

CHAPTER IV

RESEARCH FINDING

This fourth chapter is the report of the result of research. It consists of research findings.

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.

According to the result of observation and interview those were conducted by the researcher to the subject of this research who were native speaker teacher and the students who followed the Extracurricular program, the researcher found two dominant kind of teaching strategies which were used by the native speaker teacher in teaching and learning English for EFL students. Those two dominant teaching strategies were direct teaching strategy and cooperative learning teaching strategy. In this stage, the researcher presented the findings indicated from each characteristic of each type of teaching strategy.

A. Direct Teaching Strategy

It can be concluded that native speaker teacher used direct teaching strategy because of some prominent characteristics of its teaching strategy were conducted by her in the English Club classroom activity. Based on the observation and interview those were done by the researcher in his English Club class

program for 5 meetings in a row (from May 9th until 13th), the researcher found some characteristics of direct teaching strategy were practiced.

- 1) He reviewed the last meeting subject and prepared the students materials.

The researcher found that Mr. Russel opened the class with reviewing the previous material after that he presents the learning objective to the students. It deals with the first characteristic of Direct Teaching teaching strategy as stated by Majid (2013:73), The existence of learning goals.

The first prominent phase of direct teaching that the researcher found is delivering the instructional goals and preparing student's material, two years ago, June 2015 when the Native Speaker Teacher came and had been given a task to be a tutor or teacher in English Club class as an extracurricular program at SMAN 1 Dongko, the objective of this program is to trains the student's skill especially in speaking, but after two monts, the school saw that the student's who followed the English Club class has a good improvement, so the school wanted to try the student's competence by participating English Club Debate, that was one of the agenda held by Dinas Pendidikan Kabupaten Trenggalek in September 2015, dramatically SMAN 1 Dongko crowned the Champion at that event. Since that time, the school with Mr. Russel's set the debate as one the major objective for the English Club program, and it was continuing untill the researcher made the observation in the English Club class. The researcher found that Mr. Russel opened the class with reviewing the previous material after that he presents the learning objective to the students. It deals with the first characteristic of Direct

Teaching teaching strategy as stated by Majid (2013:73), The existence of learning goals. Delivering the instructional goals and preparing students for materials. This direct teaching strategy emphasizes on the learning goals those must be focusing on the students' oriented tasks and be specific. It is also supported by Mr. Russel statement in Interview section :

“...Yeah, reviewing the last material is important because the purpose is to remind the student's memory in previous meeting, Emm...In early of this semester the school gave me task to focus only on student's preparation in English Club Debate Contest in Trenggalek so that is the objectives at all, I always talk to them in every meeting at our goal is to emphasize our skill in debate, and the students will be more likely to achieve the presented goa...(appendix 4)”

2) He demonstrated skills and knowledges.

The second prominent characteristic of Direct Teaching Method that can be detected was Native Speaker Teacher demonstrated skills and knowledges. On May 9th 2016 when the researcher conducted the first observation (appendix 6). The researcher found that the native speaker teacher performing his skill, how to make the class more active with giving question to check the student's understanding with the material delivered.

The agenda was delivering some material that indicated will probably be the one of the topics in English Debate Competition, the title is “Home schooling vs. Normal school” , this title is still not common yet for the students, because in Trenggalek particularly homeschooling is still rare and when students has no idea in making arguments about the title Mr. Russel firstly asked some questions and clues to get student's information about the title, before finally Mr. Russel gave

them clearly information about home schooling in US , how does it works, how are the advantages and disadvantages, and it can be a comparison with the case about home schooling in their country Indonesia, these two statements deals with the second prominent phase that seen in direct teaching strategy “Demonstrating skills and knowledges”. Another statements that support this characteristic was shown in teachers teaching strategies was quoted from interview below :

“...when I ask them for a question and the students don’t have an answer and get silence, it can be sign that your question are disinterested or disengaged or even hostile, for solving the problem maybe you can reframing your question with a simple model or easier than the question before, emm...and then you can asking different but still relates with the previous question, or you can sit next to them and discuss individually...yaa..every students has each characterstic levels, sometime they just need a little longer to answer your question...so why I always say “Dont worry about answering correctly;tell me what you’re thinking and we’ll work from here...” just like that...(Appendix 4)”

- 3) He performed the teaching media that is used in the classroom activity.

Teaching media is a tool that support teacher in teaching learning activity, but the use of the media itself should be appropriate with the teaching material. In this case the teacher usually uses whiteboard, LCD and another tools. Performing suitable media that was used in classroom activity, this statement can be validated in the interview quotation to the students :

“...Media yang sering digunakan Mr. Russel yaitu whiteboard, tapi tidak jarang juga memakai LCD tergantung apa yang dibahas juga, pernah juga memakai kartu-kartu yang berisi petunjuk-petunjuk yang berhubungan dengan topik yang akan digunakan sebagai argumen untuk simulasi debat...(Appendix 5)”

- 4) He provided feedback for student's achievements.

He performed feedback when the students were making mistake, against students performance and when the students are facing problems. The Native Speaker Teacher always gives feedback in every student's achievements. In the English Club class Mr. Russel always focuses on the student's positive progress each meeting, so when the students gave right answer, good arguments, spoke clearly and correctly etc, He performed good feedback to them ,such as an applause, said "you are right, good, excellent, etc..." Seems like something simple but good feedback to the students also take a important role in student's development. The another feedback was given to the students when the students made a mistake, grammatical errors, wrong pronunciation or another problems. It deals with the characteristic of direct teaching strategy, checking students' understanding and providing feedback. It can be proved in the following interview quotation to the native speaker teacher :

"...Yes I always give them feedback, feedbacks is important in student's works, teacher can lead to the student point when they make the mistake, and gives the students to think about the mistake and revise their mistake...(Appendix 4)"

- 5) He motivated the students to be more active in participating classroom activity.

The motivation is important to boost them in the teaching learning process, Mr. Russel usually gives his motivation in order to activate the student's goal-oriented behavior. Always motivate the students to be more active in participating

classroom activity, This statement can be validated in the interview quotation to the students :

“...Motivation is also another crucial thing in teaching learning process, I always try to be good motivator for them, I always said to them, common guys you can do it, because all of you are excellent and can be more excellent than this, I don't know it affects or not but you can see their achievements, right?... (appendix 4)”

It also deals with the role of the teacher in direct teaching strategy. This is a teacher-directed strategy, which means that the teacher chooses the activities and controls the time spent on the phases of the lesson. The strategy requires the teacher to be a good motivator to keep the students on task (Kindsvatter, 1996:298)

6) He guided students in giving practice and exercise.

The teacher usually guides students in giving some exercise in order to reduce the probability of student's confusion. This fact can be supported in the interview quotation to the native speaker teacher :

“...Of course I guide them in some practices and also exercises, I have to present brief and clearly direction, the test usually in the form of both orally and text, testing in this program is usually done for purposes of assessment, to assign student's grade or rank them in terms of abilities. I think the main purpose of giving some practices and exercises is to evaluate them, students will learn more when given assignments and tests...(See appendix 4)”

The statement's above also deals with 5 of prominent phase in direct teaching strategy based on Majid (2013:73).

- 7) He made a good classroom management and learning environment which lead to the good achievements too.

Managing the class clean in every meetings, this activity has a purpose in creating a good class environment. Making a good classroom management and learning environment which lead to the good achievements too. When the researcher conducted the observation from May 9th-13 2016 , the English Club class starts after the regular class ends at 1pm, so it made the good situation for the students, and an interesting thing that researcher had been captured from those observation is Mr Russel always gives them a snack or fruits and also the drinks for the English Club members, and when the researcher asked why do always you gives them a snack and drink in each meeting to them ? his answer can be shown below :

“...I dont know exactly it's include in classroom or learning environment managerial, and you know, it just a simple thing for them, yeah afterschool program is always takes more energy, you know that they arrived at school all day long, and after that we conduct this activity for two hours, and I asking a lot, so I think it can pay them for their time haha it just a water an orange and a snack I think it helps them to thinking and be the better debators...(appendix 4)”

Another supporting statements that shows the teacher maintained a good classroom environment will be presented in the interview quotation against the teacher :

“...The classroom environments teachers create have the potential to play a positive role in learning, when students are relaxed, they're more ready to learn. The lesson started at 1 pm, we started after the regular program so we are more focus on the teaching learning process. A quiet and clean classroom also helps us to feel at ease, so before the lesson begin we have to clean our classroom environment...(Appendix 4)”

The statement's above includes in the characteristic of direct teaching teaching based on Majid (2013:73).

- 8) The Native Speaker teacher presented both of formative and summative evaluation to measure the student's classroom performances.

In this case the teacher use the authentic assessment to measure student's comprehension. This statement can be shown in the interview quotation to the students :

“...Mr. Russel selalu memberikan evaluasi ketika saya dan teman-teman biasanya di akhir pertemuan, mengenai apa yang kurang, apa yang belum dikuasai, apa yang yang harus saya lakukan untuk memperbaiki dan apa yang harus ditingkatkan di pertemuan selanjutnya (appendix 5)”

It also supports by one of the researcher observation result, it happens almost every meeting in the beginning of English Club class program before presenting material, the teacher asked some question related to the material, what they have known about the topics, grow their background knowledge, etc. Asking better questions affords students an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of student's understanding. Question should go beyond the typical factual questions requiring recall of facts or numbers. Paul Black, suggests that “more effort has to be spent in framing questions that are worth asking: that is, question which explore issues that are critical to the development of students' understanding.” (Black et al., 2003) In the end of the meeting section Mr. Russel always asks to the students what are the student's weakness in todays meeting, what should the students

improves for next meeting and it proves that the Native Speaker Teacher presents both formative and summative evaluation.

B. Cooperative Learning Teaching Strategy

It can be assumed that the native speaker teacher used the cooperative learning teaching strategy because the researcher found some principal characteristics of cooperative learning teaching strategy were practiced by him in the English Club classroom.

- 1) Students worked in group to share the knowledge.

Based on Majid (2013:176) one of the characteristic of The Cooperative-Learning Teaching Strategy is the statement above, it also deals with the fact that the researcher found on the observation section on May 10th 2016 (appendix 6), the Native Speaker teacher gave a direction to move with their group, there is two groups and each group contains 3 members, after that the researcher told them to make an arguments about the current topics, at that time the topic is Gay : Should be Legal or Not ? , the students started to discuss with their teammates. The debate simulation is in the form of group works, so it deals with the characteristic above.

- 2) He created a heterogeneous level of student's ability in group discussion.

Dividing the student's into some group with a various of student competency levels, in order to make the equilization in each groups. It can be indicated in the interview quocation with the native speaker teacher :

“...That's Right, I compose this two groups actually with many consideration, one of the reason why I choose this formation for this group is about the students ability, I cannot gather the students who have high level of ability in one group, because it won't be balance at all, I combine the students who have a good in speaking but not good in producing idea or an argument with the student who have a weakness in speaking...(appendix 4)”

- 3) The appreciation from Native Speaker Teacher is oriented on the group than individual. This fact can be supported in the interview quotation to the native speaker teacher :

“...I appreciate them from their groupwork, they work together, they have to make good communication among members, they have to create a good cooperation too, and when it works succesfully, the appreciation is for the group than individual...(appendix 4)”

- 4) He delivered the group works to the students then the students directly discussed it in a group cooperatively with their teammates.
- 5) He conducted a group works had a purpose to develop the student's skill : sharing the tasks, questions active, appreciating another's arguments, stimulate another to ask something about the related topic/material, be willing to explain about idea or argumentation, and work in a group.

It can be indicated in the interview quocation with the students and native speaker teacher :

“...In my opinion, making a group discussion, group work or our activity in English Club class such as group of debate provides many advantages especially in developing student’s skill, just like how to how to manage a role of each member, active in giving question, their response to the question, produce a good idea and argumentation, how to make their team works well, etc...You know that useful in many aspects...(Appendix 4)”

It’s also proved by a student’s interview quotation below :

“...menurut saya bekerja grup lebih mudah karena tidak sendiri, kalau ada kesulitan bisa dirundingkan, walau kami di kelompok debat memiliki tugas yang berbeda-beda kami harus saling bekerja sama untuk membuat argumen-argumen kami semakin kuat...(Appendix 5)

- 6) Be a good facilitators and monitors for the students.

When the students in a form of groupworks it doesn’t mean that the teacher being quiet, the role of teacher in his case are being the monitor and facilitator. This statement can be shown in the interview quotation to the students :

“...Mr. Russel selalu memandu kami dan teman-teman memberikan klu-klu mengenai topik yang sedang dibahas, tak jarang juga masuk di sela sela diskusi kami untuk sekedar menanyakan apa yang sulit, apa yang belum bisa dipahami, juga mengenai informasi-informasi yang belum kami ketahui, salah satu contoh ketika diberi topik, home schooling vs. Normal school, kami tidak cukup mendapatkan informasi secara lengkap tentang topik karena home school masih jarang di daerah kami, kemudian setelah di jelaskan oleh Mr. Russel dengan membandingkan home schooling di US dan indonesia, wawasan kami semakin bertambah dan itu memeudahkan kami untuk membuat argumen...(Appendix 5)”

Not only that, it also can be indicated in the interview quoation with the students and native speaker teacher :

“..Yeah we have many functions and roles such as, be a good facilitator, monitor, someone who gives judgements, scorer, timekeeper, evaluator etc, it should be a teacher role in agroup work you facilitate them give them an instruction, suggestion, helps them, delivering topic, appreciate them, see on their work, explaining the rule the role of each member, the

another important one is to giving them feedback about what they had done to the whole class, thing became very repetitive...(appendix 4)”