

CHAPTER IV

RESEARCH FINDING

This fourth chapter is the report of the result of the study. It consist of data presentation and research findings.

A. Data Presentation

In this section, the writer would like to present the data which is get from observation in non – English department class and interview to the English lecturers who teach in non – English department students at IAIN Tulungagung. These findings of this research were arranged and presented in such a way in which the research problems became the basis of reference of the arrangement and presentation.

The data presentation is based on the theory which researcher used as the background of this study. Before it, this study was done with two subjects or two English lecturers who teach in the non – English department class.

According to the result of interview and observation those were conducted by the researcher to the subjects of this study who were English Lecturers (S1 and S2) who teach PGRA (Pendidikan Guru Roudhotul Atfal or Early Childhood Teacher Education) students (S1), and PGMI (Pendidikan Guru Madrasah Ibtidaiyah or Primary School Teacher Education) students (S2). The researcher found the dominant kind of teaching strategy which used by them based on the interview and observation. Here were the teaching strategies those were used by S1 and S2 were applied.

1. Direct Teaching Strategy

It can be known that S1 and S2 used direct teaching strategy because some of prominent characteristics of its teaching strategy were conducted by them in English classroom activity. The researcher found some characteristics of direct teaching strategy were practiced.

Those characteristics can be presented as follows in a line with the teacher's performance in carrying it out to the students:

1) **Explained the material in a detail description after introducing the material.**

The explanation of the material is the important thing to do to made the students understand about what are they learn, S1 and S2 do this activity in their class meeting,

S1 delivered material along with the structure and the example of it. For example, in the class meeting on Tuesday, May 2nd 2017 at 10.20 AM – 12.00 AM, the S1 provided the material of giving directions. In this matter, firstly she wrote down on the whiteboard the list of expressions in giving directions.

After that, she asked to the students about the meaning of each expression which was written by her on the whiteboard. Later, she explained it to the students in a depth about the meaning of it in English. Next, she extended it by giving the example of it in the form of some simple short dialogues. Then, she also gave an example how to pronounce it in a proper way and produce well pronunciation. While she showed the suitable expression to the students. And also can be convinced from the interview with the S1:

“...and then directly point to the how the way how to brainstorm my students with the material that I want to discuss that day...”

S2 also do the same thing but in the different way, because S2 have different class and situation, it can be known on the observation on Wednesday, May 3rd 2017, at 07.00 – 08.40 Am, she explain the material in the simple way because the material was explain in the class meeting before.

2) Used the interesting teaching media.

The usage of this media is to make the students keep pay attention in the learning activity. Both of them (S1 and S2) do this thing, but of course in the different way. It can be known that S1 do this activity, it can be convinced from the interview with the S1:

“...so sometimes I use media, can be power point, can be non – projected media, non – projected media just like use flipchart, just like picture series, or I use flashcard perhaps, that’s non – projected media. I also use song, make them participate in the class, games can be, so I try to sing the song and the student who get the turn will speak up, or I try make them in a group discussions, so their group just will sent the representative to speak up, or every group will debate each other...”

And also shown at the class meeting on Tuesday, May 2nd 2017, at 10.20 – 12.00 AM, that S1 use the LCD projector to show the materials in that day and of course to support learning activity in her class.

S2 also do this thing, but in the different way, she use some media to support her learning activity, such as using a game, song and some relevant book. This is can be convinced from the interview with the S2:

“I also use the LCD, so that they can see and I also plan to ask to my students to bring a books, I means... my students is PGMI, so in the future

they will be teachers in elementary school, so I ask them to find material from elementary school and bring it to the class. And that will be the material for us to be discuss, so they will know what they will find in the field or real class. I think it can be called as media too.”

S2 also did this activity in the class meeting on Wednesday, May 3rd 2017, at 07.00 – 08.40 AM, she ask her students to bring some Elementary School books in the different level, to discuss in the each group. And she also use speaker to notify her students about songs and the right pronunciation of some words.

3) Give the students chance to practice or to participate in the class activity by using the teaching media in order to comprehend the material.

Give the students chance is the way to make the students active in the class. For example in the class meeting on Tuesday, May 2nd 2017 at 10.20 – 12.00 AM, the S1 gave the students chance to comprehend and practiced the material by using the teaching media which was LCD projector that contained the text and some part of short dialogue related to the material of giving directions. When the students still did not understand enough toward the material or the teacher’s instruction, she also gave the students chance to ask about their difficulties.

This is can be convinced from the interview with the S1:

“...I try to sing the song and the student who get the turn will speak up, or I try make them in a group discussions, so their group just will sent the representative to speak up, or every group will debate each other. So, depends on the situation on the class. How I try to simulate them to be active...”

S2 also do this thing, it can be known on the class meeting on Wednesday, May 3rd 2017, at 07.00 – 08.40 AM, S2 invite her students to sing a song with her, for first she demonstrate the song and then she invite all of students to sing a song.

4) Measuring the students’ understanding by asking the relevant questions based on the instructional material.

For example, the S1 would give the questions such as “Do you understand?” and etc. to the students in order to check whether the students really understand the material or not. If there were the students who were still confused about the material she should explain again in simple way. This is can be convinced from the interview with the S1:

“...So I brainstorm them with some questions about the material then I go to the basic one, depends on the material, for example giving direction, so I will drill them with some expression how to give direction, for example, go ahead, turn left, and etc, I drill them with those expression and I try drill them to pronounce that directly...”

This thing is also shown on the class meeting on Tuesday, May 2nd 2017, at 10.20 – 12.00 AM, that she ask the students understanding by giving some questions after she explain the material in that day.

S2 do this thing in the beginning of the teaching and learning process, she ask the students about their task which given by her in the class meeting before, it can be known in the class meeting on Wednesday, May 3rd 2017, at 07.00 – 08.40 AM, that S2 check the students in the group to know whether they have difficulties or not.

5) There were many interactions or communications between the lecturers and the students.

The communication between the lecturers and the students is the way from the lecturers to know their students understand or not about the material. Both of lecturers (S1 and S2) do this thing in order to make their students feel comfortable with their teaching situation in the class.

S1 do this thing in order to made her students want to speak up in English, and make her students more active, This is can be convinced from the interview with the S1:

“...when the student fell that they can’t speak English, they will be to enjoyable to speak up with their friends, so before they speak up to me...”

And also this is known on the class meeting on Tuesday, May 2nd 2017, at 10.20 – 12.00 AM. S1 invite some students to read a dialogue, and S1 take a part in the dialogue, and the practice are did alternately one by one of her students.

That is different from S2, she make the interaction in order to make students feeling close with her, and make the enjoyable teaching and learning situation in her class. This is can be convinced from the interview with the S2:

“...I guide them by discussing or explaining some very... I said, very popular mistakes so I want to not to repeat the mistakes again, so the guide can be done one by one in groups and maybe also just hole the class.”

It also can be known in the class meeting on Wednesday, May 3rd 2017, at 07.00 – 08.40 AM, she guide her students in the group in order to be their facilitator when the students get some difficulties.

2. Cooperative Learning Teaching Strategy

It can be known that the S1 and S2 used the cooperative learning teaching strategy because the researcher found some principal characteristics of cooperative learning teaching strategy were applied by S1 and S2 in their class.

Those characteristics can be presented as follows in a line with the lecturers' performance in carrying it out to the students:

1) Presented the information about material by using the reading text or demonstrating the material to the students.

S1 do this thing in by her way, it can be known in the class meeting on Tuesday, May 2nd 2017 at 10.20 – 12.00 AM, by the focus material is expression of giving directions. S1 give the picture in the LCD about how to giving directions, and ask to the students to demonstrate the text by reading aloud. After that S1 ask to some students to do the dialogues with her and the others is the audience.

S2 do the same thing before she start the discussion in that day like in the class meeting on Wednesday, May 3rd 2017, she demonstrate how to present the result of group discussion in front of the class.

2) Creating the small group discussion that consisted the heterogeneous students.

S1 and S2 divide their students in the form of group to make the effective learning situation and students can learn their material by themselves but S1 and S2 can still monitor their students. The division of the students in each group are various, both of S1 and S2 have their own way to divide their students in the class.

S1 do this thing by divide her students in the small group consist of two students. S1 have her way to divide her students, this is can be convinced from the interview with the S1:

“...sometimes, I do that professionally, sometimes not. What does it means? It means that so, if I can identify them sometimes I will divide them by having one group with high and low capacity, by having their score before. For example, now I teach reading four, so I will ask their score. But if don't have any sources to identify them, so I just let the group flowing on, means I just randomly divide them. Finish.”

In the class meeting on Tuesday, May 2nd 2017, S1 divide the students in the group consist of two students, she determine the member of each group randomly.

S2 do this thing in the different way, she divide her students in the form of group consist of 5 – 6 member in each group because the size of the class are little big. This is can be convinced from the interview with the S2:

“...If the students seems to be having or be homogeneous so maybe some of them high, some of them low, then we can put them in groups. Okay so, for... well... so, those students in high proficiency maybe they will need less time to taking the materials, but students with low need more time. So, we discuss like the difficult words and then we translate the sentences and then... ya it just like that.”

It can be known in the class meeting on Wednesday, May 3rd 2017, S2 ask to the students to make a group and discuss about their own material.

3) Lecturers has a role as facilitator in this cooperative learning activity

Being facilitator of the students is important, the lecturers can help their students in this activity when students have a problem or difficulties, both of them (S1 and S2) do this thing in order to make the students easier to learn the material.

This is can be convinced from the interview with the S1:

“...that I just be the facilitator for them and they operate by themselves...”

This is different with the S2, this is can be convinced from the interview with the S2:

“...yaps, so I think I’m mostly become a facilitator when I ask my students to do group works. In group works I attempt to go to the groups and help them solving their problems, but when it is like a lecturing, so, everyone looking at me maybe I didn’t give too much help one by one but if that is in groups I attempt to come close.”

And S2 also do this thing in the class meeting on Wednesday, May 3rd 2017, she divide the class in some of group, consist of 5-6 students, and she being facilitator and always coming in to each group and asking them, is that any difficulties or not.

4) Lecturers guide the students in the group when they do the task.

S1 and S2 always guide their students in the group works, from S1 this is can be convinced from the interview with the S1:

“...I will guide them it means I give the instruction, and then they will do the instructions, if there is something wrong or they have difficulties they can ask that, and I will guide that...”

S1 do this thing in the class meeting on Tuesday, May 2nd 2017, at 10.20 – 12.00 AM, she guide her students in the pair work, and help them when they have a difficulties.

It's same with the S2, that she also do this thing, this is can be convinced from the interview with the S2:

“...I will come to them when they are in groups, mostly in group I guest, so, I don't really like leave the student with the task by themselves so I attempt to help them when they have a difficult words if they have questions, so, ya... I can still monitor them.”

On the class meeting on Wednesday, May 3rd 2017, at 07.00 – 08.40 AM, she sets the class in the group discussion and she let the students do their task, but she come to each group to know the progress of the task.

B. Research Finding

The lecturers have many strategies that can be used in the classroom. They (S1 and S2) will consider about the appropriate teaching strategies which can improve the students' skill and competence in learning. In order to reach the instructional goal, they need the teaching strategies those are suitable with the students' characteristics, instructional material, classroom condition, students'.

Especially for the non – English department student, because they are not have basic in English.

To implement their teaching strategies in the non – English department's classroom, English lecturers needed some classroom activities those were suitable with their teaching strategies. In the non – English department classroom, English lecturers had two kind of teaching strategies to be implemented to the non – English department classroom activities, they were direct teaching strategy and cooperative teaching strategy. To create the good atmosphere and enable to reach the learning goal of the material, they combined those two teaching strategies in order to teach English to the non – English department students.

They practiced the direct teaching strategy in order to deliver the material in the form of detail description to the students, then they applied cooperative learning teaching strategy to direct the students to do the task or assignment in a group discussion. They (S1 and S2) had another different activity where the students can do their task individually such as in a test, short question answer in the classroom or homework.

They (S1 and S2) explained and gave the students instructions how to accomplish their task in group. They (S1 and S2) also informed about the explanation of the criteria for success. Then the students tried to accomplish their task in the group discussion, in this activity she monitored them both individual and in a group by walking around the class in order to check the students' learning progress in working together. They (S1 and S2) gave the students feedback and correction as well when they were doing the task in group.

Later, when they were finished with their work, they were intended to share their group work result with other friends in the classroom, it can be by writing it down on the whiteboard or presenting it in the middle of the group. In this phase, English lecturers gave correction to the group work result, so they can evaluate their group work result with their friends in a group.

In the last activity of this teaching strategy, they (S1 and S2) would summarize the material which was discussed in group, share group works, review the group's work result and also review for their difficulties and problems in accomplishing the group task and giving the feedback and correction to the students' group work. Then she appreciated students' success in group by giving them award or appreciation in the form of participation points, best score, etc.

S1 apply the combination of the direct teaching strategy and cooperative learning teaching strategy, in order to make the students can understand well about the material which is she deliver to them.

S2 say that she really like cooperative learning, because she want her students to be active in the class, and decrease students' indolence, she mostly sets the class in the group discussion.