

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The result of the data were obtained by researcher while conducting research. The researcher described about the teacher in SMPN 8 Hulu Sungai Tengah who used group discussion technique in learning English. To identify about English teachers' teaching and learning process in manage group discussion at SMPN 8 Hulu Sungai Tengah. The researcher using technique of collecting data that are interview and questioner.

The data also answered about problem statements that the researcher formulated which consist of about How does the teacher manage group discussion at SMPN 8 Hulu Sungai Tengah. The researcher collected the data from June 4th 2020 until August 2th 2020.

The data is presented in this part which was collected by questionnaire and interview. This data presentation described the result about managing group discussion at SMPN 8 Hulu Sungai Tengah. In this research, the researcher gave 15 items to collect questionnaire data include three category, and the teacher can answer Always, often, sometimes, never. And also 10 item of interviewed.

#### **1. The teacher should do when some groups finish earlier than others**

Based on the results of questioner that researcher did on June 4th until 2 August 2020 with English Teacher's at SMPN 8 Hulu Sungai Tengah about How teacher should do when some groups finish earlier than others. It have to be known about How teacher should do when some groups finish earlier than others. In addition after the researcher

distributed questioner, the researcher also conducted interviewed with the teacher to strength the data related the questioner.

Based on the interview to English teacher in SMPN 8 Hulu Sungai Tengah the English teacher applies group discussion technique to do group work in completing an assignment.

- a. Teacher check to see if the groups have done the assignment properly. Teacher always checks every group to see how they do the assignment, especially to group that has been completed it, if their work found the mistake step teacher tells directly to all students how to correct for complete the assignment. It was similar with the teacher statement when the researcher interviewed with teacher, she said that she always check their work while approaching the group one by one to see them working together. The teacher said when she walked around the class to see every group, sometimes the teacher found that some student was busy in group, also sometimes found students who still don't understand, but the teacher will asked the other member of the group to help the student. But sometimes the teacher re-explained the materials or what the students should do in the group.
- b. Teacher compare what they have done with other groups that also finished early. The teacher sometimes compares what they have done with other groups who also finished earlier. But usually she will wait for all the groups to finish then the teacher check all their work to make it better.

- c. Teacher have groups discuss how they worked together. This information was supported by the data from interview when interviewed the teacher. The teacher said sometimes she explained how they would work together but not repeatedly, she only told them once or twice as well about how the teacher would grade students, usually based on the accuracy of the answers and also based on who was the fastest to finish. But it all depends on the situation whether it is possible or not. For example like one student answering number 1 and another student answering the next number. But sometimes she don't need to know how they will work together because the teacher want to see how they work together so it's up to them how comfortable they are in their groups.
- d. The teacher no provided one or two sponge activities. She just ask them to wait and check back on the work they are doing This was also in line of the interview about the teachers give sponge activities to groups that finish early The teacher said she never give sponge activities to groups that finish early. The teacher only give better grades if they have good answer and she just tell them not to disturb as much as possible, keep sitting in their places. And the reason why the teacher didn't provided sponge activities, the teacher said because the main goal in group work is to achieve learning objectives, especially on the material being taught. Then if she asked them to do additional activities, it will lose their focus on the group assignment given.

- e. The teacher set time limits to discourage group from dawdling, the teacher will always calculate the appropriate duration so that they can complete the task properly. This was also in line of the interview about the teachers set time limits. The teacher answered yes, the teacher said that obviously she always tell them about their deadline to do group assignments because if they are not told they will work over limit.
- f. Teacher asked students to help other groups that have not yet finished. The teacher answered sometimes because she want to know the ability of the students in the group except when there is a group that can no longer answer questions until time is running out. The teacher would tell the finished group to help the group who not yet finished or even she will leave their work not finished and score according to ability them based on the answers available only, then we answer the question together in the next meeting.
- g. Teacher give groups that finish early can work on homework or other assignments. The teacher answered never, she will check their answers first. If the answer is good the teacher will give them a gift and a good point too of course. But if the answer is not correct the teacher will tell them to clear the answer with the remaining time.

## **2. General Strategies in forming group work.**

Group work can be an effective method to motivate students in learning, develop critical thinking skills, communication, and decision

making. But without careful planning groups can make students and teachers feel like a waste of time.

- a. Planning each stage of group work, the teacher said always plans each stage of group work. It also talks with students about their past experiences with group work and lets them set some ground rules for successful work. this stage can be successfully accomplished through the use of note cards.
- b. Carefully explain to your class how the groups will operate and how students will be graded is one of the general strategies in forming group work that is always carried out by teachers, this data is obtained in a questionnaire. The teacher tells about the procedure for the assignment given and tells how the teacher will assess their work. So that students will try to do their work perfectly.
- c. Help students develop the skills they need to succeed in groups. Sometimes the teacher do, she did in general. For example the teacher explains the assignments clearly to guide student success in group work. Tell students exactly what they need to do and explain what the result of their group work will look like. Because explaining an overview or goal is important, especially when group work is about to take place. Prepare written or visual instructions and always remember to set time limits for group work.
- d. Consider using written contracts. In the questionnaire the teacher answer sometimes this is the same as the final result when

interviewed. The teacher said that working in groups can be challenging. Therefore sometimes a written contract is required. The teacher said that she ever made a written contract to group members who did not participate in the assignment, other group members can remove the student's name from their group members.

The teacher also sometimes do written contracts or agreements from students in determining group members. the teacher tells about how the group division is usually done in the classroom. for example she divide the group by counting 1, 2, 3 which is repeated until it's finished. So those who count 1 will join group one and so on. Sometimes also based on absences, and sometimes it can also be based on color choices. Because the teacher taught that was fair, but teacher said that the students could choose his/her members consist of three until five member in a group because teacher taught it made the students enjoy and relax in group if they gather with their friends. Besides that, she used lottery to divide the group. Teacher strategy to arrange the student's seat. The teacher made space for every group and made a circle.

### **3. Setting the Context for Discussion**

The best discussions keep everyone active, either by sharing or thinking. Even those students who rarely, if ever, contribute can still participate in other ways. Here are setting the context for discussion that

the researcher got the data form the questionnaire and also interviewed the teacher.

- a. The teacher said that explain and set the ground rules for participation is important especially for long periods of group work, that's why the teacher often to explain and set the ground rules in group work. Determine how group members should be with each other, including principles such as respect, activeness, and methods of decision making. Need to make a group contract. See group decision making.
- b. Ask students what makes for an excellent class discussion. The teacher sometimes ask students what makes for an excellent class discussion, she said that the student can give the responses or argument to their friend or teacher so that make student more active. The teacher also feel that students in a group members will be more likely to contribute to a discussion if they feel they are in a safe, comfortable environment.
- c. Give pointers about how to participate in a discussion. In questionnaire the teacher answer often give the students pointers about how to participate in a discussion. It similar with the interviewed the teacher said if a student doesn't pay attention to the explanation the teacher can call on them so that he or she can focus better in class. As a result, students pay more attention to what happens during learning and discussion time. Developing Student Speaking Skills - in many professional settings, group speaking is essential. The teacher teaches students to speak confidently in front

of friends. Public speaking is a skill that improves with more practice.

- d. The teacher sometimes assign preparation activities, because class discussion can be less controlled, teachers must have clear expectations for themselves and for students about the topics to be discussed. The teacher can ask some questions about how to have a good discussion at the beginning of the class and ask the group to answer them. Part of a solid group discussion also produce a successful group.

## **B. Discussion**

This chapter is started with research finding then the researcher analysed how the teacher's managing group discussion at SMPN 8 Hulu Sungai Tengah. The data which had been from the questionnaire and interview. Then, the data were analyzed and reported systematically based on how the teacher managing group discussion. Based on it, the researcher would take and would know to how the teacher managing group discussion.

### **1. The teacher should do when some groups finish earlier than others**

Based on the questionnaire and interviewed the English teacher in SMPN 8 Hulu Sungai Tengah the English teacher applies group discussion technique. The researcher got information of the teacher should do when some group finish earlier.

- a. When some group finish earlier than others, teacher always check to see if the group have done properly as a theory of Jack C. Richards and Willy A (1996 p. 56). The teacher as controller is in

complete change 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. She 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 technical discussion, the material discussed in the discussion.

- b. Teacher sometimes compare what they have done with other groups that also finished early because by checking we will find out where the mistakes are in the student group work. So, that it can be notified again to all students so they don't make mistakes again.
- c. In accordance of theory Jack C. Richards and Willy A (1996 p. 56) Teacher have groups discuss how they worked together. The teacher said sometimes she explained how they would work together, and about students would be graded. It is usually based on the accuracy of the answers and also based on who was the fastest to finish. But it all depends on the situation whether it is possible or not.
- d. The teacher never give sponge activities to them who finish earlier than others. Teacher should develop one or two “sponge activities”. Example choose a category, one student says the name of something in that category and the next student says the name of something else in that category, but it must start with the last letter of the previous word. For instance, if the category was food:

orange – eggplant – tomato, etc. Based on the theory of Jack C. Richards and Willy A (1996 p. 56). The teacher use of sponge activities because students can do something fun while studying and not disturb students who have not finished working on group assignments. It also make student enthusiastic and more active in class.

- e. Teacher always tell the students their deadline to do group assignments because if the teacher not told them they will work over limit. This similar with theory Jack C. Richard and Willy A teacher should set time limits to discourage group for dawdling.
- f. Teacher ask students to help other groups that have not yet finished. The teacher answered sometimes because she want to know the ability of the students in the group except when there is a group that can no longer answer questions until time is running out. Accordance to theory of Jack C. Richard and Willy A that the teacher ask students to help other group that have not yet finished. From this the researcher found positive things that is making students more active in learning English.

## **2. General Strategies in forming group work**

Based on the research, the use of general strategies in forming group work is quite effective because researchers find good results.

- a. Plan for each stage of group work. Many students look very enthusiastic and more active in group discussion. As revealed in the theory of Barbara Gross Davis (2009 P. 192), “Tools for

teaching” states that when you are writing your course syllabus, decide which topics, themes, or projects might lend themselves to formal group work. Think about how you will organize students into groups, help group members negotiate among themselves, provide feedback to the groups, and evaluate the products group work. Before we start the first group work the teacher is planning what to do such as determining the theme topic, organize the students and evaluate their work.

Based on the finding research the plan for each stage of group work (a) make the classroom atmosphere more controlled, From the result of interview was conducted to the teacher, the writer found that the teacher plan for each stage of group work ; it made the classroom atmosphere more controlled; (b) Interested learning English in group work, the result of the interview was conducted to the teacher; it made the students was interested learning English in group work; (c) students are not sleepy, In addition, the student said that sometimes the teacher was more serious in teaching process and it made the students sleepy and it was not effective for studying English.

- b. Based on the questionnaire and interview about carefully explain to the class how the groups will operate and how students will be graded the teacher tells about the procedure for the assignment given and tells how the teacher will assess their work. So that students will try to do their work perfectly it is also the same as theory of Barbara Gross Davis (2009 P. 192) Take a bit of extra

time to explain the objectives of the groups task and define relevant concepts. Students will need advice about what group membership means, how to get started, and how to know when their task is done. Students will also want to know how they will be graded. Keep in mind that group work is more successful when students are graded against a set standard rather than against each other (on a curve). As teachers have to explain in advance what is the purpose of the group task. set the time to start and end the group task. and tell students how to rate them

- c. Help students develop the skills they need to succeed in groups. It is known that the students' responses in group discussion provided by their teacher have a positive impact, it seems that students are very enthusiastic and pay more attention to learning. It's related to the theory of Barbara Gross Davis (2009 P. 192) who said that it is important to help students develop the skill they need to succeed in groups. Many students will need tips about active and tolerant, listening, helping one another master content, giving and receiving constructive criticism, and managing disagreements and conflicts. Discuss these skills with your students, provide resources as needed, and model and reinforce these skills during class.

Studies show that interpersonal skills training is a key to successful learning for students working in groups. Making students to develop the skills they need. Help each other in mastering the lesson and accept mutual criticism. Interpersonal skills training is a key to successful learning for students working in groups. So the

teacher help students develop the skill they need to succeed in group in the classroom related with the material then can help the students more active and understand about the material.

- d. Consider using written contracts. The teacher said that working in groups can be challenging. Therefore sometimes a written contract is required. It is line with theory of Barbara Gross Davis (2009 P. 192) Some class have students sign contracts, generated by the students or by the teacher, that list members' obligations so their group and penalties for slacking off. Responsibilities include being prepared and ready to share, listening actively, and being supportive of others. Sample penalties include taking on extra work and making up missed assignments.

### **3. Setting the Context for Discussion**

Data collected from the categories of Setting the context for discussion in English learning.

- a. Explain the ground rules for participation. The teacher said this will make students don't get confused while the activity is taking place, she usually explain how the steps must be done first, then to be more clear when the activity is taking place she also tell again so they don't forget. Even if the teacher believe the instructions are clear, students may have legitimate questions about the activity. Give them time to ask questions before they get to work. It similar with theory of Brown, D. H. (2000) for example, do students, have to raise their hand to speak. If you will call on students at random,

do they have a right to “pass” without penalty. If the class is small, you might involve the students in setting the ground rules.

- b. Ask students what makes for an excellent class discussion. The teacher sometimes ask students, she said that the student can give the responses or argument to their friend or teacher so that make student more active. From this the teacher feel positive things that is students in group will be more interested in speaking English and contribute to a discussion. It is in line with theory of Brown, D. H. (2000) “Principles of Language Learning and Teaching” Either in writing or small groups have students develop guidelines that they can refer to during the term. Faculty who have posed this question report that students paint a vivid picture of an engaged, energetic class: well-prepared students; wide participation: respect for different opinions; thought-provoking questions; and thoughtful listeners.
- c. Give pointers about how to participate in a discussion. Based on the data the teacher often give the students pointers about how to participate in a discussion this is appropriate with Brown, D. H explain that the purpose of discussion is exploration—the search for more information and new viewpoints to compare and test—not advocacy or battle. Stress the value of listening carefully, tolerating opposing viewpoints, suspending judgment until all sides have spoken, realizing that there may not be one right answer or conclusion, and recognizing when one has not understood a concept or idea.

d. Assign preparation activities. The teacher sometimes assign preparation activities because group discussion can be less controlled that's why the teachers should do preparation for what the teacher do when its happen. Accompany a reading assignment with questions likely to arise during the discussion. Ask students to conduct a "fact-finding mission" to search the texts for factual evidence that clarifies a particular concept or problem. Or ask students to come to class with a one-or two-paragraph position piece or several questions they would like to be discussed.