

CHAPTER V

DISCUSSION

This chapter present about the discussion of the research in interpreting the research findings based on research problem.

A. Discussion

In this part the researcher present about the discussion toward the result of the research. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problem and existing body of knowledge or theories. It covers about the native speaker teacher's strategy at MAN 2 Tulungagung and the implementation about the teacher strategy in the classroom.

According the observation and interview those were done by naïve speaker teacher and some students at MIA class, the researcher found two kind of teaching strategy that used in the classroom activity. There were direct teaching strategy and cooperative teaching strategy. Sometimes native speaker teacher combined both of two teaching strategy to make students easier understand the material. The discussion of it is explained as follow:

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

During teach students at MAN 2 Tulungagung native speaker teacher used two kind of teaching strategy, they were direct teaching strategy and cooperative teaching strategy.

a. Direct teaching strategy

In teaching students at MAN 2 Tulungagung native speaker teacher used direct teaching strategy to make students easier to understand the material. Based on the researcher observation, in this strategy native speaker teacher explain and present the material and teacher kept students to participate, many interaction between teacher and students during teaching and learning process. It is line with theory of Marchand-Martella et al., cited by Martela (2009) Teacher and student interactions include immediate students response, choral responses from students, and timed signaling from the teacher. Direct teaching strategy is focused on teacher centered, native speaker teacher make dept explanation and make good atmosphere in the classroom during teaching and learning process. In here, the students must pay attention with native speaker explanation. According Marchand-Martella et al., cited by Martela (2009) Direct instruction follows a specific correction procedure where the teacher models the procedure, leads the class in instruction, provides an assessment, and re-test the information presented in each lesson.

Native speaker teacher also used some characteristic of direct teaching strategy. First activity, native speaker teacher was review materials that have been learned in the last meeting. Then, he explain the next material to the students. He gave students task and guide students to doing the task. After, the students doing the task he gave correction or feedback when the students did not understand or difficult related the task. It is appropriate with the theory stated According Kindsvatter (1996:299) in the six list of instructional functions those are essential to the structure of the direct teaching strategy, they are daily review, structuring and presentation, guide practice, feedback and corrective, independent students practice (seat work), weekly and monthly review.

b) Cooperative Teaching Strategy

Native speaker teacher also used cooperative learning teaching strategy to make students active in the classroom. After native speaker teacher gave dept explanation to the students, now student can learned about the material with used cooperative strategy. In this strategy to make students can interaction with their partner in the group and sharing about their knowledge. Those statements above are suitable with the theory convinced by Slavin cited by Tran (2013) cooperative learning as instructional methods in which teacher organize students into small group, which then work together to help one another learn academic content. In a group must be consist of students who have high, average and low ability. According Arends (2012:361) cooperative learning lessons can be

characterized; students work in team to master learning goal, team made up of high, average and low achieving students, whenever possible teams include a racial, cultural, and gender mix.

If the small groups have been created, he inform to the student about the task and how the way to do that task. After group create, native speaker teacher ask students to do the task, in that activity he guide students to do the task he around in one group to another group. He inform that all of students must do the task, he monitoring the students activity to know the students participate in the group. After the task done, native speaker teacher asked to the groups presents their task in front of the class to check students comprehension about the material. He also give students individual work inform of homework. If the students show good presentation, native speaker teacher will appreciate them by give high score. Those statements above are suitable with the theory convinced by Arends (2012:376) six phase of cooperative learning lesson; clarify aims and establish set, present information verbally, in text, or online, organized students in students team, assist teamwork and study, test on the material, provide recognition.

2. The implementation of Native speaker teachers' strategies in teaching English at MAN 2 Tulungagung.

Native speaker teacher at MAN 2 Tulungagung conducted two kinds of teaching strategy, those are direct teaching strategy and cooperative teaching

learning strategy. Sometimes she combine both of two teaching strategies, it to make students can understand about the material easily.

In direct teaching strategy, native speaker teacher applied the characteristic of direct teaching strategy in the classroom. Native speaker teacher give dept explanation about the lesson, he also monitoring students in do exercise or task, he also controlled the students to pay attention about their explanation. To make students pay attention in their teaching process usually he explain the lesson use media or game.

In cooperative strategy, native speaker teacher applied the characteristic of cooperative strategy in the teaching and learning process. He ask students to do the activity in a group to do the task or project. Native speaker teacher used this strategy to make students focus with the lesson and make students active in learning process. By using group discussion passive students must be active to share their knowledge to the other friend. According Slavin cited by Li and Lam (2013), the result in general suggest that cooperative learning develop high order thinking skill, enhances motivation and improve interpersonal relations as well as enhancing motivation and peer relation. This strategy also suitable for students to make students did not bored or sleepy during teaching and learning process.