

CHAPTER IV

RESEARCH FINDING

This fourth chapter is presents data presentation and research finding based on the result of observation and interview.

A. Data Presentation

In this data presentation, the researcher presents the data based on the result of interview and observation in the classroom during teaching and learning process.

1. Native speaker teachers' strategy in teaching English at MAN 2 Tulungagung.

The researcher found kinds of teaching strategy that used in the teaching English by native speaker teacher conducted from observation and interview. The researcher doing the observation during seven meeting, on February 14th 2017, February 21st 2017, February 28th 2017, April 04th 2017, April 18th 2017, April 25th 2017, Mei 02nd 2017. The researcher also interview native speaker teacher on February 09th 2017. Based on the observation and interview the researcher found two kinds of teaching strategy were direct teaching strategy and cooperative teaching strategy.

1. Direct Teaching Strategy

First teaching strategy that used by native speaker teacher to teach students in the classroom was direct teaching strategy. The researcher knew the native speaker teacher strategy by observation during seven

meeting and the characteristic of direct teaching strategy were practiced.

Those are:

a) Daily Review

In teaching process before native speaker teacher continuous about the next material in that day, he reviews the lesson that they have been study in the last meeting. For example, in class meeting on Tuesday, February 21st 2017, Native speaker teacher was review the material about enough and too. In that activity, there some students still confused using enough and too in the sentences, then she asked to the native speaker teacher to explain again about enough and too. The purposes of review the material to make sure about the students have been understood about the last material that they have learned. And also can be convinced from the interview with native speaker teacher:

“Yes of course, I always review the last material. It’s to make sure about the students knowledge about the last material”. (Appendix 13)

b) Explain the Material Clearly

Native speaker teacher explained the material clearly for example, on Tuesday, April 18th 2017at 07.00 AM – 08.30 AM, native speaker teacher explained the English lesson about “Riddle and Proverb”. First, native speaker teacher wrote and explained definition of riddle and proverb, after he explained the definition he also make example about riddle and proverb. Native speaker teacher gave the example of riddle and proverb and he asked the questions to the students.

In explain the material media is very important to make students pay attention and understood about the material. Native speaker teacher explained the material sometimes used media to make students easier to know the material and make students interested about the material. Native speaker used LCD, laptop and white board to support his explained the material. It can be convinced from the interview with native speaker teacher:

“yaa, Sometimes I used game, role-play (is effectives to practice speaking and to make students did not bored in the classroom) , making a group and use multimedia”. (Appendix 13)

c) Guide Practice

After native speaker teacher Explain the material, he gave students task or exercise and guide the students to do the task. For Example, on Tuesday, April 18th 2017, after native speaker teacher explain the material about Riddle and Proverb, he gave the students task to make riddle and proverb used Indonesian language and java language. During doing the task, native speaker teacher guide the students to do the task. And also can be convinced from the interview with native speaker teacher:

“Yes, I always guide them to do the task, I come to one group to another group and ask what their problem about the task and help them to solve it”. (Appendix 13)

d) Give students feedback and corrective

In the teaching process native speaker teacher also gave feedback or correction to the students. It can validate according to the class

meeting on Tuesday, February 21st 2017 at 07.00 AM – 08.30 AM by focus material was enough and too. Some students still confused to distinguish about using enough and too in the sentences. Then native speaker gave feedback to the students in order to make students understand about the material. He explained more about using enough and too in the sentence. And also can be convinced from the interview with native speaker teacher:

“Yes, of course. It is important to give them feedback because it is used to make them know their mistake.”
(Appendix 13)

In the teaching learning process many interaction between native speaker teacher and students in the classroom. Every native speaker asked question the students enthusiastically answer the native speaker teacher question. And also can be convinced from the interview with native speaker teacher:

“yaa, if students did not understand about my explanation they ask me to explain again then if I ask them question some students will answer my question. I think its many interaction between me and student”. (Appendix 13)

2. Cooperative Teaching Strategy

Be side direct teaching strategy, the researcher also found other strategy that used native speaker teacher in the classroom during teaching learning process it was cooperative teaching strategy. There are characteristic indicated of cooperative teaching strategy.

a) Explain the material clearly

Native speaker teacher explained the material in that day. For example is in the class meeting on Tuesday, February 28th 2017 at 07.00 AM – 08.30 AM by focus material is Report text (writing comprehension). Native speaker teacher explain about definition of report text, content in a Report text, general structure of Report text, and Tenses in Report text.

b) Create small group that consist of two until six students

After the native speaker teacher explained the material, then he divided student into small group. The group consists of heterogeneous students 2 until 6 students. It can be convinced from the interview with native speaker teacher:

“Yes, in a group consist of four people. After they translate to English language then we discuss about command mistake in the text.... (Appendix 13)

It also validated in observation on Tuesday, February 28th 2017, After native speaker teacher explain about report text, then he make a group of students that consist of two students.

c) Gave students project

Native speaker teacher gave project or task to the students then they discussed it in a group. In a group, all students must active and participate to do the task. It validated in class meeting on Tuesday February 28th 2017, Native speaker teacher gave picture to each group. Students should make report text based on the picture.

d) Guide Students to do the task/project

During students do the task, native speaker teacher guide them if the students have problem. Native speaker teacher walk around the class and come to one group to another group to check students do task. Native speaker teacher walk to the one group to another group to check the students have understand about the instruction. He also guides the small group discussion when they were doing the task. It can be convinced from interview with native speaker teacher:

“Yes, I always guide them to do the task, I come to one group to another group and ask what their problem about the task and help them to solve it”. (Appendix 13)

e) Presents the Project in front of the class

If the students finish in do a task then native speaker teacher asked the students to present their task in front of the class. It can be convinced from the interview with native speaker teacher:

“Yes, In a grub consist of four people. After they translate to English language then we discuss about command mistake in the text. After that, we practice in speaking for example after they do the task they must presentation in front of the class. (Appendix 13)

It also validated in observation on Tuesday, Mei 02ⁿ 2017, in that activity, native speaker teacher asked students to sit with their group and present their task in front of the class.

2. The Implementation of Native Speaker Teacher Strategy of Students in MAN 2 Tulungagung.

In teaching learning process teacher have many strategies to teach students in the classroom. By using strategy in teaching learning process, it can improve the students' competence. Teacher must choose strategy to teach students which suitable for them. In choosing strategy, they must pay attention the students' characteristic, teacher ability, students' level, the material, classroom condition, etc. It can be convinced from the interview with native speaker teacher:

“To choose the strategy to teach students it depends on material and students in the classroom”. (Appendix 13)

In the teaching and learning in the class native speaker teacher used two kind of strategy, they were direct teaching strategy and cooperative learning strategy. The first strategy is direct teaching strategy, in the early activity native speaker teacher wrote the topic in the blackboard for example about Riddle and Proverb. He asked the students about Riddle and proverb “Do you know about Riddle and Proverb? Are you read your book last night?”. Then he explained about definition of riddle and proverb, and the example of Riddle and Proverb. Later, native speaker teacher asked students some question to proved the students ability in that material. Native speaker teacher also gave the students task depends on the material in that day. Usually, the task was individual work the students must do the work by themselves and submit it in

the last activity. Native speaker teacher did not forget gave the feedback or correction to the students about the material.

Second teaching strategy is cooperative teaching strategy. In this strategy, native speaker teacher making a small group discussion for the students do the task with their partner. Native speaker teacher arrange from two until six students in a group. He gave the students to choose their captain of the group. After the small group arranged, native speaker teacher inform to the students about the task that would do by the students. He also explained and gave instruction to the student how to accomplish their task in a group. Then, native speaker teacher gave students to discuss the task with their group. Here, native speaker teacher have play role as monitor. He walked around the class, and goes to the one group to another group. If the students did not understand about the task, native speaker teacher guide them to do the task. It can be convinced from the interview with native speaker teacher:

“Yes, I always guide them, I come to one group to another group and ask what their problem about the task and help them to solve it”. (Appendix 13)

After the students was done with their task, native speaker teacher asked one by one group to present their task in front of the class or stand up between their partner groups. Then, native speaker teacher gave feedback or correction to the students.

Native speaker teacher also combine both of the teaching strategy direct teaching strategy and cooperative teaching strategy. First activity, native

speaker teacher explain the material in that day. He explains the material used media for example: LCD and with board. Then, native speaker teacher gave students task about the material. He asked the students to do the task with their partner. The students in a group must do the task.

In teaching learning process native speaker teacher make a good atmosphere to make the students interest and did not bored in the class. He applied some game in the classroom for example on Tuesday, February 14th 2017 with the material or theme “enough and too”. Native speaker teacher asked students to write word “enough and too” in the paper then he read the sentence that there a blank space after native speaker read the sentence then the students must raise the correct paper. The student was enthusiastic in the game. It can be convinced from interview with native speaker teacher:

“yaa, Sometimes I used game, role-play (is effectives to practice speaking and to make students did not bored in the classroom) , making a group and use multimedia”. (Appendix 13)

B. The Research Findings

The data finding in this research were collected by using observation and interview. The researcher investigated the native speaker teachers’ strategies in teaching English, and the implementation of native speaker teachers’ strategy in the classroom. The subject of the research was the native speaker teacher at MAN 2 Tulungagung.

This part explained the subject related to teaching strategies in teaching English. The subject had the strategies to develop students’ English skills. To

know kinds of native speaker teachers' strategies that applied in the classroom, the researcher had conducted in-dept interview, observations and documentation as evidence that the researcher had done the research.

1. Native speaker teachers' strategy in teaching English at MAN 2 Tulungagung.

Based on the Interview and observation, the researcher found two kinds of teaching strategies that used by native speaker teacher in the classroom at MAN 2 Tulungagung. The strategies are as follow:

Table 4.1: Teaching strategies applied by native speaker teacher

No.	Teaching Strategies	Description
1	Direct Teaching Strategy	In using direct teaching strategy, native speaker teacher using media to make students pay attention with their instruction and game to make students did not bored in the classroom.
2	Cooperative Teaching Strategy	In the cooperative teaching strategy, native speaker teacher be a monitor to help students do the task if they have problem.

2. The Implementation of Native Speaker Teacher Strategy of Students in MAN 2 Tulungagung.

Based on the interview and observation with native speaker teacher, the researcher knew the implementation of the strategies that used by native speaker teacher in the classroom. The implementations are as follow:

Table 4.2: The implementation of native speaker teacher strategies in the classroom

No.	Teaching Strategies	Description
1	Direct Teaching Strategy	Before native speaker teacher explain next material, he always review material in the last meeting. After review the next material, he explains the material in that day. Native speaker teacher gave students task or exercise and did not forget to give students feedback or correction in that activity.
2	Cooperative Teaching Strategy	Native speaker teacher explain the material, then he create the students be a group that consist of two until six students. Native speaker teacher gave students task or project to do with their partner in group. He guide students to do the task. After the students finished they should be presented their project in front of the class.