

CHAPTER V

DISCUSSION

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

This part displays 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 problems and the existing body of knowledge or theories. It covers about the native speaker teacher's strategies in teaching English Club for students at SMAN 1 Dongko.

According to the result of observation and interview those were done to the native speaker teacher and the students about the native speaker teacher's strategies in teaching English Club class, it can be known that the native speaker teacher used two kind of teaching strategies in teaching the EFL students. She combined those two teaching strategies in teaching the EFL classroom activities in order to create the good atmosphere and to reach the learning objective completely. The discussion will be presented below :

1. Native speaker teacher's strategies in teaching English for EFL students.

According to the result of the research, the researcher found two dominant kind of teaching strategies which were used by the native speaker teacher in teaching English Club class, they were *direct teaching strategy* and *cooperative learning teaching strategy*.

A. Direct Teaching Strategy

^ In the English Club class, native speaker teacher applied Direct Teaching Strategy to teach the students. She practiced this kind of teaching strategy to present the material by demonstrating skill in a depth conception. Due to the observation result, the teacher used this strategy to kept the students participate and being active in the learning process. It is in a line with Majid (2013:73), direct teaching strategy is kind of teaching strategy that is teacher directed and the teacher here make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teacher who creates the class environment that is oriented on the students' academic competence. Direct teaching refers to accademically focus, teacher-directed classroom using sequenced and structured 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 informations. Within this focus the teacher convinces that the bussiness of the classroom is learning.

It also can be proved since she conducted some prominent characteristics of *direct teaching strategy* inside her teaching activities those were, the first prominent phase of direct teaching that the researcher found is delivering the instrucional 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 months, the school saw that the students who followed the English Club class has a good improvement, so the school wanted to try the students' 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 until 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.

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, 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 is 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”. Performing suitable media that was used in classroom activity,

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. It also deals with the characteristic of direct teaching strategy, checking students’ understanding and providing feedback. Always motivate the students to be more active in participating classroom activity, It also deals with the role of the teacher in direct teaching strategy.

Guiding students in some practices in order to measure student’s comprehension about the material. The statement’s above also deals with 5 of prominent phase in direct teaching strategy according to Majid (2013:73). 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) Making a good classroom management and learning envirotnment 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. The statement's above includes in the characteristic of direct teaching according to Majid (2013:73). 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. 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 today's meeting, what should the students improve for next meeting and it proves that the Native Speaker Teacher presents both formative and summative evaluation.

B. Cooperative Learning Teaching Strategy

Firstly the native speaker teacher presents the instructional material learning objectives based on the cooperative learning activity by adjusting it with the material, then he established learning set related to the group discussion

activity. Then, she presented information inside of the instructional material to the students either verbally or with text. She also explained to the students how to form learning teams. Afterwards, she helped group make efficient transition and let the students know the criteria of success in a group discussion work. The native speaker teacher also assisted learning teams as they do their work. Later, she 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.

Then, in the last activity, she found the ways to recognize both individual and group effort and achievement by conducting the summative evaluation which was by monitoring the students' learning process in group and formative evaluation in the form of task, test or can be presenting the group work result. Both of those two evaluations conducted to measure the students' individual comprehension and group achievement. 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.

The details of those characteristics of cooperative learning strategy used by Native Speaker Teacher in Teaching English Club class based on Majid (2013:176) can be presented below :

Students work 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 tht 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. Creating a heterogeneous level of student's ability in group discussion. The appreciation from Native Speaker Teacher is oriented on the group than individual. Delivering the group works to the students then the students directly discussed it in a group cooperatively with their teammates.

Conducting a group works has 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. Be a good facilitators and monitors for the students.