

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

To know about teaching and learning English Language in Suanpryawittaya School, Southern Thailand, in this research the writer as the observer. In this section the witer describe about the findings reserch on the field based on data collection procedure, the teacher interview, classroom observation, and documentations. The following writing, all collected data are presented in detail within the description. Therefore, the writer presents rhis data based on problem formulation.

The writer interviewed four English teachers and conducting observation when the teacher taught to tech in the class.

#### **1. Teaching and Learning English language Activities in Suanpryawittaya School**

##### **a. Interview Result**

##### **a) Teacher 1**

In this study, she gave positive respond about the research. She taught English in this school it has been 10 years, and she sees Thailand students particulary in the school of Suanpryawittaya, they are very difficult in accepting English learning, even in pronunciation. She is looking for learning materials, aside from hand book or guide book, she is also looking at the internet as a supplementary learning resources, so that it can develop teaching materials in English learning, and the pupils are also not bored in learning. She teaches many students who are very shy or not so motivated, so it is so difficult to get them participate in learning, discussion.

She said, in Suanprayawittaya school, learning english just embed the 2 skills, there are reading and writing. While, speaking and listening just as supporters in the learning. That is makes the students very difficult in speak english, and understand the words in english language.

Her reason for using material or learning resource from the internet is, sometimes learning from the book is very limited, making it difficult for cooperate knowledge, and from the internet is also helpful in teaching engineering. For example, with playing vidio content related to the topic that will be discussed, so that students not only monotonous from the book only. They can imagine from the vidio, and discuss with their friend about the vidio.

She said that students tend to choose the topic or sub-topic that they want, but sometimes let the students choose between selection of topic or sub-topic. That is the part from student centered discussion. She used method or technique more to the discussion, and always give them materials and very hard to build the student's creativity, they consider the english language difficult and very tedious. Only a few students who truly understand the material presented by the teacher.

And for writing, she gave more freedom of writing for students, for example to celebrate about Mother's Day, she asks her students to write and create greeting card for their mothers be creatively. For speaking and listening, she just gave their students direct assignment in class, and after they complete, directly discussed as a learning support. She said, that as long as she is teaching english in this school, it is very difficult for her to motivate the students that learning English is very important and useful for what they want to achieve.

b) Teacher II

Teacher II taught always in the language laboratory, with the support of computer media as a medium of instruction. Students learn through a computer, if learning about descriptive text, students seek the understanding of the description via the internet, computer has been made available without use of the book again.

In teaching English, she knows how use a good method in teaching. But when she applying several method in the class when she teach, students are much less understand what she meant. Like to invite students to each other frequently asked questions, students are confused what they should to ask and what should be their responsibility.

*“I teach a hold on a book, while the lesson take place they find out for their self about the topic with the internet, and then I explained to them about the topic”* She said. And she just use English when opening the lesson and closing the lesson, and the rest uses the Siam language.

She did was, by giving such a text to make the story in English language, or provide the text and answer the questions that match the text. She gives more freedom to write for students by providing the theme or title, and the students asked to write down and develop these themes into a piece of writing. Learning activity in the classroom is very relaxing, not many students play an active in the class, She used simple method like translation or question and answer to give the students's score. For the media in teacing, she just utilizes the computer and projrctor , so students do not get bored during class.

## c) Teacher III

She taught English language grade one and four. She teaches only in the classroom and just with the guide book. She teaches only focus on the book and just lecturing. While the students just listen, only a few students understand what they learn. They are very hard to even feel tired to learn English, because according to them, the English language is very difficult. The most difficult part is asking them to translate and compose sentences with grammar.

She does not use the media as creative media learning, for example like flash card, pocket card, slide, picture, etc. She is just using whiteboard and guide book, and more explaining than active discussion with her students. The reason why she teaches like that, because the students' response is too low in receiving instruction or the lesson. And her learning resources and learning materials which she used only from the guide book, she is also search from the internet as a supplementary material but not too many really on internet, all taught her text book. The activity in the class, just hear the teacher explain the material, and after that the students there who listen to some even, don't notice. She explained that the students in this school are very few are interested in learning English, they study only because English in all schools require this, that many don't pay attention if a lesson is taking place.

She explained that the students in this school are indeed less interest in Learning English, lots of difficulties in learning activities. However teachers using methods that are interesting, nonetheless the students found it difficult to learn English. She also mentioned, the presence of student PPL from Indonesia who teaches English sometimes have difficulty in teaching, she often heard complaints from them about the difficulty of referring students to engage activity in learning English.

She said the most important is their task given, since the assignment of only one get their value. The problem of understanding, she just hoped her students can grasp the lesson even though only a little.

d) Teacher IV

Explanation from Teacher IV, she not much different from the third resource person who has writer interview. She says, that it is true the students in this school are very difficult in the acceptance of english language learning.

She said, she prefers teaching outside of the classroom, more bring students on practice outside of the class. Her goal was not to get bored, and students are more creative in understanding learning. For example, with singing English songs, and role play, and many other activities that support the learning of english. Although, many of them are playful, but at least they enjoy the learning. Teacher IV explained, after explain the topic and give an example, she will make the students practice for speaking in English with material that's been taught to them. Like learning to pronounce the "alphabet", "how to get acquainted", "culture" say greetings in English.

From the above, the writer interview result can be concluded that English learning in this school is indeed less attractive to students. Students are very hard in receive or process in they learning. So, teachers also feel confused to lure students interested in learning English. Any english teachers use various methods of learning that they can speak and to facilitate the delivery of learning english. However, students still feel learning English is very difficult.

b. Observation result

Based on the observation the writer did at two months, generally some students also active in learning, approximately 10 % are active in the class. The rest is just listen to and even some don't listen at all. There are some teachers who only taught by lecturing method only, and there are also teachers who teach in a discussion. Learning methods that teachers are extremely good at a bit, so if processed, students do not respond to the teacher, then teacher only proceed without knowing whether their students understand it or not.

a) Teacher I

When incoming teachers in the classroom, and then ask the students to pick out the task to corrected together. When they are finished checking the task, teachers told the students open the page or further learning. The teacher explained while writing down on the board, and students just listen, if the teacher ask, rarely from their answer immediately, they are waiting for the teacher pointing them to answer what is asked by the teacher.

*Teacher : Good Morning students.. How are you?*

*Students : Good morning teacher. I'm fine thank you, and you?*

*Teacher : I'm fine too, now open page 38 .....*

Teacher I always check the students's task before entering the next lesson, after all is checked, than give the score, students are asked to listen the explanation for the next lesson. And then, when explaining the lesson, Teacher I explaining with write on the board, and than invite students to dialogue to discuss about the topic, and use *Siam Language* to make students understand the explanation.

When Teacher I explain the lesson, students listened to while writing the requested by Teacher I. Such as writing what is already the teacher wrote on the whiteboard. For learning to take place, students are more silent, and only a few students who are active in learning. When the teacher asked, only a few students who responded. And teachers only use guidebooks and white board as a media in learning.

The learning atmosphere was very quiet, the silence of many students, because students are only required to listen to what the teacher explained. Teacher I more explaining to students, discussion and dialogue with the students is only just a little.

From the observation, the writer observe that teacher I more using the CLT method, teacher I more invites students to discuss and help them to develop their speaking skills, so that students are not afraid and can developed students to reproduce their english vocabulary.

#### a) Teacher II

Learning activities such as learning in general, teachers teach and students listen. There are some english teachers like teacher II who use the language laboratory for teaching, there are also teaching outside of the classroom. Some students follow the lesson with the way while playing, with not too focus with book. Students really enjoy if the learning is done outside classroom, because they look depressed and bored if only learning in the class room.

From the observation, when the writer observe in the class, teacher II ask the student to translate a reading passage from English language into their native language or Siam language. The translation the teacher uses start from vocabulary, new word or difficult words, then the sentence explains the whole text.

In teaching and learning process, teacher II teach always in language laboratory. Teacher II use computer for the teaching process. Teacher ask students to use computer for learning process. The teacher prepare the topic for teaching to be conveyed, then students asked searching on the internet about the topics that will be discussed, any computer used by two students. When students searched from the internet, content to be in search should be the same. For example, a topic that will be discussed about the descriptive text, students must be typed in the search field with the same words, so that the same search result. For example :

### **“Descriptive Text”**

The students must be type the same words for search the topic for learning. And the teacher write on the whiteboard for give the instruction what should students type in computer. In addition to using computers, students also take note of the results of learning in their notebooks. The teacher describes the topics covered, then the students recorded their search result on the internet and also the explanations already teacher explain.

Sometimes teacher also gave some games to evaluate student understanding. The students is asked prepare a paper, then write down a question about the topic that has been discussed, then the paper is folded and gathered in a tin. Each students had to focus with what teacher say. When teacher say “black” students stand, when teacher say “green” students sit, when teacher say “yellow” students applause. If there are students who are wrong then the wrong students stepped forward to take a question paper that they already prepare.



So students wouldn't feel bored, although any students who are less with what they are learning, and any students explain their understanding with the use of their native language or Siamese language, not in English language.

b) Teacher III

There was a teacher who taught with the real object, and the observation from teacher III, teacher III begin her class with dialogue about the last topic, for example last meeting they have been learn about describe the tools in the classroom, and teacher III asked the students to describe the objects that they have on the table with the English language, and then ask them to guess whether the objects in question. Students look enthusiastic, although there are some students who feel it difficult to pronounce or speak in English.

When the writer's observation in the class, while it is being processed of learning about place and the students are divided into several groups and were asked to identify names of places or buildings that are in the map in English language. For example : *City Park, Post Office, Station*. This first activity will help students increase their Vocabulary about the place and the buildings they encountered daily in the city. After you have finished identifying all the places and buildings that are in the map. Each group with the help of teacher representatives are asked to forward to the front of the class and recite the names of places or buildings in English by the way can show them in the map.

Teachers III prefer the communication with students in the classroom, so that students become accustomed to. Although, students still find it difficult in learning English. When the teacher III, asked the students about a few things, most of the students just silent, and did not respond well. Perhaps because of the fear in them to

respond. The lack of vocabulary that they have, make them afraid and nervous in speaking English. That's because the teacher explained the lesson with native Language (Thai Language), so as to make students less in their English language.

c) Teacher IV

Based on observation, teacher IV more use dialogue with the students, with a large of practice than theories that teacher IV teaches. The goal of the students play an active role in the learning process. And in teaching process the teacher applies the reading text or story. Teacher IV read loudly the title and every sentence of the text, and than students repeat what she says. Also the new vocabulary or difficult words and sentences the teacher tries to read loudly and inform the meaning. So, the students will remember how pronounce and what the meaning of the word.

To facilitates students in English learning, every teacher IV teach in the class, the teacher always wirtes about 5 or 10 of the new words in the white board. And then the teacher asks the students to memorize those new words in the next meeting with draw the vocabulary is given.

In another meeting, teacher IV asked the student to role play, the students play a short drama, with a group that is already divided. Teacher IV more often learning outdoors, utilizing the objects around to support learning. When students were asked to play short drama, they present their performance in auditorium school with property they already prepare.

When the writer observe in this class, teacher IV sometimes use finger puppet for teaching. She explains the lesson with style of storytelling and students listen what the teacher say. Based on research conducted in observation, learning english in

SOPO using several methods of learning that the writer found in the learning activities, such as question and answer method, translation method, grammatical method, etc. As the writer described above, there are some teachers who only use the method of lecture method, just explain the material to complete the task and then provide any learning ends, without much interaction with the students. While there are also teachers who explain the lesson while questioning with their students. For example, if there are explanations of the teachers who are less understood, students are welcome to ask before the lesson continued. But, the mental courage of the students here are very limited, the students rarely asked, because they fear wrong delivered in English.

The English teachers said, using media is very difficult to students to enjoy learning English. So they feel useless, and do not wish to elaborate in teaching. Other learning activities, such as the memories vocabulary and also make wall magazine in English. Teachers just using hand book, whiteboard, and a few sheets copy of paper for the material taught.

## **2. The English teachers give assignments to students in Suanprayawittaya School**

### **a. Interview Result**

#### **a) Teacher I**

In assignment, teacher I gives as there in the book. Like answer the question that are on the book, reading the text, and make text short to train writing students' skill. And her assessment of the matter based on the order of sentences (grammar), if the reading assessment taken by students' reading fluency. Make a group for discussion, and give them a topic for discussion.

## b) Teacher II

She said, she just gave a task topic learning, and students are asked to read or look it up on the internet for study. There's also the assignment to write a story about their experience, etc. And she also asked the students to draw something and then described in English. She gives the tasks in the classroom as well, to repeat again the lesson that has been explained, by asking the students to answer the question that she had already made with regard to the topic studies.

## c) Teacher III

She said, that task which she gave only the form of the assignment in writing essay, and read from a topic already she has prepared. Because she just gave assignments in accordance with what is already determined. Sometimes, the teacher gives dictation for the students, the teacher ask the student to write what have they listen.

## d) Teacher IV

She was assigning her students more in translation. Translate from native language to english language. Then the students were asked to read their translation one by one. Later, she is also more frequent discussions, and role play or short drama to train their speaking skill. She makes a picture, for students and ask them to describe about the picture.

From the result of interview above, the writer can conclude that the average English teacher in Suanpryawittaya school, gave the assignment in the form of reading and writing. Like reading the text, they provide, write or create story about the topic discussed. Assignments such as translating is also given to the students.

Students are also charged with playing drama or a role play, so they don't get bored in study and work on the task.

b. Observation Result

From the writer's observation that already get, about how teachers give their students the assignment to the result obtained, does away with the result of the interview, which has been explained by the teacher. The teacher gave the assignment to its students such as translate, dictation, read the text that is already provided, write stories about topics that are already described, answer existing questions in the book and play the drama.

a) Teacher I

Teacher I asked Students are required to read the text in front of the classroom, to practice reading in english language and also the correct pronunciation in english text reading. And after that stuents are asked questions and answer in full sentences so that they practice with new words and grammatical structure. This will enlarge the students skill.

Students are trained to answer the question according to the text and find the main idea in these readings. Then, in translating, students are asked to translete in both languages, from native language to english language, and from english to native language. From the result of tranlating it, students will read it in front of the class, and then paste it in the translation result are processed so that the results of their task a lost.

b) Teacher II

Teacher II teaching by using the computer as a media of teaching. The teacher gives assignments like the quiz that already she had prepared on the computer of each student. They were asked to answer all the questions available.

Every teaching and learning English sometimes there are some difficult words or new vocabulary that the students know yet, teacher II asked the students to search the meaning in dictionary. The teacher order the students to understand the meaning of sentence and complete the sentences or to make new sentences by using some word from the teacher.

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features. They could have done this from memory, or they could have used the reading passage in the lesson as a model. And than, besides it, students are given a series of sentences with word missing. They fill in the blanks with new vocabulary items, or with items of particular grammar type, such as preposition or verbs with different tenses.

c) Teacher III

Teacher III asks the students to find the meaning or guess the meaning of the foreign language, to the correct native language translation, teacher give explanation or give the example. The teacher asks orally the students some question may be related to the last lesson that taught and learnt before and the students answer directly in English. For example :

The teacher says : What we say in English "*Cha Pai Nai*" (*Siam*)

The student says : "Where do you go?"

There are also other assignments like making a stick puppet to practiced in front of the class by explain in English.

d) Teacher IV

There are some students who have difficulty in working on task, such as memorizing vocabulary and also translate their vocabulary memorization, little by little, there is also their writing in the language of siam (how to read) so easy for them in their reading in English. In another assignment, teacher asks students in the other activity, the teacher sometimes asks the students to do the exercise in their own books, by filling the correct words in the blanks. There is a series of sentence of short story with words missing, and the students are asked to fill in the blanks with one of the word items.

There's also the assignment of dictation, teachres read out word for word, and then write down their students. When the students finished, the teacher corrects students' writing, the result match what teachers say. It aims to train students' writing skills in writing English.

The uniquely is, students are asked to make the task be creatively. By way of illustrati on, made chiefly from their assignment could be exhibited processed or stored neatly in the home. Expectation of the assignment that is, students may repeat again learning was studied in the class. So, even though they do not pay attention in class, but at least they repeated it at home.

## **B. Discussion**

After all of data has been obtained from interview, observation, and documentation result that related to the applying teaching teaching and learning in

Suanprayawittaya school, Chanae distric, Narathiwat southern Thailand. The writer is going to interpreting and explaing the implication and the limitation of the findings based on the related theotrical review.

By the data presented, the method of teaching English used by Teacher I and Teacher III is the Communicative Language Teaching. It can be seen through the technique they are used which is appropriate with Lindsay and Paul in their book (2006, p.20) here are some of the main features of CLT :

- a. The goal is to learn to communicate in the target language
- b. There is an emphasis on meaning and *using* the language rather than on the structure
- c. Oral and written may be used from the start, for example role plays, dialouges, games, and problem solving.
- d. One role for the teacher is that of a ‘facilitator’ who help learners to communicate in English and motovates them to work with the language. Learners often interact with each others through pair of group work.
- e. The fourb skills are developed simultaneously

And for teacher II, she use Grammar Translation Method. It can be seen through she use GTM method in accordance with the characteristics of GTM, referred in the book of Brown (2007, p.19) the characteristic of GTM are :

- a. Classes are taught in the mother tongue, with little active use of the target language
- b. Much vocabulary is taught in the form of list of isolated words
- c. Long, elaborate explanations of the intricacies of grammar are given
- d. Grammarn provides the rules for putting words together, and instruction often focuses on the form and inflection of words.



- e. Reading of difficult classical texts is begun early
- f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- g. Often the only drills are exercise in translating disconnected sentences from the target language into the mother language.
- h. Little or no attention is given to pronunciation.

Teacher IV, she use Audio Lingual Method in her teaching and learning activity. She begin her class with the dialogue, and also play short drama in her activity in teaching English. Here some features of typical lesson in the book of Lindsay and Paul (2006, p.18), such as

- a. Lesson often begins with dialogues
- b. The emphasis was on the form (or structure) of language rather than on content and meaning
- c. Correct pronunciation was strongly encouraged from the beginning
- d. Vocabulary was severely in the early stages
- e. Drills were the main way new language was practice

Because it is focused on learning, classroom assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment. Their motivation is increased when they realize that faculty are interested and invested in their success as learners. When students focus more clearly, participate more actively, and feel more confident that they can succeed, they are likely to do better in their course work.

For the assignment, English teacher in SOPO give assignment to the students such as, translation, discussion and conversation, role play, reading aloud, sentence repetition, memorizing vocabulary, question and answer the task, games, and multiple choice.

The teacher should use various media in order the students can understand the material quickly and interested to the lesson. Beside that, the students sometimes need the real things that have relationship with the lesson, because it makes them easily to remember and the lesson more attractive.

And for the media, English teacher at Suanprayawittaya school through some media such as whiteboard, pictures, worksheet, using dictionary, object around class, text book, and projector in the teaching and learning activity.

From the method in teaching and learning English at Suanprayawittaya School, the writer can say that the teaching and learning English using method at that school is good enough, but of course, still has to be more evaluate and developed. And it is will be better if the teacher applies more techniques that never use in teaching and learning, in order to be attractive and the students will be more interested in learning English.

From fourth english teacher who's been interview, that the activity of learning English in SOPO is passive condition. Teacher as a figure, and students as a listener only, without much response, only a few students who responded during the learning activity. Probably, due to the methods used teachers too often used, resulting in less innovation in learning processed

In the assignment, must the existence of mutual benefit between teachers and students. As the students are asked to read a text, it provides benefits for students to

practice their pronunciation, and train the teacher hearing it true than in say students in reading.

Most college teachers already collect some feedback on their students' learning and use that feedback to inform their teaching. Classroom assessment is an attempt to build on existing good practice by making it more systematic, more flexible, and more effective.