collection of items and realia that can be used in situational language practice, is hence an essential part of the teacher’s equipment.

In such away, Davis et al. (1975:6-7) elaborated the teaching procedures in Oral Approach and Situational Language Teaching as follows.

The sequence of activities they propose consists of:

1. **Listening practice** in which the teacher obtains his students’ attention and repeats an example of the patterns or a word in isolation clearly, several times, probably saying it slowly at least once (Where… is… the… pen?), separating the word.
2. **Choral imitation** in which students all together or in large groups repeat what the teacher has said. The works best if the teacher gives a clear instruction like “Repeat,” or “Everybody” and hand signals to mark time and stress.
3. **Individual imitation** in which the teacher asks several individual students to repeat the model he has given in order to check their pronunciation.
4. **Isolation** in which the teacher isolates sounds, words, groups of words which cause trouble and goes to techniques 1-3 with them before replacing them in context.
5. **Building up to a new model** in which the teacher gets students to ask and answer questions using patterns they already know in order to bring about the information necessary to introduce the new model.
6. **Elicitation** in which the teacher using mime, prompt words, gestures, etc., gets students to ask questions, make statements, or give new example of the pattern.
7. **Substitution drilling** in which the teacher uses cue words (words, pictures, numbers, names, etc.) to get individual students to mix the examples of the new patterns.
8. **Question-answer drilling** in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced asking and answering the new question form.
9. **Correction** in which the teacher indicates by shaking his head, repeating the error, etc., that there is a mistake and invites the student or a different student to correct it. Where possible the teacher does not simply correct the mistakes himself. He gets student to correct themselves so they will be encouraged to listen and to each other carefully.

At this concern, on the basis of the proficiency level of the students, the pre-service English teachers could not employ such above teaching procedures completely. The pre-service English teachers only could engage the students within the first till the third procedures those were listening practice followed by choral and individual imitation.

Furthermore, Davies et al. (1975:3) stated that

The form of new words and sentence patterns is demonstrated with examples and not through grammatical explanation or description. The meaning of new words and sentence patterns is not conveyed through translation. It is made clear visually (with objects, pictures, action and mime). Wherever possible model sentences are related and taken from a single situation.

In this case, the pre-service English teachers somewhat deviated from the principle of Oral Approach and Situational Language Teaching in which the patterns of the demonstrative pronouns were generally explained at the first. Here, the pre-service English teachers made a list of the demonstrative pronouns on the whiteboard then explained their functions by using student’s language. Afterwards, the pre-service English teachers made a use of the demonstrative pronouns by the situation and engaged the students in oral drilling.

1. **Grammar Translation Method**

Considering the grade of the students, the pupils should have been known about tenses. Thus, the pre-service English teachers tried to acquaint the students with the tenses, at least simple present tense thereby the students could know the use of simple present to tell about the routine activities (see appendix 13).

At this concern, Richard and Rodgers (1998:3-4) pointed out that

1. The goal of foreign language study is to learn a language in order to read its literature … . Grammar Translation is away of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.
4. The sentence is the basic unit of teaching and language practice.
5. Accuracy is emphasized. Students are expected to attain high standards in translation, … .
6. Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced through translation exercise.
7. The student’s native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student’s native language

In accordance with the principle of Grammar Translation method as elaborated above, the pre-service English teachers taught simple present tense by inviting the students to analyze the grammar rules (see appendix 14) then explained the use of the rules in the sentence. In explaining the materials, the pre-service English teachers used the student’s language that was by doing code mixing in Indonesian and Melayu Pattani Language. Besides, the pre-service English teachers invited the students to understand the meanings of the sentences which used simple present tense in Melayu Pattani language. Moreover, the pre-service English teachers helped the students so that the pupils could construct a sentence by using simple present tense by themselves. Here, the students might say in Melayu then the pre-service English teachers helped them to translate the sentence into English by using appropriate rule of simple present tense (see appendix 14).

1. **How the Pre-service English Teachers Took Meanings from the Teaching Experience**

From the teaching experience, the pre-service English teachers stated that they learnt many things. In essence, the pre-service English teachers learnt about:

1. How to be a real English teacher who conducted and took responsible to the English teaching and learning process.
2. How to be a good English teacher who could understand the students, their needs and interests, then taught the students based on their needs and interests.
3. How to establish emotional relationship with the students to better understand them, their needs and interests.
4. How to innovate with the teaching methods to create fun learning environment for the students.
5. How to establish good communication with the persons in the schools.
6. How to cope with the characters of the students.
7. How to teach in patient by using heart.

At this concern, Zessoules and Gardner (1991) stated

When students and teachers make use of reflection as a tool for learning and assessment, they are creating an opening that allows them to enter into students’ work, making sense of their endeavors and accomplishment, and learning how they judge their success.

Meanwhile, Goethals et al.(2004:2) explained that

Learning acquired through your previous work with children and adolescents, inside and outside a school setting, enables you to better understand and appreciate the connection between theory and practice. It is through reflective practice that this deeper level of learning occurs.

In addition, Hattie (2009:24) pointed out that

Teachers who are students of their own efforts are the teachers who are most influential in raising student achievement. Seeking positive effects on student learning … should be a constant theme and challenge for teachers. As this does not occur by serendipity or accident, then the excellent teacher must be vigilant to what is working and not working in the classroom.

In such away, the self-reflection was completely meaningful for the pre-service English teachers because by doing the self-reflection they could better understand their teaching experience and take meanings from it by the expectation that they could be a better English teacher in the future

In this regard, Sellars (2014:4) pointed out that Dewey’s understanding of the role of the self-reflection was that it was undertaken to develop the knowledge and expertise of teaching.