

CHAPTER V

DISCUSSION

This chapter presents about the discussion of the research in interpreting the research finding based on the research problems.

A. Discussion

This part presents about the discussion toward the result of the study. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problems and the existing body of knowledge or theories. It covers about the English lecturers teaching strategies in teaching English for non – English department students at IAIN Tulungagung and the implementation of it in the non – English classroom.

According to the result of observation and interview those were done to the English lecturers about the English lecturers teaching strategies in teaching English and how its implementation, it can be known that the English lecturers used two kind of teaching strategies in teaching the non – English department students. For the S1, she combined the two teaching strategies in teaching the non – English department students, for S2, she use one kind of teaching strategy in teaching non – English department students, in order to create the good atmosphere and to reach the learning goal effectively. Here are the discussion of it:

1. English lecturers teaching strategies in teaching English for non – English department students.

In this research, the researcher found two dominant kind of teaching strategies which were used by English lecturers in teaching non – English department students, they were *direct teaching strategy* and *cooperative learning teaching strategy*.

a) Direct Teaching Strategy

In the non – English department classroom, English lecturers used the *direct teaching strategy* in order to teach the students. They apply this kind of teaching strategy to present the material in a depth conception and explanation to the students. Based on the researcher observation, in this strategy was seen the lecturers oriented and kept the students participate and being active in the class of the learning process. This direct teaching strategy is mostly directed by the lecturer who creates the class environment that is oriented to the students' academic competence. Direct teaching refers to academically focus, teacher directed classroom using sequenced material. Kindsvatter (1996:298) stated the focus of direct teaching strategy is academic and teacher centered, using a structured curriculum useful for teaching skills and acquiring new information. Within this focus the lecturers convinces that the business of the classroom is learning.

It also can be proved since they conducted some prominent characteristics of *Direct Teaching Strategy* inside their teaching activities

those were, in the first activity they reviewed the last material in the classroom. They informed the students about the learning goal by writing it down in the white board or showing the material in the LCD projector. They prepared the students for the material then delivered the instructional material then delivered the instructional material in a detail explanation to the students. They demonstrated skills and knowledge related to the instructional material which was given to the students. The English lecturers guided the students practice and learning in doing their task or assignment. They evaluated and measured the students' understanding by asking them about the material during the classroom activities and giving them task in the end of lesson or it can called middle or final test. They also provided feedback and correction to the students when the students had any difficulties or problem toward the material and the task. Then, they gave the chance to the students to continue their learning activity by their own concept. It is appropriate with the theory stated by Kindsvatter (1996:299) in the six lists of instructional functions those are essential to the structure of the direct teaching strategy, they are *daily review, structuring and presentation, guided practice, feedbacks and correctives, independent student practice (seat work), and weekly and monthly review.*

According to this *Direct Teaching Strategy*, in the non – English department classroom was also seen that the English lecturers truly managed the content of instructional materials and the sequence of information that must be delivered to the students, so it can maintain the

focus material that should be achieved by the students. The English lecturers (S1) applied this *Direct Teaching Strategy* by her way, in order to make her students really understand about the materials which is she delivered to them. She use this *Direct Teaching Strategy* in the beginning of teaching and learning process. For the second English lecturers (S2), applying this strategy are effective in order to teach the concept and explicit skills to the non – English department students especially which had low capacity. In this strategy is emphasized on the listen and pay attention to the lecturers' explanation about the material which is given to the students.

Thus the lecturing way of teaching can be useful to deliver the informations inside the instructional material to the students who did not really like to learn material through reading the related books. English lecturers used the direct instruction in order to give challenges to the students to consider about the discrepancy between the theory and the observation which happens nowadays. This strategy was also used to provide the information, structure, to show the connection of material with current research/survey and to give the relevant examples those were directly not included in the students' textbook. Here, by this kind of teaching strategy the students who cannot direct themselves to get a good achievement, they are still able to be the good one in mastering the materials by concerning themselves to the lecturers' lecturing and

demonstration, they can really focus on the result of their work or task by accepting the crucial informations inside of it.

b) Cooperative Learning Teaching Strategy

When the presentation of instructional material or the explanation about the material was done by the English lecturers. They started to go over the learning goal based on the cooperative learning activity by adjusting it with the material. After that they established learning set related to the group discussion activity. Then, they presented information inside of the instructional material to the students either verbally or with text. They also explained to the students how to form learning teams. Afterwards, they helped group make efficient transition and let the students know the criteria of success in a group discussion work. English lecturers also assisted learning teams as they do their work. Later, they tested the students' knowledge of learning materials individually in the form of task, homework or their working on the group and group presented the result of their work.

The students' success in a group discussion work got an appreciation or award in the form of the addition points in the participation points, higher score, etc. Those statements above are suitable with the theory convinced by Arends (2004:371) in 6 phases of cooperative learning model that consist of first is clarify goals and establish set, second is deliver information, third is organize students into learning teams, fourth

is assist team work and study , fifth is test on the materials and the last is provide recognition.

Based on those principal characteristics above those were emerged in the English lecturers' teaching strategies that tended to the cooperative learning teaching strategy, actually we can see that there was an emphasis on students' working together in cooperative-learning projects, engaging in peer-tutoring, and possibly receiving a grade based on the group performance as well as individual performance.

We also can conclude that the focus of cooperative learning is both academic and affective, with emphasis on achievement of shared goals through cooperative efforts. It is agreed by Arends (2004:356) that the cooperative learning model is developed to achieve three important instructional goals those are academic achievement, tolerance and acceptance diversity, and social skill development. These statement above also corrected by Rusman (2010:207) in 4 characteristics in the cooperative learning strategy, they are cooperative learning includes in the team learning, the classroom activities based on the cooperative management, cooperative desire and cooperative skills.

In this cooperative teaching strategy can be proved that the English lecturers concerned to the clarifying aims for cooperative lessons which is important because students must clearly understand the procedures and rules that will be involved in the lesson. Here, the transition from whole class instruction to small group work must be orchestrated carefully as

well. The majority of this cooperative studies done on the effects of cooperative learning show that it procedures both academic and social benefits. Cooperative learning helps students become engaged with one another. If students have not had experience with cooperative learning, it is vital that the English lecturers orient them to its unique tasks, goal, and reward structures. In this strategy, it is also crucial to provide interesting and developmentally appropriate study materials which is important if students' teams are to work independently.

c) The Combination of Direct Teaching Strategy and Cooperative learning teaching strategy.

This combination is used by the English lecturers in order to create the good atmosphere of teaching and learning activity in the class, By building a supportive learning environment through combining those two teaching strategies which were done by the English lecturers (S1 and S2), it can continue to be an important goal for all teachers/lecturers to increase students' success. The English lecturers may exercise minimal control over many environmental factors. Beginning lecturers can learn to develop teaching practices those are supportive to the learners. These practices must be compatible with the lecturers' knowledge of their students and of themselves as teachers/lecturers, knowledge of the material, learning goal, and also the curriculum, and understanding of the context in which they are working. If the lecturers considered all these factors, effective lecturers can set up

classroom conditions and suitable teaching strategy that able to encourage the students. Those statements are agreed by Kindsvatter (1996:27), a climate for learning is the sum of all students' perceptions and predispositions to their association with schools. Climate refers to the affective aspects of the classroom – such as feelings generated by and about the teachers, the students, the subject matter, and the school that contribute positively or negatively to the learning environment. The lecturers exercise some control over environmental factors. Beginning teachers need to pay attention to factors that's affect on the classroom climate and to notice these factors' impact on the students.

2. The implementation of English lecturers' teaching strategy in teaching non – English department students.

The English lecturers (S1 and S2) conducted two kind of teaching strategies those were direct teaching strategy and cooperative learning strategy in the non – English department classroom. They combined those two kind of teaching strategies in order to create the classroom environment was having the good atmosphere and both the teacher and students can reach the learning goal effectively. In this case, she performed those two teaching strategies together to make both of them can support to each other in the learning activity and give good effect on the students' achievement.

In the *Direct Teaching Strategy*, S1 organized the learning set based on that teaching strategy to cover the learning activity when she presented the

instructional material in a good conception and description to the students and both to monitor and control the students' learning process for individual and small group discussion. For S2, she use the *Direct Teaching Strategy* in order to deliver the instructional which is she sets before the class meeting, and this strategy help her to make students understand well about the material she delivered to them.

Then in cooperative learning teaching strategy, they (S1 and S2) implemented the learning activity by emphasizing on the classroom activities based on the principal characteristics and critical elements inside of the cooperative learning teaching strategy. She conducted overall the classroom activities according to the cooperative learning in order to direct the students to accomplish the task, project, job or assignment in the form of small group discussion. It was used to make the students can learn the complex material together then get a good achievement of the material.

S1 use the *Cooperative Learning Teaching Strategy* to make her students can complete each other and made her students work together, solving the problem together, but she still can monitor them in and helping their difficulties. For S2, *Cooperative Learning Teaching Strategy* are really good to make her students to be active in the class, because she emphasize for her students really understand and not to be quiet in learning activity. Both of them (S1 and S2) applied this teaching strategy in order to make students more easier in the learning activity, because when the students feel shy and they didn't want to express their argument or something else to the lecturers,

Cooperative Learning Teaching Strategy will help them before they deliver their argument to the lecturers.

The implementation of this teaching strategy are important to make the class in the good situation when the lecturers deliver their material in the class, so, the English lecturers have the different way, that is combine the two kinds of teaching strategy. It make the students more understand about the material from the lecturers, the combination of two kinds of teaching strategies help the teacher to easier to explain the material to the students.