

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings cover the techniques those are used by the teachers during teaching and learning activity in the classroom, the application of the techniques in teaching TOEFL Preparation Class 1 and 2. And, students` responses toward the techniques. The discussion designed to discuss the findings which were also about research problem.

A. Findings

There are three statements of problem that have to be answered on this research. The first problem is what techniques are used by the teachers` in teaching TOEFL Preparation Class at LBPP LIA. The second problem is how do the teachers` apply that techniques in teaching TOEFL Preparation Class at LBPP LIA. The third problem is what are students` responses toward teachers` techniques in teaching TOEFL Preparation Class at LBPP LIA. The researcher used four instruments to collected the data, like observation, documentary, questionnaire, and interview for gathering all information.

The subject of this research are three teachers` who teaches TOEFL Preparation Class 1 and 2 at LBPP LIA Banjarmasin. Their name are NK, ERS, and NM. There are graduated from Lambung Mangkurat University. There teaches some course in LBPP LIA Banjarmasin, one of them is TOEFL Preparation Class.

Moreover, on this data presentation, the researcher describes about kinds of techniques are applied in teaching TOEFL Preparation Class, the application of those techniques, and the students` responses toward teachers` techniques.

To make the readers understand, the writer described the teachers` activities in teaching-learning process in the classroom from the first observation until the last observation (*see in appendix*). The writer conducted the research at the TOEFL Preparation Class 1 and 2. Three activities that the teachers` did in teaching TOEFL Preparation Class they are pre-activities, while-activities, and post-activities.

Table 4.1 The writer observed 6 times, with the following details :

NO.	DATE	TEACHER	CLASS	SECTION
1.	Friday, October 21 th 2016	NK	TP 2	Structure
2.	Wednesday, October 26 th 2016	ERS	TP 1	Structure
3.	Friday, October 28 th 2016	NK	TP 2	Structure
4.	Monday, October 31 th 2016	ERS	TP 1	Structure
5.	Tuesday, November 15 th 2016	NM	TP 1	Listening
6.	Tuesday, November 29 th 2016	NM	TP 1	Listening

1. Kinds of Techniques that The Teachers` Apply in Teaching TOEFL Preparation Class

There are three TOEFL Preparation Class that is taught by ERS, NK, and NM. It is attended by 31 people. The writer came and observe the class six time

on October 21st, 26th, 28th, 31st and Nov 14th, 29th 2016 on Friday, Wednesday, Friday, Monday, Tuesday, and Tuesday at 19.00 – 21.00 pm.

Based on the problem of statement in this research, they are what kinds of techniques are used in teaching TOEFL Preparation Class and how does the teacher apply in techniques, how the students` responses toward the techniques, so from the research result that had been done through interview and observation, the writer found there are six techniques that the teachers` used in teaching TOEFL Preparation Class at LBPP LIA Banjarmasin. They are :

- a. Practice answered questions
- b. Group work
- c. Quizz
- d. Games
- e. Giving feedback
- f. Speaking practice to made a sentence

2. Description of Techniques which teachers` Apply in Teaching TOEFL Preparation Class

Based on the observation, interview, and documentary that the writer conducted at the TOEFL Preparation Class 1 and 2 of LBPP LIA Banjarmasin. The researcher aims to look at the techniques that teachers` used in teaching TOEFL Preparation Class 1 and 2. The writer gets some techniques that the teachers` apply in Teaching TOEFL Preparation.

a. Practice answered questions

Based on the observation in the class TP 1 and TP 2, the writer knows that in this technique. This techniques was applied five times by the teachers; on the first, second, fourth, fifth, and sixth. In this technique, the teacher came to the class and opened the lesson. Then teacher explained the material. Next, the students asked to answer the questions that there are in his book or LCD which can group work or individual work.

b. Group work

Based on the observation in the class TP 1 and TP 2, the writer knows that in this technique, the teacher made a group between students. And discussed about exercise questions. This techniques was applied four times by the teachers; on the first, second, third, fifth, and sixth observation. This techniques makes students easy to understand the material, because they get idea from their friends.

Based on the interview with the teacher, the teacher said that using group work technique the students can interact to each other when answering the questions and can compete. The teacher divided the students became some groups which one group three persons. In this technique the teacher showed the questions in LCD then the students asked to discuss and answer with friends in his group.

Basically, this technique was applied to train students to interact each other in social life. This technique was appropriate with vygosky`s theory who argue that human learn through social interaction.

c. Quizz

Based on the observation in the class TP 1 and TP 2, the writer knows that in this technique. This techniques was applied three times by the teachers; on the second, fourth, and fifth observation.

Based on the interview with the teacher, the teacher said that using quizzes which the material from outside the book to help understand better. In this technique the teacher showed exercise questions which can multiple choice, true-false, or fill in the blank in LCD. The students asked to answer it which it`s can group work or individual. Every students or groups that can answer with correct so get the point or score. If the answer that their false so didn`t get point or decreased.

d. Games

Games make the students active and fun. The students motivated to learn because they are enjoying themselves. Based on the observation in the class TP 1, the writer knows that in this technique. This techniques was applied two times by the teachers; on the fourth and fifth. Two teachers` used this technique in their class. Their used game if want to end the lesson. In this technique the students asked to made three sentences and the others student analyzed one sentence that lie. The teacher made a bet from the answer questions, she gave every students 100 point, the maximal bet point is 100 and minimal 5, then if the answer is true so point before added bet point, and if the answer is false so point before decreased bet point.

e. Giving Feedback

Based on observation in the class TP 1 and TP 2 the writer knows that in this technique. This techniques was applied six times by the teachers; on the first until sixth observation. In this technique, the teacher came to the class and she explained the material. Then, she asked the students answer exercise questions in his book or LCD. After that the teacher and students checked and discuss the answer. One of student asked to answer question then the teacher asking the answer with another students. If there are that difficult the student asked to explain why. Next, the teacher explained the answer that correct and why.

f. Practice to made a sentence

Based on observation in the class TP 1 and TP 2 the writer knows that in this technique. This techniques was applied three times by the teachers; on the second, third, and sixth observation. Three teachers` used this technique in their class. Their used this technique if want to begin the lesson or at the end. The teacher showed word or picture in LCD. Then, the students asked to made the sentence based it which related with the topic.

3. Students` Responses Toward Teachers` Techniques in Teaching TOEFL Preparation Class

This research also intended to find the students` responses toward teachers` techniques. When the teachers` presented the material, students should pay attention and respond what the teachers` asked. There are three classes

attended by 31 students. The researcher has given the students questionnaire to know how their responses about of learning process. The writer categorize the data based on the questions are asked.

Table 4.2 The students` feeling toward the techniques

No.	Category	Frequency	Percentage
1.	Happy	31	100 %
2.	Not really happy	-	-
3.	Not happy	-	-
Total		31	100 %

The table above indicates that the students who feeling happy with the techniques are 31 students (100 %) said happy, no students opine not really and not like.

Table 4.3 The students` opinion toward the techniques

No.	Category	Frequency	Percentage
1.	Yes	27	87 %
2.	Not really	4	13 %
3.	Never	-	-
Total		31	100 %

The table shows that, the response about whether the teachers` used interesting techniques in teaching TOEFL Preparation Class or not, 27 students` (

87 %) said yes, 4 students` (13 %) said not really, and no students opine the teachers` did not use interesting techniques.

Table 4.4 The students` response in variation techniques which teachers` used in every meeting

No.	Category	Frequency	Percentage
1.	Always	16	52 %
2.	Sometimes	15	48 %
3.	Never	-	-
Total		31	100 %

According to the table, it shows that the response about whether the teachers` used different techniques in every meeting, 16 students (52 %) said always, 15 students (48 %) said sometimes, and no students opine the techniques did not use different techniques in every meeting.

Table 4.5 The students` feeling in the subject

No.	Category	Frequency	Percentage
1.	Like	24	77 %
2.	Not really	7	23 %
3.	Not like	-	-
Total		31	31

Based on the table, it can be seen that students` response about whether the like TOEFL subject or not, 24 students (77 %) said like, 7 students (23 %) said not really, and no students opine not like.

Table 4.6 The students` response about the understanding lesson

No.	Category	Frequency	Percentage
1.	Understand	28	90 %
2.	Not really understand	3	10 %
3.	Not understand	-	-
Total		31	31

The table shows response about students understand the lesson easily and quickly, 28 students (90 %) said they understand the lesson, 3 students (10 %) said not really, and no students said can`t understand the lesson easily and quickly.

Table 4.7 The students` feeling about the fun class atmosphere

No.	Category	Frequency	Percentage
1.	Yes	30	97 %
2.	Sometimes	1	3 %
3.	No	-	-
Total		31	100 %

It can be seen that students` response about the class atmosphere, 30 students (97 %) said the teachers` can make the class is fun, 1 students (3 %) said sometimes, and no students` notes the teachers` can`t make class is fun.

Table 4.8 The students` confidence to follow TOEFL test everywhere and everywhen

No.	Category	Frequency	Percentage
1.	Yes	14	45 %
2.	Not really	17	55 %
3.	No	-	-
Total		31	31

Based on the table above, students` response in confidence to follow test TOEFL everywhere and everywhen after taken TOEFL Preparation Class, 14 students (45 %) said yes, 17 students (55 %) said not really, and no students opine not confident.

Table 4.9 The students` response toward teachers` motivation

No.	Category	Frequency	Percentage
1.	Always	18	58 %
2.	Sometimes	13	42 %
3.	Never	-	-
Total		31	100 %

According to table, response about whether the teachers` always motivates the students or not, 18 students (58 %) said always, 13 students (42 %) said sometimes, and no one students said the teachers` didn`t motivate.

Table 4.10 The students` response on teachers` feedback

No.	Category	Frequency	Percentage
1.	Yes	28	90 %
2.	Sometimes	3	10 %
3.	No	-	-
Total		31	100 %

It shows the students` response of teachers` feedback if the students had a problem in TOEFL lesson, 28 (90 %) students` said yes, 3 (10 %) said sometimes, and no opine the teachers` didn`t give feedback.

B. Discussion

In the findings of the research, the writer has collected the data from the observation, interview, and documentary are processed and presented on the described in findings. The writer found some information from interview with the teacher and administration staff about the brief history of LBPP LIA Banjarmasin, the number of students, and the facilities of LBPP LIA Banjarmasin. From this research, the writer can know people at LBPP LIA Banjarmasin and the writer also found some information from interview and observation about teaching learning process TOEFL Preparation Class at LBPP

LIA Banjarmasin. From interview and the observation the writer found the teachers techniques in teaching TOEFL Preparation Class 1 and 2.

The subject of this research are ERS, NK, and NM. The first teacher said that she graduated from Lambung Mangkurat University (ULM), Faculty of Engineering, Department of Architecture. She taught 4 classes in this term, especially TOEFL Preparation 2 classes. Before teach in LBPP LIA Banjarmasin she get training related the techniques in teaching, especially TOEFL Preparation Class. Besides that, she have taught in LBPP LIA Banjarmasin for 9 years. So, teaching TOEFL Preparation Class is not new for her.

The second teacher said that she graduated from Lambung Mangkurat University (ULM), Faculty of Teachers Training, Department of English. She taught 5 classes in this term, especially TOEFL Preparation 2 classes. Before teach in LBPP LIA Banjarmasin she get T3E training related the techniques in teaching, especially TOEFL Preparation Class. Besides that, she have taught in LBPP LIA Banjarmasin for 15 years. So, teaching TOEFL Preparation Class is not new for her.

The third teacher said that she graduated from Lambung Mangkurat University (ULM), majoring in English education. She taught 2 TP 1 classes in this term. Before teach in LBPP LIA Banjarmasin she said all LIA teachers underwent a training before teaching. Besides that, she have taught in LBPP LIA Banjarmasin for 7 years. So, teaching TOEFL Preparation Class is not new for her.

Management classroom include how to classroom space is organized, whether the students are working on their own or in groups and how the teacher organize classroom time (Harmer, 2007, p.34). When teaching learning process was giving on, the teacher asked the students to answer the assignment by group work and individual. The students in TOEFL Preparation Class 1 and 2 were fun in the class. It showed that the situation in the classroom were comfortable and easy to understand the materials. The teacher is never bored to repeat her explanation. She always helps the students if they do not understand about the materials. Based on Holy Qur`an, Allah said in verse Al-Baqarah : 124

﴿ وَإِذِ ابْتَلَىٰ إِبْرَاهِيمَ رَبُّهُ بِكَلِمَاتٍ فَأَتَمَّهُنَّ ۗ قَالَ إِنِّي جَاعِلُكَ لِلنَّاسِ إِمَامًا ۗ قَالَ وَمِنْ ذُرِّيَّتِي ۗ قَالَ لَا يَنَالُ عَهْدِي الظَّالِمِينَ ﴿١٢٤﴾

From the verse above, Allah has told us about “Imaman” means “teacher” to be a good complete for students in doing something. Someone often hear that “Teacher as a model”. Harmer (2007) argues that teacher is “who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controlles” (p.108). Teacher has to be a good model in front of the students in doing something. The teacher must give the best experience and knowledge for the students.

According to the book How to Teach by Jeremy Harmer (1988, p.2) a good teacher is teachers who cares more about their students` learning than they do about their own teaching, how to have good ability to control and inspire a

class. Teaching experience is factor that will influence the techniques of lecturer in the classroom. Lack of experience will cause the problems in a process of teaching and learning , such as lack of of understanding the materials, lack of managing class, lack of techniques usage the classroom, and others.

Sriyono (1992, p.61) said that a teacher is demanded to be able in managing the class, such as how to manage the room, how to supervise the students, motivates students in learning, how to create a good atmosphere so that students feel convenient in study, and so on. Therefore, becoming a teacher is not easy, because the role of teacher is not only transferring the knowledge to the students, but how to be an inspiration and motivate for them in learning.

Based on the interview and observation, the writer makes concluding about the teachers techniques in teaching TOEFL Preparation Class 1 and 2 at LBPP LIA namely practice answered questions, group work, quiz, games, giving feedback and speaking practice to made a sentence. The teacher often uses these techniques in teaching TOEFL Preparation Class. A technique is a classroom tool or activity than thus represents the narrowest of three concepts. However, some techniques are specific to or characteristics of a given method. Some techniques are widely used and found in many methods (e.g. dictation, imitation and repetition) (Celce-Murcia, 2001, p.6). These techniques were very useful in teaching learning TOEFL Preparation Class process because the students were easy to understand about the materials and they can answer every assignment that have given by the teacher. Learning is obtaining or getting knowledge of a course

or a skill by study, experience or instruction (Brown, 2000, p.7). These techniques are the students need in their first learning TOEFL Preparation.

The teachers` used various techniques in teaching TOEFL Preparation Class. It makes the students can learn TOEFL Preparation effectively and they can enjoy the learning process so that they did not bored at the class. The teachers` applied those techniques appropriately. They developed the techniques with add some activities but the techniques are good in applying by the teachers`.