

CHAPTER IV

FINDINGS AND DISCUSSION

The objectives of this study are to investigate the teaching techniques used by the Native English-speaking teacher and how they were applied at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin.

This chapter provides description and explanation of the findings in this study follows by the discussion of the findings; answering the research questions based on the data analyzed.

A. Findings

1. Research Question 1

What are the teaching techniques used by the Native English-speaking teacher at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin?

After conducting seven times of observation and two phases of interview, the researcher finds that the teaching techniques used by the Native English-speaking teacher are as follows:

In the first observation, the researcher finds that the teacher uses *getting students to self-correct, use words in sentences, language games, and role reversal.*

In the second observation, the researcher finds that the teacher uses *creative adaptation, repetition drill, positive suggestion, question-and-answer drill, and getting students to self-correct.*

In the third observation, the researcher finds that the teacher uses *deductive application of rule, use words in sentences, getting students to self-correct, and grammar game.*

In the fourth observation, the researcher finds that the teacher uses *composition, peer correction, getting students to self-correct, and creative adaptation.*

In the fifth observation, the researcher finds that the teacher uses *language games, getting students to self-correct, and reflection on experience.*

In the sixth observation, the researcher finds that the teacher uses *deductive application of rule, use words in sentences, getting students to self-correct, and grammar game.*

In the seventh observation, the researcher finds that the teacher uses *small group task, conversation practice, positive suggestion, and structured feedback.*

Therefore, the researcher concludes that teaching techniques used by the Native English-speaking teacher at ECC in SMK Muhammadiyah 3 Banjarmasin in alphabetical order are: composition, conversation practice, creative adaptation, deductive application of rule, getting students to self-correct, grammar game, language games, peer correction, positive suggestion, question-and-answer drill, reflection on experience, repetition drill, role reversal, small group task, structured feedback, and use words in sentences.

2. Research Question 2

How did the Native English-speaking teacher apply those teaching techniques at English Conversation Club in SMK Muhammadiyah 3?

Under the same process with the first findings; teaching techniques, the writer summarizes up on how the Native English-speaking teacher applied the techniques in the classroom.

In the first meeting, the teacher used four techniques, they are *getting students to self-correct, use words in sentences, language games, and role reversal*. For the first two techniques, she used them to maximize the aid of visual media; a short Pixar movie. The movie is presented without words, there was no dialog at all. However, there were vocabularies taught by the teacher and it is related to what the media shown.

For example, there was a bird appeared in the video, she wrote bird. When there was another bird appearing, she added “s” after the word “bird” so it became “birds” and she emphasized the letter “s” by underlining it. Then, the birds start making sound, she wrote “chirp.” Every time she wrote, she asked students to say it and if there was any mistake, she led them to correct themselves. Later on it is found that this activity of hers is merely his teaching habit, she did not know that it has a name (*see appendix D point a*). She also confirmed the meaning of the words she wrote by pointing on the media or by

practicing it. Then, she helped the students to use the words she wrote on the board into sentences.

For the last two techniques – language games and role reversal, she engaged students to play *Simon Says*. At first, she was the Simon, she gave commands to students and the commands were common verbs and she also put the words she just taught in it. For example, “Simon says pretend that you are a bird,” or “Simon says make a funny face.”

She also offered the students opportunity to become Simon and that was how she applied role reversal in ECC.

In the second meeting, teaching techniques observed by the writer are *creative adaptation, repetition drill, positive suggestion, question-and-answer drill, and getting students to self-correct*. Applying these techniques, the teacher used whiteboard to help her explain about the topic. Whiteboard was used when the students did not get what she said, and when it happened, she wrote down the word or sentence that she meant on the whiteboard.

The topic was “What’s up?” so she taught students about how to greet people in casual way. She practiced the greetings dramatically, she was being very active and expressive. She made some possible situations in daily life and showed students how to face them (*see appendix D point b*). She also engaged students to repeat her utterances, answer her questions quickly and automatically and helped the students to correct themselves when they were making mistakes.

During the activities, she gave suggestion to students complaining about the problems they had in learning and practicing English; mostly about pronunciation and self-confidence.

In the observation of the third meeting, the writer found five techniques: *deductive application of rule, use words in sentences, getting students to self-correct, grammar game*. In this meeting, she taught students about the mostly used tense in daily communication – simple present tense and present continuous tense.

But, since she believed that students knew about it well, she only wrote the formula and gave some examples. She claimed that the main activity of this meeting is when students make their very own sentences using the words she gave. The main activities were conducted orally and she helped the students' mistakes by giving alternative answers and clarifying what the students intended to say. For the last activity, she played game with the class and it was simple present related. The game was guessing what action was being performed by a student.

In the fourth meeting, the teacher brought many handicraft making tools such as colorful paper, colored pencils, markers, ribbons, wooden sticks, scissors, and glue. She asked students to make greeting cards. The techniques she used are *composition, peer correction, getting students to self-correct creative adaptation*. She explained briefly about greeting cards and showed some examples (realia). After

that, she put all the stuffs she brought on the table in front of the class and said that students could use any of them to make the cards.

She gave time to students to make the cards, she also made a card at that time. During the cards making activities, students were free to ask her if there was any obstacle. She encouraged students to give their best in making the cards; put more decorations, show your feeling, show your gratitude, use more vibrant color, and so on. If there was a student has finished making the card, she made a photograph and ask the student to show the card to others who had already finished too and checked if there was anything need to be corrected.

After that activity, she surprised the students by asking them to read the cards they had made in front of the class, and it should be done in dramatic way, as if reading a poem.

In the fifth meeting, the teacher invited the students to go outside the classroom and play a hot ball game. On the schoolyard, she asked students to make a circle. She explained the game briefly and then the game was played.

During the game, the teacher acted as a player as well as the monitor. She helped students with their mistakes. At the last 30 minutes, teacher and students sit in a circle and talk about ECC and what they wanted to learn for the next meeting. Teaching techniques used in this meeting are *language games, getting students to self-correct, and reflection on experience.*

The topic of the sixth meeting is “*Seriously, why so serious...?*” since most of the students said they wanted to learn how to communicate like native does. In this meeting, the teacher taught common casual expressions used by American and what they mean. She gave list of expressions and examples on how to use it. After confirming that the students got what she meant, she asked them to make sentences using those words. As always, she helped students to correct themselves.

Techniques used in this meeting are *deductive application of rule, use words in sentences, getting students to self-correct, and grammar game*. She used Hangman Game but the rule was modified so that the words being guessed were all expressions.

In the last meeting that the writer observed - the seventh meeting was the continuation of the previous meeting. The teacher reviewed about the expressions they had learnt and then divided the class into small group to make a conversation using the expressions. She went around the class to help students. After they had finished, the groups were asked to perform their conversation. She gave suggestions on how to make it more communicative and such. At the last 10 minutes, she asked each group to choose one representative to make a short comment or review about that day’s meeting.

The Native English-speaking teacher applied *small group task, conversation practice, positive suggestion, and structured feedback* in this meeting.

For the depth explanations, the writer gives elaboration on each technique used by the Native English-speaking teacher:

a. Composition

The teacher used this technique only once; in the fourth meeting of this research observations. She applied this in the classroom activity while the students were asked to make their very own greeting cards. The students were making the draft for what they were going to write on the greeting cards they were making. Teacher only gave options and cues such as the theme for the greeting cards – the aims, more like what the greeting cards are for and to whom do the students want to give them.

At a glance, the class was more like a handicraft-making course at that time, but the lesson was presented in English as well as the communications. Miss Hochstetler often gave praises to the students, went around the classroom to check on the students' work, and took picture of them working. She also enjoyed taking pictures of the students' greeting cards and treasured them. She also surprised when she found that the students were actually so creative in making the text for the cards and also in decorating them; and it happened not only once.

After the meeting, the writer conducted a short interview to Miss Hochstetler, and she said that she always believe that they (*the students*) are actually creative, but she has never thought how really creative they are. She also said that the reason she asked

students to make cards is to make students realize that composing a written text in English is not as hard as they believe. People's beliefs and perspectives on something are poisonous and they influence people's actions a lot. The same thing goes to the students who believe that making a text in English is a hard thing to do, and see it as something scary, it would make them end up making text in such bad manner and resulting bad text as well.

Therefore, in the meeting, she did not emphasize on writing the text. Rather, she engaged students in making the cards, as well as decorating them and asked students why they were making them and to whom they were addressed; and that, made students make a composition without hesitation and unconsciously (*see appendix D point d*). Funny thing is there are some students were making unpredicted cards such as the ones expressing their feeling to their significant other; a short love letter. However, the makers of that kind of cards actually do not have lover and such. They were just imagining if they have one, what they would write.

b. Conversation practice

This technique also only used once, in the seventh meeting. Miss Hochstetler applied it in ECC by asking students to perform the conversation they have already made. The students did not only perform once, but they did it several times. During the students brought their written work into actions, Miss Hochstetler was playing a role as a director – like in a movie director.

So, the students perform it for the first time, and Miss Hochstetler had a copy of their works in her hand – which are the pictures she took while she was going around checking the students' work. At the first time of each group's performance, Miss Hochstetler would make an interruption by saying the popular phrase of movie director, "Cut!" and give the students suggestion on how they should act or say a sentence – facial expressions, gestures, and intonations. The process was going until Miss Hochstetler approved the performance and the same happened to the other groups.

The writer asked Miss Hochstetler via text message since the ECC meeting at that time took more time than usual and it made the writer went home late, Miss Hochstetler admitted that she wanted the students to be able to communicate in English naturally and automatically, all students need is good environment, so she made such classroom activities (Hocshetler, personal communication). She also said that she loved watching her students enjoying the lesson she presented to them (*see appendix D*). A theory said that children learn faster than adults do, and since Miss Hochstetler believed that every human definitely has a child no matter the age, she treated students as children, who still love playing games, making noises, and also ask students to treat her as their friends, who learn with them together. With those beliefs, she

expected students in ECC would learn faster and the lesson she gave remained and became meaningful.

c. Creative adaptation

Miss Hochstetler used this technique twice, in the second and fourth meeting. Essentially, the ways she applied the technique are same, which are involving activities such as singing, dramatizations, and dancing – more like body language as well as facial expressions.

In the second meeting, she adapted a chunk of song performed by R-truth entitled “*What’s up?*” Here are the lyrics:

What’s up
Stand up and say what’s up
What’s up (5x)
WOAH!

People over there what’s up
Feel me, stand up and say what’s up
What’s up (8x)
([www.lyriczz.com/lyrics/r-truth/149824-what’s-up?/](http://www.lyriczz.com/lyrics/r-truth/149824-what's-up?/))

She played the song, and engaged the students to sing and moved their bodies. After that, she explained about the expression, “what’s up?” and taught students how to respond it. She also made students practice. First, she walked out of the classroom. Then, she entered again and under a cue, students say, “*What’s up, Chelsea!*” then she would stop walking, stood facing he students and say, “*Well, nothing much...*” while putting pokerface. Then she walked out again, entered the class and when students greeted her, she would give different responses.

This meeting is where Miss Hochstetler conveyed her wish that the students would call her on her name, or at least Miss Chelsea and to greet her whenever they meet without any hesitation, and also to talk with her casually.

While in the fourth meeting, Miss Hochstetler did not prepare any material for this technique. She used students' work instead. Since students made greeting cards in this meeting, Miss Hochstetler asked them to read the cards as if they were do a declamation. She asked them to use gestures and put lively facial expressions.

d. Deductive application of rule

This technique is from Grammar Translation Method which is often considered as a conservative method in English teaching. Because it is used to teach English written text with the focus on structures used in the text. However, Miss Hochstetler used this technique at ECC which she claimed to be a communicative class. Moreover, she used this technique twice, in the third and sixth meeting.

Miss Hochstetler is a person who believes that being active and fearless in communication using English is good but still, grammar is also a great value to be learnt and mastered. She said this in her first meeting when she introduced herself to the students, "I am Chelsea Ann Hochstetler. I am an American. From now on, I will serve this school and help you to learn English. I am

not being an elitist but I will only talk in English here and I also want you to use English when you are talking with me. But it doesn't mean that I will not learn Bahasa. I did, and I am still. And don't worry, I won't laugh at you when you are making mistakes, I will appreciate it. But one thing, if there is a person who talks to me with good English grammar, I will respect him.”

So, as English teachers usually do, she also applies this technique in her classroom activities.

e. Getting students to self-correct

This technique is almost always used by Miss Hochstetler. She used this in six out of seven meetings that the writer observed. The way she used this is identical in each meetings, she mostly used intonation and also offering alternative answers to students.

f. Grammar game

Miss Hochstetler used this technique twice, in the third and the sixth meeting. In meetings she used it, she often used this as the follow up actions for grammar teaching. Usually in the introduction she applied deductive application of rule, and after several following activities, she brought grammar game as the closing activities.

g. Language games

Miss Hochstetler applied language games twice, in first and fifth meeting. In the first meeting, she used *Simon Says* game, as

the closing activities and mixed it with role reversal technique. *Simon Says* game is usually used to teach young learners.

In the fifth meeting, she used ball in a game about vocabulary. She brought students to the schoolyard and made a circle and then played the game, she also joined the game.

h. Peer correction

This technique applied only once; in the fourth meeting. It was after students finished making greeting cards, Miss Hochstetler asked them to show their works to the friend next to them. The other students were responsible to check their friend's work.

This technique is used by Miss Hochstetler to make students communicate each other and see if they are able to recognize mistakes.

i. Positive suggestion

Positive suggestion is found twice during the observation, in the second and seventh meeting. In the second meeting, there were some students complaining that they had problems in learning English, and Miss Hochstetler gave them positive suggestion about it.

In the seventh meeting, she acted as if she was a movie director, as the movie directors usually do, she interrupted the students doing rehearsal and gave suggestions in positive way on how to improve their performance.

j. Question-and-answer drill

This kind of drill is only used once, in the second meeting. It is applied under the topic “*What’s up?*” where Miss Hochstetler taught students how to greet people in casual way. After confirming that students understand the message that she meant to deliver, she practiced it with student then applied this technique to make students practice.

She greeted students, then asked general questions and students were required to answer them quickly.

k. Reflection on experience

This technique is used once in the fifth meeting. She applied this as a closing activity. After playing a vocabulary game using a ball, she asked students to rest while sitting in a circle and asked them to reflect on what they had learned at that time and what they wanted to learn for the next meeting.

This technique, according to Miss Hochstetler herself, was applied so that she would find out students’ wants and needs so that she would consider them for the next lesson.

l. Repetition drill

This drill is the one used in the same meeting as question-and-answer drill, which is in the second meeting. Miss Hochstetler applied this drill earlier than another.

She used this to make students memorize the phrase she was teaching and to correct students’ pronunciation.

m. Role reversal

The Native English-speaking teacher applied this technique in the first meeting, combined it with the language games she was using, which is *Simon Says*.

n. Small group task

Small group task technique only used in the seventh meeting, Miss Hochstetler asked students to make a conversation to be performed in front of the class.

This technique has the same function with peer correction, it makes students to communicate each other and by being cooperative, it also makes them to correct others' work.

o. Structured feedback

This technique also used in the seventh meeting. Still in group situation, she asked each group to choose one representative to give review and comments about lesson at the time.

She gave an example, an outline of how to give review and comments before so that the students knew exactly what they were doing.

p. Use words in sentences

This technique is found three times during the observation. It was in the first, third, and six meeting. Miss Hochstetler applied this like teachers commonly did, by asking students to use the words she had just taught them into proper sentences.

B. Discussion

In this section, the result of the research is discussed related to the theories collected in Chapter Two. So that it can be seen how the theories meet the reality; whether the Native English-speaking teacher used and applied teaching techniques provided in the related theories or the result shows different sides of the real English teaching conducted by English native speaker.

1. Research Question 1

What are the teaching techniques used by the Native English-speaking teacher at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin?

As stated in previous section, the findings on research question number one, these are the techniques used by the Native English-speaking teacher at English Conversation Club in SMK Muhammadiyah Banjarmasin: *composition, conversation practice, creative adaptation, deductive application of rule, getting students to self-correct, grammar game, language games, peer correction, positive suggestion, question-and-answer drill, reflection on experience, repetition drill, role reversal, small group task, structured feedback, and use words in sentences.*

This result indicates that teaching techniques used by the Native English-speaking teacher are related to the theories, during observation process which takes seven meetings, there are sixteen

techniques exposed as stated above. However, in reality the native English-speaking teacher has unique way to treat the students during the teaching and learning process in English Conversation Club.

All of the sixteen techniques observed during the research are provided in theories presented in Chapter Two. The native English-speaker teaching did not have educational background, so there is condition that she used these techniques without knowing the names. However, her mother is a teacher so that is what inspires and helps her most. She watches and knows how her mother teaches, thus she dare to teach.

Furthermore, she learns to teach by doing it, it can be inferred by her experience as tutor/classroom assistant in University of Kansas Applied English Center (AEC). During her experience, she teaches English to multinational students. Leaving from her experience, she decided to apply for Fulbright English Teaching Assistantship Program, and she got it. Relating to her teaching techniques, it is obvious that she has used them since she was teaching in Kansas, then based on her experience in teaching multinational students, she implements them to teach students at English Conversation Club in SMK Muhammadiyah 3 Banjarmasin.

Even without knowing the names, yet she uses the techniques as provided in the related theories presented in Chapter Two. At the end, the name does not matter much but the activity does. What teacher needs is not memorizing the names of techniques, but to

understand what techniques are most appropriate to be used when teaching certain topic and how to apply them.

2. Research Question 2

How did the Native English-speaking teacher apply those teaching techniques at English Conversation Club in SMK Muhammadiyah 3?

Based on the result, the researcher finds that the Native English-speaking teacher applied the observed teaching techniques as the related theories reviewed in Chapter Two. However, in applying deductive application of rule, Miss Hochstetler modified it so it becomes more communicative. Actually, this technique which is under the scope of Grammar Translation Method (GTM) are used to teach students to learn target language by translating the written text presented in target language into students' native language. But, in English Conversation Club, Miss Hochstetler never talks in students' native language. She prefer to write the words she meant to say on the whiteboard rather to translating it directly into students' native language if the students look troubled to understand. This condition makes deductive application of rule technique to be implemented orally in communicative manner and the feature of translation into native language is prohibited.

Among sixteen techniques found in the research, there is one technique which is applied most frequently (six times), namely *getting*

students to self-correct. This technique used by the Native English-speaking teacher almost in every meeting observed by the writer. She used this technique to indicate if there was any mistake made by students and led them to correct themselves. She repeats students' utterances in raising intonation (questioning) to ensure their pronunciation if it was unclear and sometimes gives alternative answer as well. Based on the data obtained by interview, she admits that it was her teaching habits to repeat students' word using raising intonation to give a hint that there was a mistake.

In reality, Miss Hochstetler also is treating the students in English Conversation Club as like treating children. She often invites them to play, the classroom is filled with laughter and noise. The games she uses in her teaching activity are usually applied for teaching young learners; Simon Says, Hangman Game, e.g. Yet she uses them for teaching students in vocational high school and their age's range are 15 – 17 years old. But it does not mean that her teaching is wrong because from her diagnose, that is what the students in English Conversation Club needs. They need more joyful atmosphere in learning English.

The researcher also agrees because when the researcher taught there, students have learnt approximately 6 – 7 hours on scheduled subjects in which the teaching and learning activities are conducted in conservative way. Students are already burdened by the lesson, task, and sometimes their group projects (especially students in Multimedia

department). So, leaving that aside, the existence of curricular activities such as English Conversation Club is to make students relax and not adding more tasks that will burden the students. English Conversation Club has great value; students could improve their English competence without feeling like when they are learning in scheduled time. Moreover, they can learn from native speaker herself and also get more opportunities to communicate using English.

The way that native English-speaking teacher applied the techniques also makes class environment to be more challenging without giving excessive pressure to students. It is challenging because students are not allowed to communicate using their mother tongue. At first, it seems hard but then the students are able to follow the teacher's pace.

It is ironic seeing students which feel more comfortable to learn in the class where the basic rule is to only use English rather than in a class where the teacher is speaking the same language as students and the students are free to use their native language. Logically, the students should be more comfortable when they learn from the teacher with the same native language with them because it means that there is no communication gap between the teacher and students.

But after conducting this study, it is proved that how the teacher delivers the lesson – teaching technique is really important. And matching teaching technique with the topic, and also student'

needs, wants, and lacks are factors that will influence the effectiveness of teaching and learning process.

Matching the technique does not only mean to choose which technique is appropriate, but also the consideration on how to carry out the technique. Is there any element that better be modified? If there is, how to modify the technique so that it does not make it dysfunctional? From this study the researcher has found that there is option to modify the technique in order to make it more effective in engaging students to be active and communicative without ignoring the goal of teaching and learning process.

Take an example from how Miss Hochstetler applies *deductive application of rule* in English Conversation Club. Even though this technique usually makes teaching and learning activities to be boring, Miss Hochstetler has succeeded to transform it into more communicative way and of course, less boring. And thanks to her principle to never use students' mother tongue, the students get more space and opportunity to use English. They can improve their active skill – speaking and writing, in a good environment of learning.

So basically, the native English-speaking teacher's ways in implementing the teaching techniques are in the same route as the theories. Practically, there are elements which make her application differ than the theories, sometimes she modifies the theories to be more communicative, and sometimes she just makes changes on ECC environment and also neglects the rule that she thinks that it would

become a barrier in ECC teaching and learning activity. The same situation is also found in afore-mentioned researches of Al Jabri (2008), Yoshihara (2012), and Thomson (2012) in previous studies that there are elements such as teaching beliefs, perspectives, or personal principle that would influence teachers in applying certain technique in their classroom activities.