

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

The subchapter presented the data that has been collected in research. The research aims to answer the statement of the problem. Therefore to answer the statement of problems the researcher used observation to know what are intervention the teacher used to make teaching English learning interesting in the classroom and interview in this research is supporting the data which obtained from questionnaire. In an interview, the researcher found the reason why the teacher choose and used that intervention to teach English learning in the classroom from students. The researcher conducted the research on 23 sept until 23 november 2017 at class X A and X B, the total number was 49 students divided 24 female class and 25 male class.

In this chapter the researcher explained about teacher's intervention that used the teacher to make interesting students in teaching English learning and to know responses students when the teacher used that intervention in teaching English learning at MA Al Istiqomah boarding school.

1. Observation of Teacher's intervention used in teaching English learning at classroom.

The first observation was on 26<sup>th</sup> September 2017, the researcher come to the class and sit behind the class to know what are teacher's intervention used in teaching English to make students interesting. In this meeting the researcher find

some intervention the teacher used based on observation sheet by researcher. So intervention the teacher used when teaching English learning at X A and X B class such as:

a. Being Supportive

1) The teacher used warm up before start the lesson

Condition in the classroom when the teacher used intervention in teaching English learning, the teacher come to the class and used intervention before started the lesson, intervention the teacher used in the class such as:

”Assalamu’alaikum Warahmatullahi Wabarakatuh”

“Good morning my students”

“How are today....., etc”

and than check attendance all of students with called their names one by one. So after checking attendance for students, the teacher intervention again to give describe or direct about the lesson today. The teacher play a song and give direction to students about lesson will learn today and the student guess the lesson, and start lesson today, the student pay attention with the lesson, this situation the researcher looked responses the student. They are enjoyed with the lesson. Students who were not willing to learn English, not interested in English lessons, bored to learn English as forgetting that in having followed the English lesson and by itself follow the lesson without any coercion and demands, intervention the teacher used in teaching English learning by warm up maked magic to students not

interest being interested, enjoy and happy to learn English in the classroom.



- 2) Check attendance all of the students in the class

after give intervention the teacher check attendance all of students in the class.

b. Giving Instruction

- 1) The teacher use short sentence for explained the lesson

The next intervention the teacher used in teaching English learning at the classroom are the teacher used short sentence like “ *My students this is picture, the picture located in Banjarmasin city,*” and give rest every explained for the lesson.

- 2) Speak a little more slowly and clearly for the lesson.

And than the teacher explained but slow and always repeat her speak. for example: “ *my students lets we discribe the place, the place one of tour from Banjarmasin.....etc*” ( the teacher repeat again her speak)

3) Check student's understanding from the lesson

And middle explained the teacher always check understanding their students by asking for them such as “ *until here, do you understand my students?.....etc*”

4) Give example about materials



The teacher give explained from students before give exercise related the materials, for example: (about describing people)

*“Look at in the slide my students there are many picture, question she have curly hair and white skin, the face is oval, which one the true picture.....etc”*

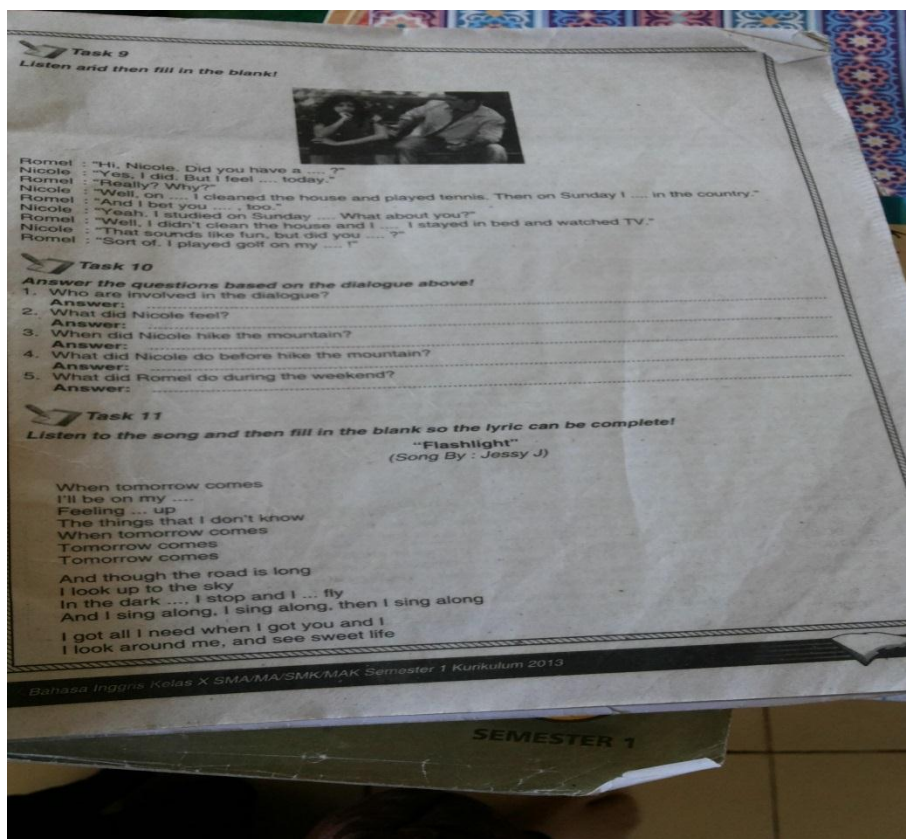
so after give example the teacher give exercise to students.

5) The teacher walking away for explain the lesson make sure the class can hear.

And than ask to student's understanding every sublesson. And give explanation walking away make sure all students can hearing in the class. Looking at the interventions that the teacher applied in the classroom the students

became focused on listening to the lesson learned that had been sleepy so the spirit to learn it, because the teacher saw a close and loud voice and clear in giving English explanation.

c. Other Intervention The Teacher Used In The Classroom



- The teacher used song for materials related from their textbook. Other intervention the teacher used in teaching English is song. A song better choice for exercise. The teacher give a lyric for student and order to student guess feel in the blank for a lyric and after finishing guess the teacher order the student to sing the lyric one by one front of the class. Responses students to this intervention that used the teacher very good, the student be more diligent and interesting, they are very

enthusiastic in this lesson, there is no protest they say to their teacher, they listen to the song well, chatting the problem according to their listening ability then learn how to pronounce the right word through electronic dictionary in their mobile phone.

The second observation was on 4<sup>th</sup> October 2017, the researcher found also some intervention that the teacher used in the classroom. Same the first meeting the researcher come to the class and to know what was teacher intervention the teacher used at X B, intervention the teacher used un the class such as:

a. Being Supportive

- 1) The teacher used warm up before start the lesson
- 2) Check attendance all of the students in the class

Intervention the teacher used same with class X A but responses student more improve because the teacher use warm up song that students like this song, the teacher give traning, who are sing a song that song without text, the student get score plus for examination. The student attracted can try it. Although some student worried.

b. Asserthing Authority

- 1) Use ice breaking to make studens focus in the lesson

The teacher give short song for student if students bored English learning, the teacher invite all students sing a song together, after singing that song students energetic to learn English again, the students more focus listen explanation the teacher.

c. Giving Instruction

- 1) The teacher use short sentence for explained the lesson
- 2) Speak a little more slowly and clearly for the lesson.
- 3) Check student's understanding from the lesson
- 4) Give example about materials
- 5) The teacher walking away for explain the lesson make sure the class can hear.

d. Giving encouragement feedback and praise

- 1) The teacher give praise after students finish working the lesson
- 2) Giving claphand for encouragement

The teacher give praise when some students can answer what the teacher ask such as:

T : *Hendra apa jawaban dari soal no 14 itu* (what is answer from question no 14)

S : *Jawabannya B, bu.* (my aswers is B)

T : *Bujur* (that's right)

The teacher give raise such as good job, brilliant and great my students and aplose when students can answer teachers' question, although the students cannot answer teachers' question, the teacher still give raise for students in order student more happy to find true answer. Researcher looked responses students when teacher apply this intervention, they wasn't shy cause not answer but the more find true answer, that condition intervention make student active to learn English.

e. Used Other Intervention

- 1) The teacher used a song as materils in their textbook

Before the practice of taking values in singing at the start, the teacher gave the teacher the singing of the song first to give an example in the pronunciation of the lyrics of the song, after giving example of calling the students name one by one at random. In this condition the classroom ambience to be enjoyed but still calm and attract the interest of children in learning, in contrast to the interventions that teachers apply with previous interventions. Every student was very enthusiastic, they was very happy in singing, some was advancing with no lyrics, some was embarrassed in saying the lyrics but he still try to be like his friend who already memorized the lyrics, there also a singing while dancing in front of the class.

They was enjoy the learning process with this intervention. The selection of good songs that fit their times and also can attract students' interest in English is the selection of interventions with this good strategy.

The students' responses when the teacher apply intervention to mix her lesson from English learning, the resercher looked responses student when the teacher used that intervention student very fun to learn English. They always ask to teacher when their misunderstanding for the lesson, although the teacher didn't ask them. Until finish teaching English learning the researcher didn't see the student bored or sleepy, the are very attention teachers' explanation to English learning.



And the last was the third observation was meeting on 22<sup>th</sup> November 2017, it was different meeting because the researcher didn't come to the class but join the teacher for study tour about Banjarmasin's river outdoor class with X A and X B students. So in the last meeting the researcher found intervention that the teacher used such as:

- a. Being Supportive
  - 1) The teacher used warm up before start the lesson
  - 2) Check attendance all of the students in the class
- b. Giving Instructions
  - 1) The teacher use short sentence for explained the lesson
  - 2) Speak a little more slowly and clearly for the lesson
  - 3) Pause after check instruction to allow understanding processing time
  - 4) Check understanding from the lesson
- c. Used Other Intervention
  - 1) Invite all student to join study tour about history Banjarmasin's river

Intervention the teacher used in English learning is one of very interesting and students more happy and love English learning, didn't bored that show from student. The students more active to question. Because they play and learn in outdoor class, the student get knowledge and also get vacation from intervention that applys' teacher.

The intervention was to invite students to know the environment around by learning outside to known river around their school. Both of these interventions

are good techniques that teachers apply to their students. Because with this intervention can build interest in their learning and also can change their mindset or mainset to English subjects that sanya these subjects are not always about grammar, boring narattive text or questions that they do not know the content of the question and answer but English subjects can also be taught in a way as interesting and exciting.

Based on interview, many intervention the teacher used in teaching English learning, for helping student more like English learning, the reason teacher apply interevntion in her teaching to improve students' interesting from English learning, to change students' anxiety for English learning. So with intervention the teacher apply in her teaching make students have fun and enjoy English learning and than get positive responses by intervention that apply the teacher.

## **B. Discussion**

The purpose of the research is to know how many teacher intervention the teacher uses in English learning at the classroom, teacher intervention the teacher use to make students interested, and to know responses students from teacher intervention the teacher uses in teaching English at the classroom, so based on the result teacher intervention the teacher uses of ten grade at MA Al Istiqomah Pekapuran Raya Banjarmasin using 5 teacher's intervention from 4 key teacher intervention that using in theory such as beeing supportive, asserthing authority, giving instruction, giving encouragement, feedback and praise (sriver, 2012).

The teacher used that intervention to maximizing her teaching and than to maked interest English subject for students. The teacher used teaching intervention every meeting her teach, so with intervention that apply the teacher teaching English learning very fun it can be seen the students responses very interesting when teacher apply intervention from English learning. Especially the teacher apply song as intervention, students responses is enjoying and singing to English learning (phillips, 2003). Lieberstein (1996) expresses that songs have to promote participation among students and that the approach used will depend on the song and the linguistic objective.