CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion focuses on the salient findings of each of the formulated research question.

A. **Discussion on The Practice of the English Teacher Implement Share Information   Activity to Facilitate the Students to Speak English at MTsN Tunggangri**

The findings of the study during the classroom activity was going on, the practice of the English techer in implementing share information activity. It is identified that the teacher give activity that students could to share the information based on the teachers' instruction. Stated in chapter IV (point 1), the teacher provide the media in order to students learning easily.

The teacher give activity involved of group work, in Functional communication activity type suitable with pair or group work because students could to share their information and positive relationship between learners such as resolving difficulties. The statement supported by Doise and Mugny (1995) and Murry (1982) on the value of social contexts in raising the productive cognitive conflicts that can be applied to classroom environments to get learners involved in their own learning playing active

roles and engaged in realistic tasks as well as to get them discover how cooperation among two weak students can help them deal with tasks in which they fail individually.

Suggested by Vigotesky also claims that collaboration is necessary in any type of learning because it maintains the dynamic tension between what the children can achieve individually or through imitation. By collaboration, he refers to situations in which the child has the opportunity to interact in social contexts for the purpose of problem solving. The teacher applied Communicative Language Teaching conducted with group work or cooperative learning, because it appropriate for developing communicative students.

The teacher practice using language to share information conducted to the activity named discovering differences, this activity also supported by William Littlewood (1981) mentioned that four main groups in Functional Communication activities, those are (a) sharing information with restricted cooperation, (b) sharing information with unrestricted cooperation, (c) sharing and processing information, (d) processing information. In the results of observation the researcher observed the activity included in point *b* that sharing information with unrestricted cooperation. In this activity students describes the detail or differences between two pictures.

In addition, the other meetiting before the teacher also applied the other activity that discovering secret, this activity included in point *a* that

sharing information with restricted cooperation. In this activity, the question must be restricted to a certain kind, such as yes/no question, in order to prevent the discoverers from simply asking directly for the piece information.

Two activity was conducted by the teacher is communicative activities that implemented for students. The teacher is facilitator for students activities, this also suggested (Larsen – Freeman, 2000) about teacher roles in CLT that teachers also take particular roles in the CLT approach. First, the teacher facilitates the communication process between all participants in the classroom. The teacher is also co-communicator who engages in communicative activities with the students.

B. **Discussion on The Practice of the English Teacher Implement Process Information Activity to Facilitate the Students to Speak English at MTsN Tunggangri**

The practice of the English teacher in implementing process information is the discussion or evaluate the students' activity in the process of share information before. This statement supported in the book by William Littlewood (1981) that the last type of Functional Communication Activity dispenses completely with the need to share information. Learner now have access to all the relevant facts. The stimulus for communication comes from the need to discuss and evaluate these facts, in pairs or groups, in order to solve a problem or reach a decision.

In the results of findings, the teacher conducted to discussing or evaluating students, such as find the meaning of unfamiliar word in order to students get some new vocabularies or new knowledge delivered by their friends. Every group share their work or information to other students or groups and the teacher correct error free sentences delivered. This ways is to solve the problem of students understanding, theacher gives some feedback or evaluate them to developing students understanding about the topic. The relationship between teacher and students as closes is very importance. Suited with Tutyndari (2005), she recomended taht the teacher act as a teacher-conselor who provides supports and supply students' need for learning, rather than as one who imposes a predetermined program, while Padmadewi (1998) suggested that there should be a close relationship between the teacher and students. In order to students could be aware in every particular point to be better for developing their speaking. This suggested with Mukminatien (1999) that teachers provide their learners with more sufficient input for acquisiation in the classroom and encourage themto use English either in or outside the classroom. It also suited with Jack Richards (1989) that teachers were recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. It is important for teacher to discuss and evaluate the students in order to be balance between fluency and accuracy in every activity applied.

C. Discussion on To What Extend are both Share information and Process Information Activities contributive to Stimulate the Students to the Practice their English at MTsN Tunggangri

Important things for students' progress of share information and process information. In the activity of students still related to group work named cooperative learning. In Functional Communication activity suitable with pair or group work. In the group work they discuss to each other for answer the instruction, in the team, students complete to each other for solving the problem or work as possible as.

Cooperative learning that is apparently needed for the success of any cooperative group structure is individual accountability that refers according to Kagan (2009) to the amount of participation of all group members in the team project and he pointed out that one way to ensure that all individuals participate and make their efforts as much as possible is by making each individual accountable for his contribution to the team project.

In others sources Crandall (1999) recognized that to increase the interaction among group members, it is useful to get learners to structure pairs or small groups that constitute of three to six students which are small enough to allow students to make their contributions and participate and large enough to give them opportunity to benefit as much as possible from each other. Similarly Brody(1998) argues that interpersonal and face-

to- face interaction is developed when members help, share, assist, encourage, and support each other's efforts to achieve and produce.

In the result of findings that a lot of students are actively in the classroom activity although there are 2 up to 3 students do not actively in the class because of unlike English Lesson. As the ability to speak English is a very complex task considering the nature of what is involved in speaking. they were felt anxious in speaking class (Tutyadari, 2005) and mentioned in journal by Dwi Astuti that speaking as one of often becomes a difficult which are faced by them such as first they feel shy, afraid of making mistakes, and get stumbling when they utter ideas. Students felt shy when they must speak up in front of the class, they were also afraid of making mistakes when they deliver their ideas with others especially using English language, limited opportunities outside of class practice and the supporting environment does not provide in conducting communication. They were silent in the process of classroom activity. Like mentioned by Tutyandari (2005) that students keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship. In the field, students are actively bigger than student do not actively in the classroom activity. So, most of students followed the activity well orally, they were sharing their works to others groups and the teacher give an evaluation to correct the error point.

The primary goals of CLT is language teaching sets to be communicative competence, in this approach described by Richard and Rodgers (1986) CLT as an approach rather than a method, since it

represent a philosophy of teaching that is based on communicative language use. Advocated by many applied linguists, CLT in their views emphasized national-functional concepts and communicative, rather than grammatical structures. In the result of findings, the researcher observed and investigated that most of students seen on speaking skill. It is same the theory stated before the goal of CLT sets to be communicative competence.