

CHAPTER IV

RESEARCH RESULT

This chapter presents the result of the data in two sections and a discussion of the result. The first section presents the experience of UIN Antasari students in teaching English during involved in Teacher Training Program in Southern Thailand. The second section contains the result of methods and techniques they are used in teaching English. The last section presents a discussion of the result found into the argumentative essays.

A. Research Finding

The researcher completely has done the research and got the data from interview and documentary. To gain the objectives of the research, the researcher had described the data systematically and accurately. The data was described in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into two parts. They would be described as follows :

The first part showed the description of non-English department students of UIN Antasari experience in teaching English in Southern Thailand during 4 months. It describes the activities happened during the teaching and learning process inside or outside the class. The researcher mentions the students name using the initials followed by their department.

The second part showed the list of the methods and techniques of UIN Antasari students used in teaching English in Southern Thailand. This part was aimed to presents their ability in teaching English although they come from non-English department even non Teacher's Training faculty. It describes on the list of table in order to make the researcher easier to classify the data.

1. Non-English Department Students Experience in Teaching English

In this batch, there are 14 students of UIN Antasari who went to Thailand to conduct the Teacher Training Program with the details ; 5 students from English department and 9 students from non-English department. Among 9 students that come from non-English department, there are 7 students that teaching English in Southern Thailand's school as follows :

a. Student A, Arabic Education

He conducted the KKN program in Krabi province which is the language spoken there is Thai. He taught atEakapapsasanawich Islamic School, with the number of students is around 800. On formal learning, he taught Malay language and ASEAN subject. Meanwhile, For the extracurricular, he taught Indonesian, Arabic and English for once a week on Sundays. According to his observation, the English ability of students there is low, but there are some students have good ability in speaking because of they live in tourism area, so that's why their English increased automatically.

The students often try to speak English with him. In that school, the number of female students that interested to learn English is higher than the male ones.

The techniques that he used in teaching English such as writing down the vocabularies that related to things around them on the whiteboard. Sometimes he asked the students to found 5 until 10 vocabularies around them, then writing down on the book use Indonesian or Thai language, after that, he and his students translated together the vocabularies they've found before. It's one of the way to make them remembering the vocabularies easily. Then, he asked them to make simple sentences such as "*I am eating*", "*I am seeing*", etc. He thought that "we should have to know many vocabularies first if we want to mastering English", So that's the reason he teaches vocabularies frequently.

The next technique he once applied in teaching English such as mentioning the words in English and asked them to guess the meaning of it, if they gave wrong answer, he will show the pictures up on the LCD, so the students understand what he means spontaneously without given any translation in Malay or Thai language. With the words he mentioned before, he asked the students to make a simple conversation.

For another activity, he asked the class to watch short movies together because he knows that his students like watching movie so much.

For assessing, he asked the students to find the words that mentioned in the movie (listening).

The media he used in teaching vocabularies is real objects such as pen, clothes, etc. without giving the students any translation but asked them to find the meaning of those vocabularies by themselves.

In Eakapapsasanawich Islamic school, he found that there are some students couldn't write English alphabet but Thai only. So, to solve this problem, the students have to write down some words in Thai, then with the teacher they translate it together into English.

Sometimes he switched with a female participant from IAIN Tulungagung that placed in the same school with him. He taught the female class and his partner taught another class. At the end of the program, he gave certificate for students that joined the English club as a reward.

"I was amazed and so happy has given a chance to teach English abroad, teaching English as a second language in Thailand is the most difficult thing and the biggest challenge for me", he said.

b. Student B, Islamic education

She taught English at Miftahuddeenschool in Songkhla province to the 3rd graders of elementary school. She found that students in that school didn't like English. They often refused her when she entered the class by said that there is no English class today (they spoke in Thai).

At first, she didn't understand what they said, but after 1 month passed by, she understood and always brought the schedule when she entered the class so she has a proof if the students try to lie.

She found so much difficulties in teaching English at Miftahuddeen school. The students always refused her every time she asked to sing a song or even playing games. The only reason is because since they were a kid always forced to learn grammar, so that's why they didn't like English because they thought that English is difficult. They even didn't understand about the common greetings such as "good morning", "how are you today?". They just knew about how to spell it without understood the meaning.

For assessing, student B used oral test and the question was about greetings only such as "good morning", "how are you today ?", "how old are you ?", "what is your name ?", and the students apparently couldn't answer the questions well. For the scoring, she didn't asked to score the students because there is an English teacher in that school and it is her obligation. Actually, the teacher taught the main materials and student B is for the practicing. There is a collaboration between the teacher and the participant of KKN.

To solve the problem, the only way that student B could do is forced the students to singing and playing game like hand over a stick to friend next to him/her while sing a song. For media, she sometimes used flashcard. She taught them really from the very beginning through alphabet song and for another materials she took from her own references.

On the first week, she taught the students on the 1st and the 2nd graders. She amazed because their ability in English is good enough. Then, she felt very nervous when she wanted to teach the 3rd graders. She thought that if the students in 1st and 2nd graders is good in English, the students in 3rd graders must be better. But what she thought was wrong. The students in the 3rd graders didn't understand English well. They didn't understand when she introduced herself. Even, after 3 months, the students still asked her name again and again. Student B also involved in training students for English drama on children's day.

“I am not English department and less of ability in English, but it would be the most challenges and I always try to do my best”, she said.

c. Student C, Math Education

She taught in Yala province at Islam BachokWittaya School with the number of student is more than 1300. She taught Malay and English at senior high school level.

She has given the sub-materials by the school then she needed to develop it. The material is about something which related to mathematics and science such as text reading about “Love Math” and “Water Cycle”. The media she used is video movies. Actually she often asked the students to write down the vocabularies and memorize them but they were very lazy and doing

their own business when the class was running, slept in the class and absent frequently. They also have low ability in English. But some students weren't.

For games, she asked the class to play "Bingo" in pairs. The rules to play "Bingo" is like she mentioned the vocabularies then the students filled the blank square which contain 16 words. Another media is picture. She prepared some pictures of math ; cube, block, etc. then together with students translated into English, malay, and also Thai.

She also collaborated with the English teacher in that school to teach the high school level about parts of body but just for one meeting. Sometimes she spoke English with the English teacher there because they didn't understand Malay.

The difficulty she found is about the language spoken there. The students only understand Thai. So she needed to translate the vocab in 3 languages ; Thai, Malay, and English in order to make the students understand easier. For assessing, she gave them a story about biography of Moslem figure then asked them to translate it into Thai in order to make them understand the story well.

Teaching English abroad with math as a basic was made her worried. "I was afraid to make mistakes and felt like unprofessional teacher for my students", she told.

d. Student D, Math Education

He used to be placed during 4 months in Krabi province at Masjid KhlongjiladUppathamschool. He taught *prathom* students (elementary school, 1-5 graders). The materials he used is followed the schools' book and syllabus but sometimes he added with his own material. According to his observation, he found that the English ability of the students in that school is low but the students' respect is high although they are still very young.

The method he used is 'have fun learning'. He asked the class to go outside to learn in nature. Sometimes they went to the beach because it is near with the school, then they learn the vocabularies through what they see in nature. Sometimes, they also study in the classroom, listening to kids song to learn vocabularies. For games, he taught them about 'rock, scissor, paper' game. They also asked to make animal shapes used origami paper, then mentioned the name of the animals in English.

At the beginning of teaching, he collaborated with the English teacher at that school. The difficulties he found is language spoken there which is Thai and the people in Krabi couldn't speak Malay at all.

"This is an unforgettable experience", he said, teaching English abroad for the first time to the young learner with his basic is actually mathematics.

e. Student E, Islamic Education

She conducted the KKN program at Darul Ishlah school, Narathiwat province. The number of students in that school is only 100 and some of them didn't stay in the dorm. She teaches English conversation and reading at grade 4, 5, and 6. She teaches the basic materials about counting, greetings, etc. The technique she used in teaching English such as read the story in front of the class. For assessing, she takes from how fluent they read. She sometimes used game with cards or 'card sort' to built their focus. Another games she used is like found and writes the words in the whiteboard in groups. To start the lesson, she asked the class to sing a song together that adopted from *Gontor Islamic school* in East Java.

Another activity is like watched cartoon movie then asked the students to practice the dialogue what they have seen on the video. The difficulty she faced is how to make the students interested in English because they really less of interest, even on Malay language which is being the most language spoken in this province itself. So, she always try to used interesting strategies to pull them up. For adding activities, she asked them to remembering vocabularies through the paper she sticked up on the wall, door, window, bathroom, cupboard, etc. with the words in English and Arabic written on it. The difficulties that the students found is they hard to write English alphabet and it is one of the reason they didn't like English. At first, she surprised for

teaching English abroad with the basic is Islamic education. She said that “Fortunately, the English ability of the students in that school is low, so she could handle it well”.

f. Student F, Arabic Education

She teaches at DarulQur’anilKarim School, Narathiwat with number of students is around 275. At that school, she should handle 4 classes. For the materials, she founded by herself. The materials she used was Greetings, introducing and counting. The method she used was Total Physical Response and has chosen pictures as a media.

The difficulties she faced is how to make the students interested in English. And to pull them up, she told about something that related to the teenagers life like boy/girlfriend, then she pretending to forget a word or some words instead of she asked the students to open the dictionary and found what the meaning of the words she forgot.

For extracurricular, she only teaches for the students who was in their period and couldn’t go to the mosque. In this activity, they talk about the simple words and vocabularies such as colors, shapes and things. If they couldn’t answer the question, they should mention the vocabularies that they have learnt use a song : “*I remember about.....*” head, book, desk, pen,

door, etc. who said “*I remember about.....*” is their friends to take turns and it should not be stopped.

“Actually it was little bit hard to teach English abroad with my basic is Arabic, but because of the school demanded me to do that, I just agreed and try to do my best”, she said.

g. Student G, Qur’anic Studies, Ushuluddin Faculty

He taught Indonesian language, tafseer, hadeeth, and English at AhmadiWittaya Foundation School, Pattani province, with the total number of students is just around 250. For English subject, he focused on junior and senior high school in 4 classes. According to his observation, he found that the students ability in English is very low. So he never taught grammar, but vocabularies and games only because he knew that grammar is very difficult for his students. He just focused on speaking skills in common such as greetings, introducing, and also asking direction. Actually the school has its own syllabus but he tried to make it as simple as he can in order to make the students understood easily. He always gives new vocabularies and sometimes sing a song together.

For senior high school, especially on the 3rd graders, there are some students that have good ability in English. They even won the speech contest.

There is an English zone in that school but isn't works, so he asked the students to make the English zone running again. The English teacher in that school also speak English with him in English zone.

He said to his students "Don't think about grammar, don't worry to make mistakes, but try to make someone understand what do you say." He say like that because of the students shy to speak English although they actually could do. There is also an English club every week, and he focused the students in speaking only in order to make them in habits.

He also gave motivations and always inspire the class to love the subject first if they want to get success because it will be hard to study if they even hate the subject.

He really amazed when got the chance to teach English abroad because he come from non teachers' training faculty. He said that he really love English and he believed that English is the most important language, so that's why he want to show that even he come from non English department, he could even speak English as good as students that come from English department itself. He taught his students according to his experience when learning English.

The media he used is LCD. He asked the class to watch the movie and sing a song together because he knew that his students like singing very much.

They could remember the lyric of a song full without looking on the text. The song he taught is 'one call away' by Charlie Puth. Even they didn't understand the meaning, they could sing that song extremely well. For scoring, he takes from the pronunciation of them when singing (how they spell the lyrics). Apparently, there are part of them that still used Thai dialect when speak English.

Another activity is watched Upin&Ipin cartoon in English version. He had chosen that technique because Upin&Ipin still used Malay dialect and it will be easier to understand. For the game, he asked the class to continue the words used a piece of paper. Sometimes he divided the class into some small groups. At the end, the words that written by his students will be a story and read by a representative in front of the class.

The difficulty he found there is how to work really hard to be good teacher because he didn't come from teacher training faculty as he said before. He works really hard how to built the students' mood. The students is lazy to study and less of respect. They eat when the class is running. Talk to each other when the teacher is explaining. So he wanted to change this bad habits. He tried to speak louder and make the situation worried and finally the students focused on him. He often used game to start the lesson in order to make them happy before continue to the main lesson. For the results, he succedin making them didn't eat anymore in the class and chit chat with

friends. He deals with his students to not eat, talk anymore and always write the vocabularies he has given.

2. Method and Technique Used by Non-English Department Students In Teaching English

The following writing below is about the methods and techniques in teaching English used by non-English department students of UIN Antasari in teaching English in Southern Thailand.

Rodgers (1986) stated that method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. While technique is the level at which classroom procedures are described. Based on the description above, the researcher classifies the method and technique which UIN Antasari Students' use in teaching English in Southern Thailand during 4 months as follows :

No	Name	Techniques	Method
1	Student A (Eakapapsasanawich Islamic School, Krabi)	a. Writing down the vocabularies that related to things around the students on the whiteboard.	The direct method. It can be seen from the most he taught

		<p>b. Asking the students to find 5 - 10 vocabularies around them, then write it down on the book using Indonesian or Thai language, after that, he and his students translate the vocabularies they've found before.</p> <p>c. Mentioning the words in English and asking the students to guess the meaning of it. If they are giving wrong answers, he will show the pictures up on the LCD, so the students will know what he means spontaneously without looking for any translation in Malay or Thai language.</p>	<p>is vocabulary. Also he use concrete objects and student self-correction when guessing the name of things he mentioned.</p>
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		<p>d. Asking the students to make a simple conversation.</p> <p>e. Making simple sentences such as <i>I am eating, I am seeing, etc.</i></p> <p>f. Teaching vocabulary frequently.</p> <p>g. Watching a short movie then asking the students to find the words that mentioning in the movie (listening).</p>	
2	Student B (Miftahuddeen School, Songkhla)	<p>a. Singing alphabet song.</p> <p>b. Playing games such as hand over the stick to friend next to him/her while sing a song.</p>	The direct method. It can be seen from the way she handled the class is used direct behavior.

3	<p>Student E (DarulIslah School, Narathiwat)</p>	<p>a. Reading the story in front of the class.</p> <p>b. Playing ‘card sort’ as a game.</p> <p>c. Finding and writing the words on the whiteboard in groups.</p> <p>d. Singing a greeting song.</p> <p>e. Watching cartoon movie then asking the students to practice the dialogue what they have seen on the video.</p> <p>f. Memorizing vocabularies through the paper that stuck up on the wall, door, bathroom, window, cupboard, etc.</p>	<p>Direct method. It can be seen from reading aloud activity and conversation practice after watching the cartoon movie.</p>
4	<p>Student G (AhmadiWittaya Foundation School,</p>	<p>a. English zone (speaking English as a habitual action).</p>	<p>The Direct Method. It can be seen from</p>

	Pattani)	<p>b. English club (learn much more vocabularies).</p> <p>c. Singing ‘One call away’ by Charlie Puth (good pronunciation).</p> <p>d. Watching Upin&Ipin cartoon in English version (Listening).</p> <p>e. Continuing the sentence use a piece of paper as a game. At the end, the words that written by all students in each group will be a story and read by a representative in front of the class.</p>	<p>the skills he most emphasized is pronunciation and speaking.</p>
5	Student D (Masjid Khlongjilad Uppatham School, Krabi)	<p>a. Have fun learning ; going to nature such a beach and learn vocabularies around them.</p> <p>b. Listening to kids song on</p>	<p>The Natural approach and Total Physical Response. It can be seen</p>

		<p>‘youtube’.</p> <p>c. Playing ‘rock, scissor, paper’ game.</p> <p>d. Making animal shapes use origami paper, then mentioning the name of the animals in English.</p>	<p>from he ask the students to go nature to learn vocabulary and make shapes of animal use origami paper.</p>
6	<p>Student F (DarulQuraniKarim, Narathiwat)</p>	<p>a. Telling about something that related to the teenagers life such boy/girlfriend, then pretending to forget a word or some words instead of she asked the students to open the dictionary and found what the meaning of the words she forgot.</p> <p>b. Playing game ‘<i>I rememberabout</i>’ to make the students memorizing</p>	<p>Total Physical Response. It can be seen from the way she told the class about something that related to their life with jokes in it and also vocabulary is emphasized over others.</p>

		vocabularies easier.	
7	Student C (Islam BachokWitaya School, Yala)	<p>a. Playing ‘BINGO’ game.</p> <p>b. Giving the class some pictures of shapes in math ; cube, block, cone, round, etc. then, together with students translated into English, malay, and also Thai.</p> <p>c. Translating a text about ‘a moslem figure biography’ into Thai.</p>	Grammar translation method. It can be seen from small group tasks and when students permitted to use their native language.

B. Discussion

By the data presented, the method and technique used by Student A, B, E and G is the direct method. It can be seen through the techniques they are used which is appropriate with Diane Larsen-Freeman stated in her book *Techniques and Principles in Language Teaching* (1986, p.26-27) that the common or typical techniques closely associated with the direct method such as reading aloud, question and answer exercise, student self-correction,

conversation practice, fill in the blank exercise, dictation and also paragraph writing.

While Richards and Rodgers (1986, p.9-10) summarize that the key features of the direct method are :

1. Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught.
3. Oral communication skills are built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small intensive class.
4. Grammar is taught inductively.
5. New teaching points are taught through modeling and practice.
6. Concrete vocabulary is taught through demonstration, objects and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.

By the key features listed above, we could see that the method used by student A, B, E and G is appropriate with those statements.

The total physical response is used by student F and D. It suitable with the typical techniques adopted from Asher (1977, p.43) as follows :

1. The teacher directs and the students act in response.

2. Humor is injected into the lessons to make the students more enjoyable learning.
3. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

Larsen-Freeman (1986, p.118) also stated that the typical technique of Total Physical response is using commands to direct behavior. The key features and typical technique mention above are appropriate with the student F and D techniques in teaching English.

The last is student C that used the grammar translation as her method in teaching English. It can be seen from the techniques she used which appropriate with the key features of the grammar translation method itself. Some of its key features are translating target language to native language and also reading comprehension questions such as finding information in a text.