

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using relevant theories to clarify the findings. The discussion focuses on how the teacher designs English teaching and learning, the methods are used by the teacher English, and the teacher motivates the student.

As it is presented in the previous chapter that in English class the teacher designs teaching. Every skill is taught differently however the practice is that in teaching every skill the teacher sets teaching objectives and the previous of teaching covering pre teaching, while teaching, and post teaching. This design covers all language skills. The teacher also provides instructional objectives in her teaching design. Besides, the three phases of activities mentioned, there was another activity that the teacher did before teaching that was planning the teaching material. This was in line with the role of the teacher proposed by Oxford et al (1998) in Brown (2001:167) that the teachers' role as the one who plans lessons, modules, and courses.

Meanwhile in the process of teaching and learning speaking is given more portion based on the vision of this school that every student should be able to speak English. In the process of mastering speaking the teacher helps the students by providing supporting activities that is English conversation which is conducted once in a week. What is done by the teacher is good because on the process of the

teaching of English is intended to achieve students skill especially in speaking. According to the Nunan, (1999 :225) the ability to function in another language is generally characterized in terms of being able to speak that language.

Meanwhile to related to vocabulary mastery, in improving vocabulary, the teacher conducts a good way. In writing class the students are grouped. Then they are asked to make list of words based on the topic on the situation. From the list of words, so the students can improve the vocabulary. Vocabulary is very important in language English. (teori)

To help the students in understanding the lesson the teacher employs good communication. They are three kinds of interactions According to the Dulay,(1982: 21) from the observation, the researcher found three kinds of communication as note:

1. One – way communication, in this types of communication the students' just listen the teacher without responding. This kind of communication was applied when the teacher gave lecturing to the students.
2. Restrictive two – way communication, in this type of communication the learner responded orally to the teacher, but the learner don't use the target language. The response was in the learners' first language or some other non target language and it include a nonverbal response such as nodding and shake her head. This kind of communication as used when the teacher ask the students about things related to the material of the lesson and it as used to see the students involvement in lesson.

3. Full two – way communication, in this type of communication the students spoke in the target language, acting as both recipient and sender of verbal messages. The target language used was simple and limited. In this case, the correct grammar was not the main goal, but meanings should be well understood by each communicant.

Practically in teaching learning process the teacher focus on full two ways. Full two ways in which when the teacher speak in English the students to answer in English. That is good, to habit for the students.

Discussion on the method use by the teacher, to facilitate the students understand they lesson especially in speaking. The teacher employs some various method. Covering lecture method, inquiry method, grammar translation method, communicative approach, TPR.

The grammar translation method was used by the teacher to explain the new teaching material in attempting to make the students understand it clearly. However teacher use grammar translation methods are to doing students learn about grammar rules and vocabulary, and to help the students have the good mental develop their minds. The TPR was used when the teacher wanted to practice the target language through commands and communicative approach was used by the teacher when he communicated with the students based on the real need to communicate.

Discussion on how the teacher motivate the students to improve themselves in learning English. According to the (Purwanto, 2011:60) the word motivation is derived from motive that means anything that encourages person to act to do

something. Based on my study motivation is very important determinant, because motivation can help students understand the lesson better. By having strong motivation to study, students will show their interest to participate in the learning process. At Islamic Junior High School Al-Fatahiyyah Ngranti Boyolangu Tulungagung when the teacher was applying some methods, the students become more active and they can improve the quality of their learning. The various methods provided by the teacher, can create a interesting learning situations in which the class to be more meaningful. Consequently, the process of teaching and learning to be interactive and the students can practice to use English in their daily.