

CHAPTER IV

RESEARCH FINDINGS

This chapter presents findings of the research taken from interview, observation and documentation. These findings are arranged in such a way in which the statement of research problem becomes the basic for their arrangement. In this research, the researcher investigated English teacher. The first sub heading presents the findings related to practices done by English teacher in facilitating students' to be active in studying English and the second present the findings about the advantages of each of the teacher's practices toward students' learning.

A. Findings on the teacher practices in facilitating students' to be active in studying English

Base on the results of doing observation and interview, the teacher conducted some practices to facilitate students to be active in studying English, they were : 1) Giving task and recitation, 2) Giving story to be discussed, 3) Using song and movie, 4) Applying role play, 5) Applying question answer section, 6) Giving reward in the form of point or score, 7) Giving motivation to students.

1. Giving task and recitation

In this task the students were asked to find difficult word and the structure of sentences. In this teaching learning the teacher usually gave some tasks or paragraphs. This activity was done both in the classroom and out side of the classroom. Practically, the students were interesting because they could learn together with their friends.

The students could do the task individually and in group. Besides, it help students enrich their vocabulary, and also grammatical mastery. This activity was usually applied in early of meeting as warming up. When the students performed their task well, they learned many skills and other language components, such as vocabulary and structure. Besides the students translated paragraph. This activity invited students' participation. They did not only memorized the words but also practiced them. Consequently, they could use the words correctly.

The teacher also choose familiar activities like procedure, invitation, prohibition, announcements etc. The teacher also evaluated the activity which should be done to attract students' participation. When the students are not interested they would not do the task. To increase students' participation, both at school and at home in learning English, the teacher suggested them to apply the familiar sheet of procedure, invitation, prohibition and announcements as guidance to do the task. In guiding the students to do this activity, the teacher gave students many kinds of wedding invitation sheets as examples.

To create an inviting teaching and learning activities, English teacher provided the various teaching activities and media such as picture, English expression and presentation. It seemed to be clear that various activities in the teaching material could stimulate students' participation and helped them understand the material presented by teacher.

2. Giving story to be discussed

In this activity, the teacher trained the students to understand the text. The students discussed the given story. When doing discussion, the students had to give responses. The teacher asked the students to discuss the structure of the story in a pair or group. The teacher usually gave story about the legend, for example Malin Kundang, Timun Mas, Snow White with Indonesian translation.

The students usually learned the generic structure of the text. The students' learned the organization of the text and the structure of the text. By knowing the generic structure of the text, later, they were expected to be able to write a text. The students also liked interesting topics. When the students found new vocabularies in reading, they wrote them and found their meanings in dictionary. Those vocabularies were memorized and practiced later. Besides to enrich the grammatical, it was important to support students to learn vocabulary and reading. When they faced difficulties in learning, they consulted it to English teacher.

3. Using song and movie

In this activity, the teacher used electronic media. In this case, the teacher used audio song and movie. She used audio song to train students in listening skill. Then, the students were also suggested to write the sentences that they heard. When using movie or song clips, the students were usually suggested to imitate what was said by the actors' and compared the result with other students. The activity was also important to teach students' pronunciation. By seeing the movie, the students could learn the speech of the actors and compared the meaning with the subtitled.

According to the teacher, teaching using media like song or movie, can stimulate students' participation. In teaching activity, the played mellow song, for example my heart will go on, my heart, love of my live were very interesting. The students were asked to write the vocab or sentences.

4. Applying Role Play

Role play is a work of literature or a composition which delineates life and human activity by means of presenting various actions and dialogues between a group of characters. Role play is furthermore designed for theatrical presentation. Role play is more than the representation of life and character through action and dialogue. For role play is also entertainment. While this term is subject and has been subjected to various

definitions. Everyone agrees that entertainment is never the less one of the ostensible objectives of role play.

In this English class, the teacher used role play to teach students, teacher choosed one role play by the theme “ family “, the setting in the house at the evening. In this family, there are father, step mother, two children, and grandmother. The teacher asked students to practice this role play in front of the class in a group.

5. Applying question answer section

English teacher used this activity to train students to think critically. This activity was also intended to find students’ problem individually. The teacher asked students problem by moving closed around. It was done individually in order other students did not hear that. The focus of the question was related to students’ problem in learning English. Moreover, the teacher asked students to check the students’ comprehension or understanding. The teacher re-explained if it was fond that some students were still confused about the materials.

The questions raised by the teacher were intended to stimulate students to think. They were not intended to fell students. By giving stimulation, the student could think step by step. That is why they were not afraid to answer teachers’ questions.

6. Giving reward in the form of point or score

To make students active in studying English, English teacher gave students score. All of students were given opportunities to do the tasks. They could make conversations and memorizing vocabulary etc. When a certain students could perform the tasks well, he or she was given a point. This stimulated other students' to do the tasks seriously. The given score was automatically accumulated with their gained score in examination.

7. Giving motivation to students

The teacher often motivated students by saying the advantages of studying English. By listening to the teacher's motivation, the student felt that they were supported by the teacher. They become seriously in learning and they understood well that English played important role in their future life.

B. Findings on the advantages of each of the teacher's practices toward students' learning

1. The advantage of giving task as recitation toward students' learning

This activity students were interest because not too complicated and the result can be applied in daily activity. Practically, the students need a kind of stimulation in their learning. A practice of giving task done by the teacher gave positive effects on students' participation. The students' were interested in doing activities reflected in making

procedure, invitation and announcement. Those activities required student to have a member of vocabulary. The student just prepared lists of vocabularies and they could do it by looking up their dictionary.

This task gave advantages for students. The students used their skills at their current level, developed language through practicing using vocabulary. It has the advantage of placing the focus of students toward achieving a goal where language became a tool, of expressing ideas. They could help students by placing them in a real-life situation, where oral communication was essential for doing a specific task.

2. The advantage of giving story to be discussed toward students' learning

A story offers at least two important language components; vocab and grammar. The students were interested because base on their statement they can focus on reading and vocabulary. Through reading a story they felt to be bring in another place. They, later, could discuss the result of their reading with their friends. In discussion, the teacher suggested students to discuss the tense used in the story. Although learning grammar was something difficult, through reading story, the students felt happy. Every student can study from their friends response. So every student got more knowledge. The activity directed them not only to know the language but also the content and message of the story.

3. The advantage of using song and movie toward students' learning

Another effort taken by the teacher to stimulate students' learning was providing song and movie. These two media were very interesting. These media were not shape for students. The use of these media stimulated the students to not only learn vocab and grammatical but pronunciation as well. The situation of learning seemed relax. From the played song and movie, the student had opportunity to see have language was used and how English words should be pronounced correctly.

4. The advantage of applying role play toward students' learning

The role-play strategy was applied in a variety of settings, including in the classroom. The principle behind role playing was that the students assumed a particular personality of a different person, for example as a father, a mother, or teacher. Role-play was used as a strategy in which students used their background of knowledge in addition to acquiring new information about the character in order to play the role better. Besides getting different situation in learning, the used of role-ply offered another advantages. The students could practice their mastered vocabulary and grammatical in dialogue. Hence, they were aware of using language in context.

5. The advantage of question answer section toward students' learning

The activity of question-answer offered good result for the students. When a student asked question individually, it made him or her understood material deeply. The students could asked the teacher based on their needs. When the teacher explained the material, she allowed students to ask questions. This activity attracted the students to explore their idea or even to find solution of their problem. Practically, during question-answered section, the students could learn many things. When the teacher raised questions slowly, the students could identify or they could learn the vocabulary used. The grammatical and pronunciation. Later, the students could practice to use the questions when they communicate with others.

6. The advantage of giving reward in the form of point or score toward students' learning

Giving a point or reward was another interesting activity provided by the teacher. Learning English could not be separated by practicing it in real communication. To be able to communicate, the students must understand vocab, grammar and also pronunciation. Practicing to use English was set by the teacher in the form of tasks. To stimulate the students' participation, the teacher gave a point or score for those who could perform language satisfactorily. This stimulate the

students to learn together, by asking a certain question to both the teacher and other students. The process was automatically interesting. The students thought that their efforts would be useful because they would get score from the teacher.

7. The advantage of giving motivation toward students' learning

The teacher fully realized that learn English was believed to be difficult to learn by the students. The students were not quite aware of the importance of English in both academical and field work domains. After being given motivation by the teacher, the students, later, understood that English was importance. The students' awareness was meaningful to direct them to participate actually during the process of teaching and learning. Consequently, they did all the instruction given by the teacher. Moreover, they believed that by following the teacher's instruction, they could be successful in learning English.