

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion of data findings. This discussion is about how the data findings was implemented related with the theory.

#### **A. Panning before Implementing learning gallery**

In this study, the lecturer of cross cultural understanding course set a lesson planning before implementing learning gallery. As a teacher it is better for always set planning before teaching. It shows on tesol article that “Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context”. The lecturer of cross cultural understanding set a planning of teaching cross cultural understanding in the form of course outline then share the course outline at the first meeting of teaching cross cultural understanding.

Setting lesson planning of this course having purpose to give understanding to the students about what they will learn during the semester with the model of teaching that is learning gallery, it said by the lecturer in interview on February 22<sup>nd</sup> 2017 “I share course outline to the students at the very beginning of the class on what students should do with this model of teaching”. Another opinion said that some benefits of writing lesson planning before teaching explained by one of article of tesol “There are a number of

benefits to writing a lesson plan. First, lesson planning produces more unified lessons (Jensen, 2001). It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them". So, setting lesson planning for the teacher is good to do.

## **B. Implementing learning gallery**

The implementing of learning gallery in this study on the basis one of cooperative teaching learning that is jigsaw. Before discussing about learning gallery, it is important to know the explanation of jigsaw first since learning gallery is related to jigsaw. Jigsaw is the strategy was developed by Elliot Aronson (1971) with his students from Texas University and California University. Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this strategy to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team Aronson, E. (2000-2008).

(*Journal of educational and Social Research MCSER Publishing, Rome-Italy*). While learning gallery is kind of modified jigsaw group project by which the students are grouped and responsible for a certain material to learn. Both learning gallery and jigsaw have the same classroom activity that is doing learning in small group discussion.

According to the data findings of this study, doing this class activity by implementing learning gallery is also having a good effect to the students itself. Furthermore, in Hedeem, Davis (1993:147) states that in small group work and cooperative learning, students learn best when they are actively involved in the process.

The implementation of learning gallery has the same steps with Jigsaw. Both of them has three steps in classroom activities. It can be seen from the explanation of doing this jigsaw. Information about this strategy is from the Muskingum Area Technical College (Zanesville, Ohio) Newsletter, September 14, 1994 In (*Journal of Educational and Social Research MCSER Publishing, Rome-Italy*). Define the group project on which the class will be working. Randomly break the class into groups of 4-5 students each, depending on the size of the class, and assign a number (1 to 4-5) to students in each group. Assign each student/number a topic in which he/she will become an expert. The topics could be related facets of a general content theme. Rearrange the students into expert groups based on their assigned number and topics. Provide the experts with the materials and resources necessary to learn about their topics. The experts should be given the

opportunity to obtain knowledge through reading, research and discussion. Reassemble the original groups. Experts then teach what they have learned to the rest of the group. Take turns until all experts have presented their new materials. Groups present results to the entire class, or they may participate in some assessment activity.

From those some explanations above, and according the data findings of implementation learning gallery, we can see that both of them are same in having three steps in teaching strategy. Actually the different is about in the rule of doing these steps. There are some additional rules that used in learning gallery in teaching cross culture understanding. They are:

a. Three steps name of learning gallery.

In learning gallery the lecturer give name of three steps. They are In-group discussion as step 1, Expert-group discussion as the second steps and the last step called home-group confirmation and In each step has their own activities as explained on chapter 4.

b. Appoint one member as a leader

Appoint one member as a leader in learning gallery is used for control their member of the group in getting unity of whole comprehending materials and also for assign the member who will as representative or as host for doing expert group discussion.

c. The use of the name groups

Because this learning gallery used for teaching cross culture understanding, so the lecturer have rule that the students have to give

name for their groups. The name of the group is taken from name of countries. This is to attract the students in doing these learning gallery activities.

Other data finding shows that there is change between learning gallery and jigsaw. That is in the dividing materials or topic. In term of topic, learning gallery in each first group they will have their different topic related theme. Then each group will divide their topic into several sub-topics. Each member will responsible to learn about their own sub-topic. Then all member of a group will discuss to get the whole comprehending of the group and they will share this whole comprehending in second step. So in doing second step “Expert-group discussion” all the member of each group will going to other group, only there are two persons as host stay in group. In this condition the new groups consist of member from different topic. They are discussing together to get unity understanding of big topic. This is different with jigsaw. As explained before. The first each group in jigsaw they are learn with the same topic. Then they will have expert-discussion to discuss about other additional material that may be exists in discussion. So, changes in term of topics.

### **C. Test conducted after implementing learning gallery**

In teaching learning process need an evaluation. According to National Study Comitte on Evaluation from UCLA (Stark & Thomas, 1994:12) in Eko, Evaluation is the process of ascertaining the decision of concern, selecting appropriate information, and collecting and analyzing information in order to

report summary data useful to decision makers in selecting among alternatives.

In this study, the lecturer used test as the way of students evaluating in learning. This is to check that the students was understood with the topic or not, then this test also to get the students achievement.

There are two kinds of test that were applied by the lecturer. They are self-test and teacher test. Both of tests conducting after the students finished learning gallery with the same rule. The rules are: 25 True-False question, doing at 25 minutes of each.

#### **D. The implicated of this study to teaching language and culture.**

The findings of this study shows the implicated with teaching language and culture. It can be seen from the result of this study that how and what are the teacher have to prepared before having teaching exactly teaching language and culture. Having good planning in teaching, it will make the teaching process run well. It supported by an article that A teacher with a plan, then, is a more confident teacher ( Jensen, 2001). The teacher is clear on what needs to be done, how, and when. The lesson will tend to flw more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confience will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning. This planning contain of the teacher

prepared classroom activities that will be applied during teaching. So, the classroom activities deal with the teaching strategy.

Teaching strategy used to help both teacher and students to exchange the information about the topic. The appropriate strategy should be applied by the teacher to cover all the topics. As we know, on each teaching strategy has their own steps or procedures of implemented, this also learning gallery. Steps of doing learning gallery related with the topic of language and culture. The teacher adds some rules in the basic theory of learning gallery related to the culture from the English speaking countries. This finding can be inspiring the other teacher of language to create innovation in teaching strategy related with topic.

The last is evaluation, the findings of the evaluation was applied by the teacher is self-test and teacher test. Both of these test are available for evaluate students achievement. In learning culture and language, we also need evaluation. It is help the students to know the progress of their ability in learning culture and language. It is supported by Taghi Jabbarifar (In Proceeding:2009) Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improved students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods. Through using appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the language. Evaluation goes beyond students' achievements and language assessments to

consider all aspects of teaching and learning, and to look at how educational decisions can be informed by the results of alternative forms of assessment and evaluation.

The understanding about these statements is useful for teacher. It can be a guiding book for the teacher before teaching culture and language in preparing language classroom.