

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

After conducting the research, the researcher obtained data about the implementation the use opinion gap activity. Researcher findings provide the information found by the researcher through research instrument. In this research there are two research question, it means this chapter require two main points of research findings as two reseach question as well.

In this section the researchers also answered the research by conducting direct observations, interviewers with the teacher and documentation. Then after conducting interviewers withe teachers, researchers found out that teachers use the opinion gap activity technique in the teaching and learning process.

#### **1. Implementation the use Opinion Gap Activity in teaching and learning English**

From the data observation, researcher observed the teaching and learning process directly in the classroom. The detail observation process which has done can be seen from the teaching and learning process in the bellow diagram:

Table 4.1

## Research of Observation (First meeting)

No	Teaching Activity	Material	Technique	Evaluation
1	Opening	Thing in classroom	Greeting, praying together and cheek the students	Exercise
2	Preparing the class		Preparing the material	
3	Explaining the lesson		Teaching and learning process	
4	Praising and giving warning			
5	Clarification		Make a group and ask the students to speak then the lecture clarify	
6	Asking Question			
7	Closing		Praying and say Alhamdulillah Together	

At the first meeting discussed about “Thing in classroom” it begins with opening the class with greetings, praying together and cheking student attendance.

The teacher explains the material and writes the vocabulary in front of the whiteboard. After the teacher explains the material. The teacher asks students to reveal vocabulary and translate the word. and students follow the teacher’s instructions to express and translate vocabulary one by one. If they are wrong in pronounciacion, then

it is repeated again until they can say correctly. While discussing with the teacher.

To make sure the students understand the material, the teacher asks again what vocabulary learning was today. For example : first, “Apa Bahasa Inggrisnya Kursi?” then the students answer together “Chair”. Second, “Apa Bahasa Inggrisnya Meja?” then the students answer together “Table”. And Third “ Apa Bahasa indonesianya Buku?” then the students answered “Book”.

Before the class ended, the lecture asked the students to repeat the pronounciation of vocabulary together with their friends. To make sure students understand his material and the closing lesson the teacher explains again about his the material and conclude the material.

Table 4.2

Result of Observation (Second Meeting)

No	Teaching Activity	Material	Technique	Evaluation
1	Opening	Thing in classroom	Greeting, praying together and cheek the students	Exercise
2	Preparing the class		Preparing the material	
3	Explaining the lesson		Teaching and learning process	
4	Praising and giving warning			
5	Clarification		Make a group and ask the students to speak then the lecture clarify	
6	Asking Question			
7	Closing		Praying and say Alhamdulillah Together	

At the Second meeting they were still discussing about “Thing in classroom” it begins with opening the class with greetings, praying together and cheking student attendance.

The teacher asks again about previous material teacher re-explain the material and rewrite new vocabulary in front of the whiteboard. After the teacher explains the material.

The teacher make a groups for the students, 1group consists of 4-5 students. And then reveal the vocabulary and translate the words. And

the students follow the teacher's instructions to express and translate vocabulary one by one. The teacher also ask students to make sentences related to things in the classroom and read the sentence in front of the class in the groups. If they are wrong in pronunciation or in the arrangement of the sentences, then the correct wording is repeated until they can say it correctly. while discussing with the teacher.

To make sure the students understand of the material, the teacher asks again what the lesson today is. For example "Apa kalimat yang dibuat oleh kelompok A?" and student from group B Answered "My friends borrows my ruler in the classroom" then the teacher asks again. "Ada yang tahu artinya apa?" One of the students answered. "Teman-temanku meminjam penggarisku dikelas." And the teacher asks again "Apa kalimat yang dibuat dari kelompok C?" then the students from group A answered "I keep my book in the cupboard?" then the teacher asks group D to translate "Ada yang bisa menerjemahkan artinya apa?" then the other group students answered "Saya menyimpan buku didalam Lemari".

Before the class ended, the teachers ask the students to repeat the pronunciation of the vocabulary and sentences they made together with their group. To make sure students understand his material and the closing lesson the teacher explains again about his the material and conclude the material.

Table 4.3

Result of Observation (Third Meeting)

No	Teaching Activity	Material	Technique	Evaluation
1	Opening		Greeting, praying together and check the students	
2	Preparing the class	Things around school	Preparing the material	
3	Explaining the lesson			
4	Praising and giving warning		the teacher always support and give motivation	
5	Clarification		Make a group and ask the students to speak then the lecture clarify	Exercise
6	Asking Question		Ask the students about the material	
7	Closing		Praying and say Alhamdulillah Together	

At the Third meeting discussed about “Things around school” it begins with opening the class with greetings, praying together and checking student attendance

The teacher explains the material and writes the vocabulary in front of the whiteboard. After the teacher explains the material. The teacher

asks students to reveal vocabulary and translate the word. and students follow the teacher's instructions to express and translate vocabulary one by one. If they are wrong in pronounciacion, then it is repeated again until they can say correctly. and the teacher make a group for the students. 1 group consists of 4-5 students. The teacher asks the students to make a sentences related to the material. And read the sentences in front of the class in group. If they are wrong in pronounciacion or in the arrangement of the sentences, then the correct wording is repeadted until they can say it correctly. While discussing with the teacher.

To make sure the students Understand the material, the teacher asks again what the lesson today is. The students one by one represent the group to explain their results of the group. For Example "all the students could read the announcement in the noticeboard" and then "there are 8 Toilets in our school, 4 for men and 4 for women" and some of the students still feels difficult in speaking english, but the teacher always support and give motivation to him.

Before the class ended, the teachers ask the students to repeat the pronounciation of the vocabulary and sentences they made together with their group. To make sure students understand his material and the closing lesson the teacher explains again about his the material and conclude the material.

Table 4.4

Result of Observation (Forth Meeting)

No	Teaching Activity	Material	Technique	Evaluation
1	Opening	Library	Greeting, praying together and cheek the students	Exercise
2	Preparing the class			
3	Explaining the lesson		Saw a picture about the material	
4	Praising and giving warning			
5	Clarification			
6	Asking Question		Ask students about the material	
7	Closing		Praying and say Alhamdulillah Together	

At the forth meeting discussed about “Library” it begins with opening the class with greetings, praying together and cheking student attendance.

Before start the lesson, the teacher used brainstroming to explain students of the material that they would learn. The teacher asked the students to saw a picture and asked the students make a sentence what their saw from the picture. After that the teacher asked the students



what would they learn today, and the respond students they would learn about "school" because the saw picture is "bookshelf". And the teacher said that we would learn about "Library".

The teacher explains the material and writes the vocabulary in front of the whiteboard. After explains the material the teacher makes an example sentence to make sure the students with his material. This is an example sentence from the teacher " we can borrow some books in the library" and the teacher asked the students to make a sentence about library with their friends and the students read their a result and the teacher corrected their pronoun and sentence if their were wrong pronouncing. After the students readed their a result, the teacher give students their an assignment, before assignment the teacher asked a students to make a group. One group there are 4-5 people and after the students make a group, the teacher explain about their assignment. The students have to answer "True or False" choose one of them and the question related to about library.

After they did their assignment, the teacher will do discussion with their result. The discussion begins by asking students answer the question and giving a reason why the chose answered it. There is one students to answered the question and giving a reason. And then one by one the students read their a result if they were wrong in pronouncing the teacher repeat until they could say in the correct one.

Before class ended teacher explain again about library and ask the students some question related to the material. And the class ended the teacher ask a students to make conclusion and review in the lesson.

After Observation in the class. The writer conducted interview with the teacher by using interview guidelines. So, the data here can be completed. Before asking the statment problem, the writer asked general questions to the Teacher Mrs Eny Susilowati S.Pd.

## **2. The challange the teacher overcome handle in using Opinion Gap Activity**

To answer the second research question, the researcher used the result of the observation cheklist and the result of interviews. The result of the interviews provide real challanges faced by teachers in using opinion gap activity.

Furthermore, the result of the observation checklist also strengthen the answer. The resource person explained the challanges faced. The result of the interviews also help answer research questions because in the description the research confirms the description of the teaching and learning process with the teacher. There are several sections in the cheklist that support the completeness of the data because in the research the main things needed to answer the research question. The teacher tells the challanges faced for young students.

Because, he explained the use of opinion is not easy to grow motivation among students. So the teacher must as much a possible make students intested and looking to respond to lessons in class. This is also a challange for teachers because they hve to think carefully about what questions need to be created for students in order to attract students' attention in class. Especially for early age students, their thinking is still broad enough to think far, so the teacher should make students imagine and develop the ideas that are in their minds.

## **B. Discussion**

In this part, the researcher explains the result of research about the using opinion gap activity in teaching English. The objective of this research was to find out. "How does the teacher implementation the use opinion gap activity in teaching and learning english at SD Alam Muhammadiyah" and to find out " What the challange does the teacher overcome handle in using opinion gap activity in teaching english"by observation cheklist and interview. An observation cheklist was done by researcher to see and observe the learning situation in the classroom.

As has been presented on findings, the result in the interview shows that there are some challanges faced by the teacher to use opinion gap activity. And a detailed descrrptionof the result from the observation cheklist as supporting data to finding this challanges.

The researcher found that students were active in participating when the teacher used implementation opinion gap activity. Also, the researcher found that almost all of the students have a good response in teaching and learning process. It means the implementation opinion gap activity has an effect to students participants in the teaching and learning process.

# **1. Implementation opinion gap activity that have by english teacher In SD Alam Muhammadiyah Banjarbaru**

## **a. Discussion**

This type is found at every observation meeting, because in the learning process the teacher asks several questions to make a communication and interaction between students and teachers. The teacher also asks questions related to the learning material. Like asking about things that are around students and students also answering question with various answers respectively. This is also related to theory “Activities that can be done in the opinion gap activity is discussion, debate or story completion and many others. In the aforementioned activities may spur the student to argue and give his personal opinion (Mukesh).”

Researchers use discussion as a form of activity that can support students to be able to understand more deeply and think critically about a material to be understood or a task to find the best answer.

In this activity, of course each student can issue his personal opinion, with the aim to find the best solution in each task or study case provided in the learning book.

In the book, researchers place discussion activities in several different forms. For example of the activity in the discussion session is conducted with a colleague or friend who sits next to students to discuss together about the tasks that have been provided. In this activity students can train teamwork well with the aim of finding the right answers to the readings that have been provided previously. Working with teams greatly helps students to train themselves in listening to the opinions of others.

#### **b. Debat**

This type was found in the second and third observations. In this teaching and learning process, the teacher tries to build the enthusiasm of the students to learn. The teacher also explains the material while inviting students to interact and discuss. The teacher also creates study groups so that they can exchange opinions and can defend their arguments. This also related to theory “In the opinion gap activity students are given the opportunity to express their opinions on the situation or problem given. Each person has a different perspective on problem solving, in the opinion gap activity each student is asked to express his opinion, with various opinions expressed by the

students are expected to achieve the best solution to solve a problem Ali Akbari, (2014).”

In opinion gap activity, of course we cannot leave the debate activities. Because in this activity students will be trained to think critically and logically in defending their arguments or opinions, incorporating debate activities in learning books is not easy for researchers themselves, This activity can also greatly improve students' speaking skills.

The researcher tries to make the instructions listed above as clear as possible, so that students can follow the debate activity well.

### **c. Story Completion**

This type was found in the fourth observations. In this teaching and learning process. The teacher asks some question to make a communication between students and teacher. The students also looked very enthusiastic when answering some questions from the teacher. They were asked to form groups and complete the task of making sentences. The teacher also asks students to read one sentence at a time from the group result. This also related theory “Opinion gap activity refers to feelings, attitudes and personal preferences to complete a task, so the right task to give to students is by giving students a social problem such as the number of unemployed and then the students are asked to provide a

solution. Another example is, ask students to give advice to their friends who are having problems Mao, (2012).”

Story completion is an activity to complete a story with the students' own ideas they can also add characters, roles and other descriptions that are in accordance with their wishes. This activity is very fun because it can help students to improve their creative.

## **2. The challenge the teacher overcome handle in using Opinion Gap Activity**

In the opinion gap activity students are given the opportunity to express their opinions on the situation or problem given. Each person has a different perspective on problem solving, in the opinion gap activity each student is asked to express his opinion, with various opinions expressed by the students are expected to achieve the best solution to solve a problem Ali Akbari, (2014).

The use of this opinion gap activity is also used to interact directly between teachers and students while the challenges felt by the teacher are also in the duration of the learning time. In SD Alam Muhamadiyah Banjarbaru there are only 2 subjects in English every week. Because it might be a waste of time. Opinion gap activity refers to feelings, attitudes and personal preferences to complete a task, so the right task to

give to students is by giving students a social problem such as the number of unemployed and then the students are asked to provide a solution. Another example is, ask students to give advice to their friends who are having problems Mao (2012).

This because the use of this opinion gap focuses more on students speaking. Students are also asked one by one to voice their ideas and imagination. But on the other hand there are also advantages of using a gap opinion, namely it can make it easier for teachers to monitor the level of focus each the students one by one and also make it easier for students to learn to speak. where they can exchange opinions when discussing with their friends. Disparity of opinion is also a very effective technique applied in the teaching and learning process of English. To train students in pronunciation in English and improve their skill. In short, this opinion gap is very useful for teachers and students in learn English.