

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This presents data and findings related to the questions stated. The data presentation pertaining to the English language teaching methodology employed by teachers through the use of spying method is shown in the first subsection. and the second presents the results of the spaying method's investigation of students' motivation and self-confidence

4.1 The Process of Spying Method in English Teaching Class

In the process of implementing spying method in English teaching class, the teacher divided into 3 processes : pre-project, while-project and post-project. Each project have several class activities described in the following paragraph.

a. Pre-project

There are various activities that go into making up this pre-project. based on the researcher's observations at this stage it begins by having students into groups consisting of 5/4 students called "home

group". The teacher separates the class into four groups for this activity: two groups have five students each, while the other two groups have six



students each.

Figure 4.1 The formation of home groups

There were 22 students attended in this class, and they were split up into four "Home groups". There are five students in groups 1 and 2, and six students in groups 3 and 4. The picture was the arrangement of the class when the students participated in the "home group": home group 1 was marked in red color, home group 2 was marked in blue

color, home group 3 was colored by yellow color and home group 4 was colored by green color (see figure 4.1)

Then for the second activity designate someone from each group as the leader, in each group the teacher requests to select one of them to be the leader of their group. After the students select a leader for each team, the teacher keeps on to the next activities. which was separate the materials into five or six sections or parts. The teacher has prepared material for this section that is separated into five parts. After print out the materials, the teacher cuts it to fit the intended spread.

Part 1
 Do you know Kartika? (Apakah anda tahu Kartika?)
 Have you met Kartika? (Pernahkah anda bertemu Kartika?)
 This is a friend of mine, Okki. (Ini teman saya, Okki)
 Ika, this is Okki, my friend. (Ika, ini Okki, teman saya)
 May I introduce my friend, Mrs. Suryani? (Bolehkan saya memperkenalkan teman saya, Ibu Suryani?)
 Please allow me to introduce our new Administration Manager. (Ijinkan saya untuk memperkenalkan manajer administrasi kita yang baru)
 Let me introduce you to Mrs. Lina our new Marketing Manager. Mrs. Lina. this is Mr. Lutfi from Java Plantation Company. (Ijinkan saya untuk memperkenalkan anda kepada Ibu Lina, Manajer Marketing baru kita. Ibu Lina, Ini adalah Bapak Lutfi dari perusahaan Java Plantation).

The materials used to teach speaking skills through observed spying method class activity, as follow :

Figure 4.2 The first part of material

The first part of the material includes an expression of introducing other people.

Part 2
 Responses
 No, I don't think so. (Sepertinya tidak)
 No, I haven't. (Tidak, aku belum pernah)
 Hi, glad to meet you. I am Okki. (Hai, senang bertemu dengan anda. Saya Okki)
 Hello, Okki. Pleased to meet you. (Halo Okki. Senang bertemu denganmu)
 I am glad to know you (Saya senang bisa mengenal anda)
 It is nice to see you. (Senang bisa melihat anda)
 How do you do? (Ungkapan saat baru bertemu pertama kalinya)
 How do you do? It is very nice to meet you. (How do you do? senang sekali bisa bertemu dengan anda)

Figure 4.3 The second part of material

Then, the second section of the content contains responses to those who introduce others. Which described in figure 4.3

Part 3
 Reni : That's Didit. Do you know him? (Itu Didit. Apakah kamu mengenalnya?)
 Rita : No, I don't. (Tidak, aku tidak mengenalnya)
 Reni : Hello, Dodit. How are you? (Halo Dodit. Apa kabar?)
 Dodit : Hello, Reni. I'm fine thanks. (Hai Reni, aku baik baik saja terima kasih)
 Reni : Dodit, this is a friend of mine, Rita Aprianti. (Dodit ini temanku, Rita Aprianti)
 Dodit : Hello Rita. Pleased to meet you. (Halo Rita, senang bertemu denganmu)
 Rita : Hi Dodit, pleased to meet you too. (Hai Dodit, senang bertemu denganmu juga)

Figure 4.4 The Third part of material

Meanwhile, it can be seen in the material's on figure 4.4 which contain examples of dialogue to introduce other people.

Part 4
 Tini: "Hey, Luna. How are you?" (Hai, Luna. Apa kabar?)
 Luna: "I'm doing fine. Who is with you, Tini?" (Aku baik. Siapa yang bersamamu, Tini?)
 Tini: "Introducing, this is Rina. She just moved here and lives in house number 20." (Perkenalkan, ini Rina. Dia baru saja pindah ke sini dan tinggal di rumah nomor 20.)
 Luna: "Hi, Rina. What class are you in?" (Hai, Rina. Kamu kelas berapa?)
 Rina: "Now I'm in 6th grade." (Aku kelas 6.)
 Luna: "Wow, Tini and I are also in 6th grade." (Wah, aku dan Tini juga kelas 6.)

Figure 4.5 The Fourth part of material

Then, as part of the introduction to others, the content also includes examples of dialogue such as in figure 4.5

Part 5
 When meeting someone for the first time,
 Do NOT ask:
 A person's age Birth date Salary Weight Marital status
 You may ask general questions about the situation. How do you know Alan (the person who introduced us)? Are you a student at this university?
 Is this your first time here?
 What do you do for a living?
 How long have you been working for (company)?

Figure 4.6 The fifth part of material

Moreover, the researcher's observations point to the view that in figure 4.6 contains significant additional knowledge. specifically in the form of contemporary content with regard to introducing.

b. While-project

Based on the researcher's actual findings, in the while-project section. it starts with teacher activities by assigning each student to

study a section or component of the content or materials. The teacher then assigns each student to a part of the lesson's content. In this case, groups of five students receive material sections 1 through 5, groups of six students also receive material sections 1 through 4, and two students receive the fifth section. The teacher sets 5 minutes for each student to become familiarized with their own material. The step has this aspect, Take students enough time to read and become familiar with their section.

For the following activity, create a temporary "expert group" by bringing one student from each home group together with other students allocated to the same area. Students are grouped together in the same area for the entire part, beginning with material the first and working through into five expert groups.

It included 22 learners attending this session, and they were grouped into 5 "expert groups" based on the amount of materials had been given. The picture above was the arrangement of the class when the students worked in the "expert group": Soft red was used to indicate expert group 1, soft blue to indicate expert group 2, soft yellow to

indicate expert group 3, soft green to indicate expert group 4, and gray to indicate expert group 5.



Figure 4.7 The formation of expert group

Then for the fourth procedure the teacher should have these expert group time to review the major elements of the subject. In this step, the teacher offers a ten-minute period of time filled with activities for students in expert groups with the same material discussing. this activity that is referred to as practice the expert group presentation during this session.

c. Post-project

Completing the post-project phase of the procedure spying method. starting with replacing students back to their home group. The teacher encourages students to reunite in their first home groups during this stage. eventually enter the last part of the procedure, such as encouraging students to consider sharing their section with their home group. Each student has two minutes to deliver their part in their group during this phase, it contains material sections one through five.



figure 4.8 The formation of home groups

The organization of the classroom during back to the "home group" activity was depicted in the picture: home group 1 was colored

red, home group 2 was blue, home group 3 was colored yellow, and home group 4 was colored green.

All steps are significant to the spying method procedure, based on the research findings mentioned above. The teacher separates the class up into various groups in the first phase, then select a student to be the group leader. At this point the teacher separates the lesson material into multiple parts, which are subsequently given to every student within their group. after which the teacher offers time for each student to review their part of the lesson. Following that, the teacher forms an expert group by gathering students who have studied the same material in the same spot. then, students discuss the same material in the expert group. After a while, the teacher sends the students return to their home groups so they may inform each other on the material they have discussed. It was presented to each student's home group. The teacher modifies the duration and student count at each step of the spying method procedure in this teaching class.

It can be conclude that the teacher helps the students show off their ability to talk clearly and confidently. Teachers facilitate appropriate tasks as facilitators. In addition, teachers offer helpful knowledge. The intention of the practice is to help students speak

clearly and confidently. Specifically, expressing thoughts succinctly and honing proper language usage.

4.2 Students' Self Confidence Motivation Through Spying Method

The researcher shared the questionnaire to 26 students at SMP Tahfidzul Qur'an Martapura in order to dig the informations related to students' motivation through spying method.

Table 4.2 : The Table of Students' Statement in Questionnaire

No	Statements	Number of students			
		SA	A	D	SD
1	You want to be able to speak English because of your own encouragement or because you like it	10	16	-	-
2	You want to be able to speak English because you want to get rewards or prepare for the future (working internationally)	17	3	4	2
3	You want to improve your speaking ability	25	1	-	-
4	Most students feel shy to speak English in front of class	8	14	1	3
5	The method when learning English can influence students' level of motivation to learn	18	5	1	2
6	You can enjoy to learn English when you in a smaller group	10	12	4	-
7	You feel confidence to speak English when you in a smaller group	9	16	1	-
8	You can increase your motivation to learn when you in a smaller group	6	16	4	-

9	You feel more confidence explain the material to your friends when you are in a smaller group rather than in a larger group	14	11	1	-
10	In team works, each team member is responsible for giving contributing to complete their team work	13	10	3	-

a. Extrinsic Motivatisation

The extrinsic motivate in this study dealt with the ability of English which come from outside factor suc as a worker who studies English because they will work internationally, a person through the use of rewards, pressure from others. In this case, the researcher asked the participants about their motivation to be able to speak English because they want to get reward or prepare for the future (working internationally). Then, the data said that there were 17 students stated strongly agree with this statement, as quoted from student NHM:

“In order to carry out my studies internationally and to facilitate my communication with foreigners, I agree with this statement: I want to be able to speak English.”

According to the data, 3 students indicated that they agreed with this statement, and student NB offered an additional quote:

“I need to be able to communicate in English so that I can achieve success internationally”

The data showed that 4 students disagreed with this statement, when student GMS added another quotation:

“As a result of me, I would like to be able to speak English, and I would also like to be rewarded for my proficiency not only in English”

The remainder 2 students strongly disagreed with this statement, according to the data. Student R offered another quotation:

“Since I've learned English from the people around me and the majority of my family speaks it well, I'm not particularly interested in learning it. Instead, I'd like to be able to speak other languages.”

As can be seen, the majority of students accept with the statement mentioned earlier, indicating that external support has a major role in the learning of English.

b. Intrinsic Motivation

The report's intrinsic motivation focused on English proficiency, which comes from internal factors such as the participants' interest in and enjoyment of the language. In this instance the researcher

questioned the participants about their motivation to be able to speak English because their own encouragement or because they like it. According to the data, 10 students indicated that they strongly agreed with this statement; student NB submitted the following quote:

“I truly want to be able to speak English since I love listening to English music and I want to be competent to speak it”

The data shows that 16 students agreed with this statement; student GMS sent in an additional quotation:

“This is true, and I want to have the ability how to speak fluently in English on my own without being forced to”

All students definitely have an internal motivation to learn English, as evidenced by the fact that they all seem to agree with the previous statement.

The second statement that the researcher asked to the participants was their wanted to improve their speaking ability. Next, according to the data, 25 students said that they strongly agreed with the following statement, as was mentioned by student GMS:

“I completely agree with this statement since I wish to Speak English perfectly”

A review of the data, 1 other student agreed with this statement. Student NHM added an extra note that:

“Knowing that English is an universal language, I aim to keep improving my ability to speak English”

In addition, it is obvious that every student agrees with the statement in the question, indicating that they are all motivated to improve the degree of their English speaking skill.

c. Students' Motivation

The motivation of students in this research explored aspects that are likely to affect students' motivation such as : "their physical condition, the teacher's expertise, the style of learning and achievement. in this situation, the researcher questioned the participants regarding their respective positions view in most students feel shy to speak english in front of class. then, according to the results, 8 students strongly agreed with this statement, as stated by student R :

“When the teacher is requested to read the answer to a question, some students decline to appear in front of the class because they are embarassed to speak. They fear that they will provide the incorrect answer”

Subsequently, based on the results, 14 students agreed to this statement; student NB then added :

“I agreed with this remark since some students think it awkward to stand in front of the class because they feel anxious and embarrassed around a lot of peers”

Then, depending on the results, one student chose to disagree to this statement, as quoted from student NHM :

“I disagree with that statement because instead of feeling embarrassed. Take confidence in your skills”

Next, based on the findings, the rest of the 3 students decided to strongly disagree with the following statement, that was cited by student QAAP:

“I decided to strongly disagree because, as long as we keep in mind that we are all still in the learning phase, there is no need to feel embarrassed”

Given that the majority of the class agreed with this statement, it may be argued that students do not have confidence when it comes to speaking in front of the class.

The participant was asked by the researcher to respond to the following statements on how the method when learning English can influence students' level of motivation to learn. In turn, based on results, 18 students strongly agreed regarding what student GMS had said:

“I strongly agree with this remark since relevant methods of learning make learning easier and more enjoyable”

Next, according to the data, 5 students indicated that they agreed with that statement. as stated by student QAAP:

“Because having courses is more enjoyable and stress-free for us when the method is fascinating”

Following that, considering the result, 1 student voted to disagree with the statement. as reported by student NF:

“I made the choice disagree since, in my opinion, learning is not impacted by whether a method is interesting or not”

The remaining 2 students subsequently chose to strongly disagree with the remark following taking the outcome into question. as expressed by student NB:

“I made the choice to strongly disagree due to for me, the method of instruction is exactly the same whether it’s fascinating or not”

The statement in question suggest that several classes accept with it. Showing that the ways in which English lessons are taught might have an impact on how motivated their students become to learning.

d. Students’ Self Confidence Motivation Through Spying Method

The spying method provide advantages in the form of increasing students’ self confidence to be more active when in a smaller group, a sense of responsibility in the form of understanding the material for themselves as well as for their group member. In this situation, the participant's motive for being able to enjoy to learn English when in a smaller group was questioned by the researcher. then, the results said that were 10 students mentioned strongly agree with this statement, as cited from student NHM :

“I fully agree with this statement given that in smaller groups, I had companions with whom to talk and exchange ideas, but in bigger groups, I felt alone and had to learn without each other”

Subsequently, the findings indicated that 12 students had shown agreement with this statement. as reported by student NF:

“I agree with this viewpoint since I tend to feel more self-Confidence and not nervous in smaller environments”

The results then showed that 4 students had expressed disagreement with this statement. according to student R reported :

“I think studying in groups is boring since it’s just that individualistic, therefore I want to experience a different environment”

Based on the fact that over half of the class matches with this statement, it can be inferred that small group instruction built students’ motivation to study English.

In order to get to the next statement regarding students' self-confidence, the researcher questioned about how confident they felt speaking English in smaller groups. The data then showed that 9 students strongly agreed with it. as said by student NS:

“Since I am in a small group and can talk bravely without people seeing me, I definitely agree with the statement and really value it”

It was then obvious from the data that 16 students agreed with that. as claimed by the QAAP student:

“I accept this as there aren’t many people in small group, so I don’t feel embarrassed when I say anything in correct”

The data then made it clear that 1 last student disagreed with that statement. as stated by student R:

“I disagree since I’m familiar to speaking in smaller groups or larger groups”

Given that the majority of the class agreed with this statement, it can be said that students feel comfortable speaking English in smaller groups of students.

For the purpose of to get to the following statement concerning students' self-confidence, the researcher questioned about how they can increase their motivation toward learning when they are in a smaller group. 6 students indicated that they strongly agreed with this statement, according to the data. as stated by NS student:

“I think this is truly true because I can pay more attention to explanations in small group and I get less focused in bigger ones”

The data showed that 16 students said they agreed with this statement. as mentioned by student NF:

“I agreed with this remark while learning in smaller groups makes it easier for me to comprehend the material”

According to the research, 4 students indicated that they disagreed with the statement. as said by student QAAP:

“I reject to agree because I believe that more connection and understanding are achieved in large groups than in small ones, where there are usually a smaller number of individuals interacting”

It can be concluded that the majority of the students agreed with the statement in question, indicating that smaller groups of learners significantly enhance their motivation to learn.

The researcher asked to go on to the following statement about students trust in themselves How about when they are in a smaller group instead of a bigger one, they feel more confident explaining the content to their friend. 14 students said that they strongly agreed with it, according to the data. as stated by NS student:

“In smaller groups, I feel more comfortable communicating and providing explanations since I would feel awkward in larger ones”

Based on the results, 11 students answered that they agreed with the statement. Using the words of student NHM:

“In a smaller friends are more likely to listen when someone explains, so I feel confident while in a large group, people probably busy with their own personal things”

Examining the findings, 1 left student replied to that disagreed with the statement. In student R personal words:

“I disagree when specific group members press one another to explain things”

It is clear from the data that more than half of the students chose agreed with this statement, indicating that they feel comfortable enough to participate more actively in the discussions to offer explanation on the subject.

About the last statement, The researcher asked to continue with the following statement: In order for a team to complete its work, each member must contribute in some way. According to the results, 13 students reported that they strongly agreed about it. as mentioned by student NB:

“I strongly agree with this statement because it will be simpler to achieve the goals of the groups if everyone handles their individual responsibilities”

Then, 10 students indicated that they agreed with the statement based on the results. as claimed by student NS:

“I agree due to while working in groups, students must complete assignment and not simply make use if their names”

The remaining 3 students then expressed their disagreement with the statement in accordance with the statement. as stated by R student:

“I disagree since most individuals don’t care about anything other than themselves, their work is incompatible, and some people are obstinate when it comes to discussing”

Given that the majority of the class agreed with this statement, it makes sense that each group member has an individual responsibility to support the work of the groups.

B. Discussion

The discussion was the researcher's analysis of the research findings. This section is the researcher's idea, the discussion is to interpret and describe the meaning of the findings based on what is known about the research problem that has been investigated and explain any new understanding that emerges as a result of the research.

1. The Process of Spying Method in English Teaching Class

It is obvious from the findings of observations collected by researchers employing notes taken in the field that the teacher used spying methods when teaching learning class. For each phase of the spying method, the teacher performs these 10 steps which is divided into pre-project, while-project, and post-project sections. These actions are: pre-project (have students into groups consist of 5/6 students called a “home group”, designate someone from each group as the leader, and separate the materials into five or six sections or parts). While-project (assign each student to study a section or component of the content or materials, take students enough time to read and become acquainted with their section, create a temporary “expert group” by bringing one student from each home group together with other students allocated to the same area, the teacher should have these expert groups time to review the major elements of the subject material and practice the expert group presentation during this session). And the post-project (replace the student back to their home group and encourage that each student consider sharing their section with their home group).

According to Aronson (1978a, 1997b, 2008c) The Spying Method segments in teaching speaking skill ability are : Have students into groups consist of 5/6 students called a “home group”. Sexual preference, ethnic group, and capability should be represented in groups. Designate someone from each

group as the leader. Separate the materials into five or six sections or parts. Assign each student to study a section or component of the content or materials. Take students enough time to read and become acquainted with their section. Create a temporary "expert group" by bringing one student from each home group together with other students allocated to the same area. The teacher should have these 'expert groups' time to review the major elements of the subject and practice the home group presentation during this session. Replace the student back to their home group. Encourage that each student consider sharing their section with their home group.

The teacher implements the previously mentioned procedure in its entirety in order to carry out the spying method. To make it easier to adapt it to the specific needs and conditions of the class, the teacher divides the major stages into many steps and modifies each one. The activities focused on the confident English speaking of the learners. Researchers could reach the conclusion that, in order to achieve educational objectives using these methods, it is essential to decide on learning strategies based on the characteristics of the classroom, the skills of the teacher, and the emotional state of the students. In addition, because it's important for students to enjoy learning, teachers need to be innovative in the ways they offer their lesson plans. In certain instances, teachers have to combine multiple strategies in the educational process.

2. Students' Self Confidence Motivation Through Spying Method

Based and compared to the findings of a questionnaire administered from researchers to students and several student interviews, this study explores how students respond to questions about their motivation for self-confidence through spying method. Students' responses to teaching strategies in teaching English, starting from extrinsic motivation and intrinsic motivation, then there is student motivation aspect and students self-confidence motivation through spying method.

First, the researcher discusses the extrinsic motivation aspect, which most students agree in the context of the extrinsic motivate statement that outside support plays an important role to learning English. As Dornyei (2001) highlights Extrinsic motivation refers to taking a certain course of action in order receive an external beneficial effects or stay out of difficulties. It is identical to a worker who studies English because they will work internationally if it weren't for that reason, they wouldn't study it. Additionally, this kind of motivation comes from without and has some impact on a person through the use of rewards, pressure from others, and discipline.

The researcher next went over the concept of intrinsic motivation, which holds that all students need a strong desire to learn English, as demonstrated by the fact that every single one of them seemed in agreement to the first statement. Additionally, it is obvious that each and every student supports with the claim

that they wanted to enhance their speaking ability, showing their shared motivation to raise their level of English ability to speak. As stated by Dornyei (2001), intrinsic motivation refers to a behavior that is carried out only for personal gratification. Since no one has specifically requested it, the learner would be studying English because they are interested in doing it.

Based on the factors mentioned above and the findings of the study, the researcher deduced that intrinsic motivation was dominating factor in this specific case. It indicates that students possess an intrinsic motivation. In short, intrinsic motivation refers to a person's motivation to study well in order reach a goal that begins with themselves. It is apparent in the classroom that students who truly motivate themselves enjoy studying English and want to keep learning it.

Subsequently, analyze the conception of students' motivation, which indicates that, based on the first assertion, which was mostly accepted by the class, it may be said that students lack confidence especially when it comes to public speaking in front of the class and It is implied in the second statement that several classes might approve it. showing how the teacher's approach to teaching English could influence how motivated the students are to learn. As stated by Harmer (1991), there are four aspects that will impact students' motivation: their physical condition, the teacher's expertise, the style of learning, and achievement.

The researcher reached the conclusion that, in this particular case, the students' motivation component represents aspects of all aspects based on the previously mentioned specifications and study findings. The amount of students who feel it uncomfortable to speak in front of the class showed how much physical appearance and academic success impact students' motivation. Additionally, the approach utilized in the section on methods that might affect students' motivation refers to elements of the teacher's skill and the learning style. This demonstrated how much the environment of the classroom, as well as the situations and conditions of the students themselves during the learning process, impact students' motivation.

At last, the researcher discussed students' self-confidence through spying method. Based on the results of the first questionnaire, which measured students' self-confidence by the use of spying, and the findings of the research, over half of the participants concluded that small group instruction increased their interest to learn English. The second statement, which states that students feel more comfortable speaking English in smaller groups, was supported by the majority of the class. Additionally, most students agreed that learning in smaller groups greatly increases their enthusiasm to study. Furthermore, more than half of the students selected felt relaxed enough to contribute more actively to the conversations by providing clarification on the topic. Lastly, knowing that most students in the class agreed with the last statement, it makes obvious

that each group member has an individual responsibility to assist the group's work.

The adoption of the spying method as a teaching tool has to conform with specific standards. Regarding the guidelines for applying the spying method (Rismayanti, 2013): the spying method learning concept. Here are smaller collaborative groups with an interesting structure and a membership of three to five persons. And the concept of commitment. The two commitments that students learn to carry out or helping the other students learn and learning for themselves.

As has been mentioned, the spying method can provide advantages in the form of increasing students' self-confidence to be more active when in smaller groups, a sense of responsibility in the form of understanding the material for themselves as well as for their group friends.

The researcher came to the conclusion that in this specific case, the advantages of implementing the spying method into the teaching and learning process are represented by the student motivation component. It could be said that most students in a class can be motivated to study by the advantages of the spying method. Student motivation may be impacted by the methodology employed in the strategies section. This demonstrates the significant impact that educational methods have on students' motivation to learn throughout the learning process.