

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter attends the research result of the data obtained by researcher while conducting research. The researcher described about the research on teacher and students in SMAIT Ukhuwah Banjarmasin who use group discussion technique in learning English.

There are two problem statement that have to be answered in this research. The first is about the English teachers' role in group discussion at SMAIT Ukhuwah Banjarmasin and the second is about students' response to the teachers' role in group discussion. The data is presented in this part which was collected from observation, interview, and questioner.

1. The English teachers' role in group discussion at SMAIT Ukhuwah Banjarmasin.

In SMAIT Ukhuwah Banjarmasin two English teachers used group discussion technique. In this section the researcher used observation and interview. Meanwhile, the researcher conducted four observation with Teacher A on August 5th, August 7th, August 22th, August 27th. 2019 and also the researcher conducted four observation with Teacher B on August 8th, August 21st, August 22nd, August 26th, 2019. The observation did when the teachers and students used group discussion

in learning. The researcher also conducted interview with Teacher A on August 30th, 2019 and interview with Teacher B on September 6th, 2019.

Name of Teacher	Meeting			
	1	2	3	4
Teacher A	✓	✓	✓	✓
Teacher B	✓	✓	✓	✓

From the table above, the teachers as facilitator, the teachers used media in group discussion. In the first, second, and third meeting teacher A used power point to show material discussed of expression that was:

- a. Asking and giving suggestion
- b. Making, accepting, and cancelling appointment
- c. Making and handling reservation

In addition, the fourth meeting the Teacher A used teacher's handbook, teacher A asked the students to discuss task of subjunctive on their book on page 23.

Meanwhile, Teacher B used various media, she not only used visual media such as power point, but also realia media such as letters and invitation card. In the first meeting, Teacher B used sticky note to

show the situation of offering and suggestion and the students should discuss to make the dialog based on the situation. In the second meeting, she used power point to show example of email and she gave the students paper as example of letters to every group. Then, the Teacher B asked the students to discuss and search the definition of email, letter, and the difference between email and letter. In the third meeting, Teacher taught the invitation and she gave formal and informal invitation card as example to every group. Then, the Teacher B asked the students to discuss and search the definition of invitation and the difference between formal and informal invitation based on example.

In the fourth meeting, teacher B taught analytical exposition text the Teacher gave the difference topic in the paper for every group to discuss about main idea in each paragraphs and search purpose of the texts. The topics that the Teacher B gave were:

- a. Cars should be banned in the city
- b. Use of formalin and other and other additives in foods
- c. The importance of learning English
- d. Global warming
- e. Is smoking good for us?

It was similar with the teacher statement when the researcher interviewed with Teacher A about media in group discussion. He said

that he used power point and handbook because the students could focus in discussion about material and what they should do. According to Teacher B, she said that she use various media in accordance with school facility, learning objectives, and media which she can use. Such as invitation card, power point, letters, sticky note, paper, video and movie.

Name of Teacher	Meeting			
	1	2	3	4
Teacher A	✓	✓	✓	
Teacher B		✓	✓	

From the table above, it could be seen that as facilitator the teachers used the tool. Tool is a thing that used by the teachers to support media in teaching and learning process, whereas the media is used by the teachers to help them in making their students easy understand because it contents the material. Teachers sometimes used tool to support the media. In power point teacher A used LCD, laptop. Also when the student's asked question that they didn't understand the teacher explained it by using whiteboard. Similar with Teacher A, Teacher B also used LCD and laptop. In addition, she also used speaker when the students discuss.

4.3 Teacher Supervised Discussion Technique				
Name of Teacher	Meeting			
	1	2	3	4
Teacher A	✓	✓	✓	✓
Teacher B	✓	✓	✓	✓

From the table above, Supervising discussion technique is one of teacher role as controller. Teacher A controlled the students by coming near to every group to check all the students in group doing their task. When Teacher A walked around the class to see every group, Teacher A found a student who was sleeping when her friends were busy in group, therefore teacher A woke her up softly by calling her name after she woke up then Teacher A asked her why she was sleeping and then she answered that she was sick and felt not find today, because of it Teacher A asked to her friends brings her to go to UKS. Teacher B controlled mostly monitoring all the groups in teacher's chair and sometimes teacher B walked around the class to check every group then re-explained what the students should do in the group. Teacher B also admonished the students who are noise and don't do their task or duty in the group.

This was also in line of the interview about the teachers use group discussion technique. Teacher A said that he always came near

to every group to make sure all the students did his instruction. Differently with Teacher A, Teacher B said that she supervised the students by giving clear interaction to students for making sure all the students understand what they should do in the group.

Table 4.4 Teacher Supervised Material Discussed				
Name of Teacher	Meeting			
	1	2	3	4
Teacher A	✓	✓	✓	✓
Teacher B	✓	✓	✓	✓

From the table above, the teacher as controller. The teacher supervise material discussed, teacher A checked to every group whether all the group didn't discuss something that is related from the material discussed by warning all the students to not discuss the other things out from material. It is different with the teacher B, she walked around the class to make sure the students discuss about the material that day by checking the result of their discussion before the students presented it. This was also in line of the interview about the teachers' way control material discussed. According to Teacher A, He said that the supervised material discussed by warning the students who discuss somethings else which not related to the material discussed. While Teacher B supervised the material discussed by checking the result of students' discussion before students presented it.

Table 4.5 Master Of Material Discussion				
Name Of Teacher	Meeting			
	1	2	3	4
Teacher A	✓	✓	✓	✓
Teacher B	✓	✓	✓	✓

From the table above, the teachers as resource is material discussed. When checking every group, Teacher A found there were the students misunderstood about the situation with the sentence “Sometimes I think I’m an alien!” One of group thought the meaning of sentence is someone who feels he/she is an alien. Therefore, teacher A explained the situation of sentence that means someone feels he/she was expelled from people. In addition, he could answer all of the questions when the students asked to him. Meanwhile Teacher B in group discussion, she could gave the suggestion to help the students when there were confused in doing task, also she could answer all of the questions when the students asked to her.

This data was supported by the data from interview about preparation in mastering material discussion. Teacher A said that he always search material from many references after that he read all of it to mastering material before he teach it to the students. Similar with teacher A, Teacher B said that she always studied the material before teaching and studied about how the students could understand the material easily to discuss so she made lesson plan.

Name of Teacher	Meeting			
	1	2	3	4
Teacher A	✓	✓	✓	✓
Teacher B	✓	✓	✓	✓

From the table above, dividing students into group is one of the teacher role in group discussion as organizer. Teacher A divided the students into group by counting, he asked the students to count from one until five. It started from the student who sit at the front right from the number 1 followed by student to the number 2 and so on until the number 5. If it reached number 5, the next returned to count from number 1-5 until all students in class already had a number, then the students who had the same number become friends with a group. Different with Teacher A, Teacher B asked the student whose their birthdays of august to come in front of class and she found three students because of less to student's therefore, the teacher ask once more the students whose their birthdays 21th and she found fourth students, she determined students in front of class as leader of group and then she asked the leader of group to choose the member of group consist three until four member of group then, the teacher made students into five groups. In addition, she used lottery, she wrote number in the papers and asked the students to take one paper for everyone. If the students got the same number they became a group.

This data was supported by the data from interview about dividing students into the group. According to teacher A, he said that he divided students into some group by counting number because the Teacher A taught that was fair, but Teacher B she said that the students could choose his/her members consist of three until five member in a group because Teacher B taught it made the students were enjoy and relax in group if they gather with their friends. Besides that, she used lottery to divide the group.

Name of Teacher	Meeting			
	1	2	3	4
Teacher A	✓	✓	✓	✓
Teacher B	✓	✓	✓	✓

From the table above, the teachers as organizer. The teachers arranged students' seat. Teacher A and B had same strategy to arrange the students' seat. They made space for every group and made a circle.

The teacher as organizer. The teachers selected the material discussion. Based on interviewing with Teacher A, the teacher said that all materials can be discussed by the students. It was same with answer from Teacher B, the teacher said that all the material are appropriate to discuss, just as important that the teacher gave the clear

instruction what the students should do in the group when they discussed the material together.

Name of Teacher	Meeting			
	1	2	3	4
Teacher A				
Teacher B				

From the table above, The teacher as connector, the teacher connected the material to students' real life. From first until four observation with Teacher A and B, the researcher did not find the teacher connected the material to students' real life because the teachers just gave the material discussion and asked the students answered in group.

2. Students' responses toward group discussion

Based on the results of observation that researcher did on August 5th, August 7th, August 8th, August 21st, August 22nd, August 26th, August 27th, at SMAIT Ukhuwah Banjarmasin about the learning English. It have to be known, that amount of students are 44 students, consist of XII MIPA 2 is 25 students and XII IIS 2 is 19 students.

In addition after the researcher distributed questioner, the researcher also conducted interviewed with several students to strength

the data related the questioner. The researcher interviewed 8 students from 25 students in XI MIPA 2 and 5 students from 19 students is XI IIS 2.

The first students' response from observation is about students looked interested to discussion in group. The researcher found not all students were interested in discussing, some of students did not speak, slept, and noise to speak another topic. But almost students were interested discussion in group, it was clear by they were active to speak about the material like giving the opinion, and giving comments to their friends opinion and they also asked the teacher,

This data was supported by the data from interview with the students, most of them said that study using group discussion technique is more interesting. As stated student A "I like study English with group discussion because the lesson more interesting than usual activities", also by the student S "I can participate to free express my opinion to my friends in my group and my teacher always listen to my opinion" and a stated by student L "I can understand English easily from my friends' explanation when I confuse of material then I ask my friends in group". In the other hand, there also students who dislike study English with group discussion, student B said that she don't like study English together and the other students said it is not efficient study English with group discussion because in group more spoke then discussed material.

The second, students' response about "learning activity is more fun than usually" the data was got just from the interview because the researcher could not find from observation. From interview with the students, many students said that studying English is interesting using group discussion, group discussion can improve their exciting of studying English and English lesson activities is not boring. As stated from student C "In group discussion, I feel more excited because the activity is fun" and from student E said "It is interesting to discuss with group because usually in other lesson we just stay in our chair listen to teacher explanation it is really make me sleepy". And from student T she said "I can enjoy study English with group discussion. Beside that there are few students said that studying English with group discussion is not interesting because they don't like noise and there is also a student said "the technique of group discussion using by the teacher is not interesting, I think it is just so so because the interesting of learning using group discussion is not based on how the teacher uses it but based on member of group, if all of the member are active in discussing in material so the activity will be interesting".

The third students' response about "studying is more excited". The researcher found from observation some students did not do anything, felt sleep and just kept silent, but most of them were active to do discussion.

This data was supported by the data from interview with the students, they said they became excited study English because of group discussion, can speak more active than just listen teachers' explanation and can free to express the opinion. It is stated by student A "I like studying together because I can help my friends to understand the lesson", students G said "I can discuss each other to solve the problem or to complete the task". In addition the students who disagree about studying English with group discussion make them excited, they think in group discussion they don't really work together with their friends in group, sometimes some students in group don't do anything they just follow the opinion of their friends in the group, and then they don't have the same opinion to complete the task.

The fourth response' students about "the material which is given by the teacher is interesting to discuss" the researcher found from observation, some students were confuse with the material but most of them looked happy and laughed together because of discussing the material.

This data was supported by the data from interview with the students, many of them said the material that is given by the teacher is very interesting to discuss. As stated by the student S "the material is interesting because I can understand it fast" and the student M stated "the material is not difficult so I and my friends can do the task", students T stated "the material is appropriate with my ability because I

can answer it correctly". And there are few students said that the material given the material is not interesting to discuss like student F stated "the material is not interesting because I can't focus the material because I don't like study together with friends, I just like study alone" and another student stated that "the material is not interesting because when study it using group discussion to noisy so I can't understand the material".

The fifth, students' response about "material which is learnt is easy to understand" the data was got just from the interview because the researcher could not find from observation. From interview with the students, many students said the material is learned is easy to understand clearly. As stated by student D "I can understand material easily when I less understand the material my friends can help me in my group", student C said "when I tell my opinion to my friends in group and the my opinion is wrong, my friends in my group will remind me and correct my wrong" and the other said "I can the understand the material because my friends explained to using Bahasa, while my teacher using English language". For the student who are disagree they said the material is not easy to understand. One of them said "I don't think the material is easy to understand when I study it together because I used to study by myself".

The sixth students' response about "students try hard to understand well" the data was got just from the interview because the researcher

could not find from observation. From interview with the students, most of the student said they are enthusiastic studying English in group discussion, they try hard to understand the material and do the task well. As stated student L “I try hard learn the material because I really to understand English lesson because I feel shy if all my friends in my group can understand but I can’t so I do that”. And as stated by student G “I try hard to understand the material in group discussion because in group discussion if don’t do that I will just waste of my time in group without get anything”. Just few students don’t try hard to understand the material like both of the said “I don’t try hard to understand the material because the material is too easy” and the other one said “I have learned the material at home and I understand it, so I don’t need to try hard to understand the material in class”.

The seventh response’ students about “students can be active in learning” the researcher found not all students were active in discussing, some of students did not speak, slept, and kept silent. But almost students were active in learning process, it was clear by they were active to speak about the material like giving the opinion, and giving comments to their friends opinion and they also asked the teacher.

This data was supported by the data from interview with the students, most of students said they can active learning English like student B said “I should active in learning because based on 2013

curriculum the student should more active in learning process”, and then stated by student B “I can active in learning process because from group discussion I have some many chances to express my opinion and my ideas”. And the other said “I can active because I always help my friends who don’t understand the material”. From the student who don’t active learning process, one of them said “I don’t active in learning because I don’t really help my friends to do the task.

The eighth response’ students about “students can cooperate with friends in doing the task” the researcher found from observation some students did not follow to help their friends to complete the task but most of them helped and completed the task together.

This data was supported by the data from interview with the students, many students said they can work together with their friends in doing the task. As stated by student C “I can work together because I like to exchange the opinion”, students G said I can work together because I want the task can be completed fast” and then the other student said “I can cooperate because my friends in group easy to be cooperated”, student M stated “I and my friends can cooperate in doing the task because we want to avoid the conflict in our group”. In the other hand, there are also students can’t cooperate with their groups. As stated L “I can’t work together with my groups because there are some members of my group don’t want doing the task, so I just do it with in pairs”, and then student F said “I can’t work together with my

friends in doing the task because I like do it by myself” and the other students stated I don’t cooperate with my friends doing the task because I don’t really help them answer to complete the task”.

The ninth response’ students about “students can be more brave expressing their opinion” the researcher found some students were not confidence to express their opinion because they just kept silent but most of them were brave to express their opinion and asked if they were confuse with the lesson.

This data was supported by the data from interview with the students, many students said that they are brave to express their opinion like student C stated “I am brave to express my opinion because I get confidence from my friends in my group”, and stated by student G “I brave to express my opinion because I understand the material easily”, and then student A said “I brave to express my opinion because if my opinion is wrong, there are my friends can correct my flash or my wrong opinion”. Besides that, there are just few students are not brave to express opinion like student S said “I don’t brave to give suggestion when discuss with my friends because I don’t confidence to do it”, student L said “I am not sure with my answer that’s why I am not brave to say it to my friends in my group” and the other student also said that she is not brave to express her opinion because she is afraid wrong in pronounce the world “.

The tenth response' students about "students can understand the meaning of cooperation and togetherness in group by implementing group discussion" the data was got just from the interview because the researcher could not find from observation. From interview with the students, most of students said by implementing group discussion technique they can learn the meaning of cooperative and togetherness in group. As stated M "from group discussion technique I can appreciate the other opinion" and the student D stated "I can learn togetherness from group discussion because we can help each other to do the task" the students B stated "I can learn about togetherness in group discussion because I can share information and knowledge to my friends" and the other student "from group discussion I can learn about cooperative because usually I and my friend divide the duty to complete the task". And the student who disagree about group discussion technique can't make them learn about togetherness and cooperative. As stated by G "I don't learn about cooperative and togetherness because all my friends in my group ask me to do task alone" and the stated by student C "I don't learn about togetherness because I like study alone" and the other student said "not all the members are active in discussing and cooperating, so I don't think make me learn about togetherness and cooperative.

The eleventh response' students about "students understand all the teacher's instruction" the researcher found from observation some

groups did not understand the teachers interaction because they were wrong in doing the task, but most of them were understood the teachers' instruction.

This data was supported by the data from interview with the students, many student stated they understand all instruction of their teacher. As stated by student E "I can understand all the instruction from my teacher because the instruction is easy to understand", and student T "the instruction of my teacher is clear and simple that's way I understand it", and the other student said "I can understand all my teacher's instruction because the teacher uses vocabularies which I have known when teacher speaks English". And then they are also student don't understand all the instruction from the teacher". As student A stated "I don't really understand all the teacher instruction because the teacher uses full English when speaking", and same as student A, student G stated "the teacher uses full English and doesn't translate, so I don't understand the instruction", and the other student C "I don't understand the teacher instruction because I less attention to the teacher.

The twelfth response' students about "students feel hard to understand the lesson" the data was got just from the interview because the researcher could not find from observation. From interview with the students, just few students feel difficult to understand the lesson by studying English with group discussion. As stated from student L "I

don't easy to understand the material when work together because I used to study the lesson alone". In addition, many students feel easy to understand the material. As stated by student C "I feel the material is easy because when I don't understand it as soon as my friends will help me and explain the material to me". And many

The last response' students about "students can know their English ability because of group discussion" the data was got just from the interview because the researcher could not find from observation. From interview with the students, many students can understand their English ability because of group discussion technique. As stated by the student A "I can understand my ability in English is good because when I do the task I do it correctly" and the other student said "I can know my ability from discussion in English is bad because when discuss I can't discuss in English fluently". And the student who can't their ability. One of them said "I can't understand my ability in English from group discussion because I don't know how to measure it".

B. Discussion

The research displayed the result of this research on the field from observation, interviewed, and questioner. The data analyzed and reported systematically based on problem statements about teachers' role in group discussion and response students toward group discussion.

1. Teachers' role in group discussion at SMAIT Ukhuwah Banjarmasin

Based on observing and interviewing to the English teachers, the researcher got information that the teachers did almost all of the teachers' role in group discussion.

In group discussion, teacher A and B used media and tools as facilitators it was similar with Suryosubroto's statement (2007, p. 183), he said that teacher should provide the students a variety of ease of learning with various ways of teaching, for example from the teacher itself as a facilitator can take advantage of various facilities or materials and tools needed to support student learning activities through discussion. For example the teacher provided a media to make the students easy understand the lesson or material discussed.

In group discussion, teacher A and B supervised discussion technique and material discussion as controllers. It was similar with Suryosubroto's statement (2007, p. 183), he said that in conducting a discussion, the teacher cannot let students to just discuss it. The teacher should supervise the implementation of the discussion in terms of the discussion technique, the material discussed in the discussion. This is also similar with Harmer's statement (2007, p. 57) the teacher as controller is in complete charge of the class like controlling what the students do when

discuss the topic. Not only doing that, but also controlling what they speak is not out from the topic.

In group discussion, teacher A and B as resources because they are master of material discussion. It was similar with Suryosubroto's statement (2007, p. 183) as a resource who learn through discussion certainly need an expert, in this case is the teacher as the expert. Therefore, the teacher should master the subject matter discussed in other to the teacher becomes a resource and guider for students discussing. This is also similar with Harmer's statement (2007, p. 57) about teacher as resource, teachers are needed by their student when the students face difficulties in understanding their material. For example the students might want to know information in the middle of discussion that the topic they don't know the information it.

In group discussion, teacher A and B as organizers because they divided students into group and seat arrangement students. It is similar with Juan's statement (2014, pp. 103-104) there are several components that need to be considered in group discussion as organizer like grouping, seat arrangement and selection material. As organizer here, Teacher A and Teacher B did not select the material because from interview they said that all material were appropriate to discuss.

In observation and interview the researcher did not find the Teacher A and B guided the students to connect the material to their real

life. Based on theory from Suryosubroto's statement (2007, p. 187) he said the teacher should explain and show the problem solving base on real life. In this case the teacher guide the students to solve the problem or material related to students' real life.

2. Response students toward from group discussion.

Many students of Ukhuwah Banjarmasin are interested in studying English using group discussion: they like learning activity in group discussion, they are excited and active when studying English, the material is easy and interesting, they can exchange their mind, they can show their abilities, they are brave to express their opinion, they can help each other to understand the material, they always get help from their teacher, they can work together, and they learn about togetherness. Besides that some students of Ukhuwah Banjarmasin did not interest in studying English using group discussion from some reasons those are: not all students doing the task because some of them may be noisy doing another thing, they didn't like discussing because this technique just be liked by the students who like speaking.

This is appropriate with one of the purposes of group discussion by Putra's statement (2013, p. 126) it is to develop their courage to express their opinion. In the other hand, the finding of students' response is appropriate with theory of the advantages of group discussion from Putra's statement (2013, p. 128) those are:

- a. All students in the group can participate.
- b. The students more easily to understand another students' explanation than presenters' explanation (teacher)
- c. The teacher can identify students who need assistance.

Beside that, the response of students who dislike group discussion in learning English is appropriate with disadvantages of group discussion by (Putra, 2013, p. 128) those are some students in the group may do all the talking and the students who dislike to speak is not excited and enthusiastic learning with this technique.