

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter shows about the result of research and the findings of research related to the formulation of research questions.

English learning program at AB course Banjarmasin is an English course, it also known as non-formal education. The English course was established on October 20th 2009. It has 3 types of program, namely: Basic (Elementary), it is a class for young learners where the learning material starts from the basics even though they have mastered basic English but they are still given basic material for more understand when students go to the next level. Intermediate, it is the middle class that students range from 13 to 17. If they have mastered the material in this class then they will continue to the next level. And then Advanced, this class is for people who are fluent and have mastered learning English.

The basic program is young learners class consisting of 10 students which is held 2 times a week, every Wednesday and Saturday. In one meeting the duration is 90 minutes starting at 04.00pm to 05.30pm. The materials applied are sourced from the internet and YouTube which are simplified and recorded by the teacher so that students can more easily learn and understand the material taught in learning English at AB course Banjarmasin.

1. The strategies of learning English are applied to young learners at AB course Banjarmasin

Based on the results of interviews and observations made by the researcher, the system of learning English in this course is semi-private with a small class where there are only 10 students in the class which the strategies used by the

teacher are direct and indirect strategies. This is a type of strategy associated with teaching and learning activities. In addition, the teacher also used it in evaluating learning so that they can find out the success of the learning that has been done.

The researcher also found that the strategies were assisted by learning methods. The method used is the drill method which affects the learning process. This method provides repeated practice to develop students' skills. In fact, this drill method is included in the Audio-Lingual and Grammar-Translation Method categories, which means that it further improves speaking and listening skills. However, the drill method used here is more of a practice related to writing, reading and grammar as a basis for learning English. The books that are used as learning materials also start from the basics so that at higher levels they do not have difficulties.

The researcher noticed that drill method was one of the methods carried out by giving students repeated exercises until certain skills could be mastered. This emphasizes the habits acquired through the exercises carried out so that the mastery of these skills develops and ultimately can be mastered well. Apart from practicing by answering various questions in the book, they were also asked to make up stories or write short stories. Once a month, they are asked by the teacher to read the stories they have made in front of their friends.

It turns out that this learning strategy is not only used by teachers but also students. The researcher found that the strategies used by students were indirect strategies with several types of strategies such as affective and social strategies. This can be seen in the learning process that takes place, they pay attention then ask questions about the material presented by the teacher and cooperate with friends. Then, it also can be seen from the way they pronounced the sentences in the story,

and by making a few small movements to cover up mistakes and overcome concerns in reading story.

In learning English at AB course Banjarmasin, it can be said that it has not been effective, where there are several things found in learning that make the learning atmosphere monotonous and unpleasant, including: the teacher has not carried out a variety of classes, an activity that can make learning atmosphere fun, the teacher never used games in learning both language games or games that can attract students' attention. Even though, once a month they are asked to tell what they have written. In addition, in giving assignments, they rarely apply cooperative learning and they often give individual assignments.

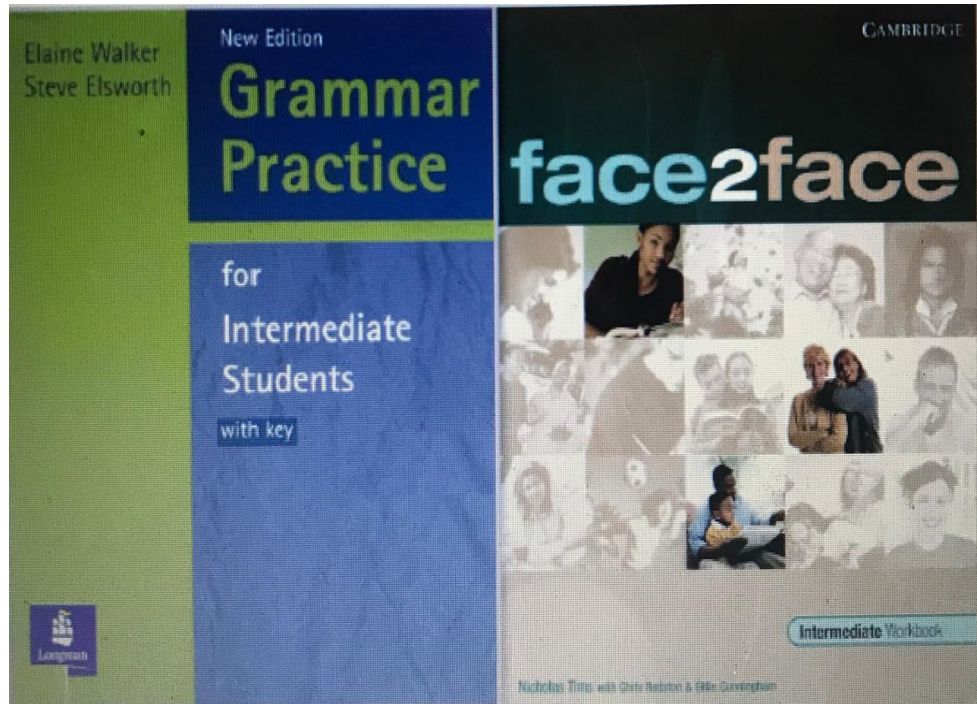
This learning program can be said to be successful by conducting an evaluation. It is carried out when the studied module book has been completed by providing practice questions that have been learned. Then the evaluation is carried out again every 3 months to find out the extent of the students' understanding and abilities in English. Evaluations are carried out by means of interviews, discussions, and exams.

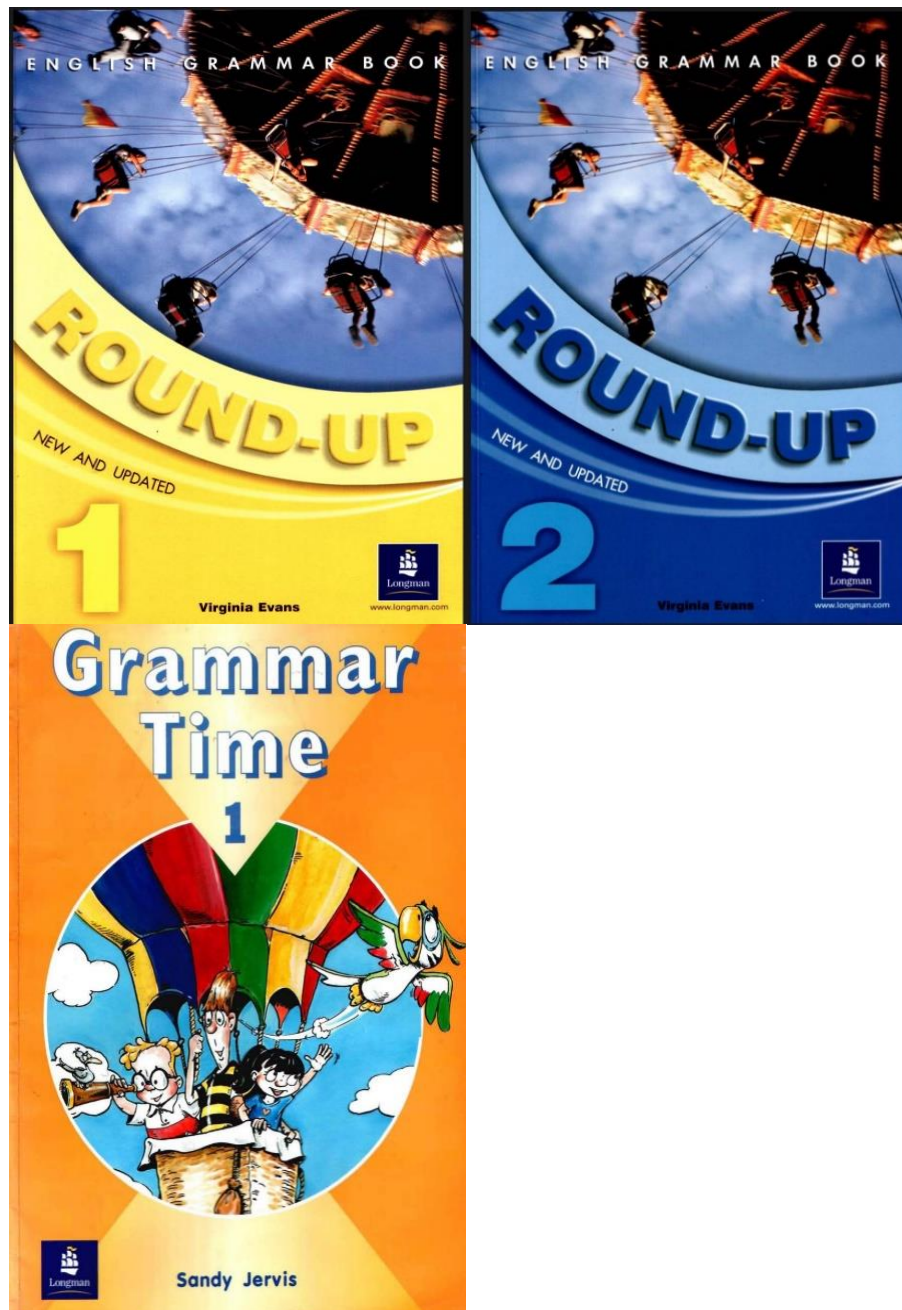
2. The Supporting and Inhibiting Factors in success of Learning English at AB course Banjarmasin

a. Supporting factors in learning English

1) Using the quality books

In implementing this program, English is taught in detail with books that have been selected and adjusted by the teacher. The books used are book series published by speaking English countries such as from Longman, Cambridge, etc.





2) The activeness and presence of learners is quite high

From the results of observation and interview, the level of attendance of learners in participating of learning English program at AB course is quite high. It can be seen from their enthusiasm in learning English and being actively present to participate in learning at every meeting.

b. Inhibiting factors in learning English

1) The teachers

From the results of observations and documentation obtained, the researchers obtained information that the teaching staff for the English learning program at AB Course Banjarmasin consists of 2 teachers, but only 1 teacher teaches in the class of young learners. It is not balanced with the number of participants who take part in this program, so this learning program is not yet effective because of the limited teaching staff.

2) Limited time of learning

The implementation time of this program takes the afternoon after prayer Ashar around 04.00pm. This is a significant obstacle because the stamina of each learner is very diverse, it can interfere with their focus on learning English. It also makes some materials unable to be conveyed in detail so that learners repeat some material that they do not understand.

3) Learning media

Learning English for young learners will be more effective if the teacher uses the media to support teaching and learning activities because children like things that are visual in nature. The use of media in the form of real objects, pictures, puppets, and miniatures can make the presentation of material more interesting and fun in order to arouse interest and motivate them to improve their English skills and achievements.

B. Discussion

This sub chapter presented the discussion from the findings above. The researcher has collected the data from interview and observation are processed and

presented on the described in findings. In the discussion the researcher tried to relate between findings and theories in chapter II.

1. Strategies of learning English are applied to young learners at AB course Banjarmasin

Related to this research, the strategies used in learning English for young learners at AB Course Banjarmasin are direct and indirect strategies where the teacher plans and arranges teaching and learning activities and focuses attention on students then continues with giving practice questions so that students more understand of learning material provided (Oxford, 1990).

In learning English, students are always supervised because the system used in this course is semi-private so the teacher is more active than students in explaining and also asking about the material presented. This relates to the way the teacher knows the extent of student understanding and aims to improve student performance at the next meeting.

The method applied by the teacher who always explains and gives questions to students in class where this learning activity is fun for most students who are young learners. Young learners are students aged 6 to 12 years who learn English as a foreign language at school (Suyanto K, 2007).

2. The Supporting and Inhibiting Factors in Implementing of Learning English at AB course Banjarmasin

From the data on the findings, it can be seen that there are several factors that support and inhibit learning English at AB Course Banjarmasin. The factors related to learning English; using quality books is the main material in learning in this course, and students' enthusiasm in learning English here is very high because they like English and the material provided is easy to

understand by them. In addition, there are also inhibiting factors in learning English in this course which are the limited teaching staff and time for learning.