

CHAPTER IV

FINDINGS AND DISCUSSION

A. Learning Process

The data of this research were collected from observation and interview the teacher and the students in “Anugerah private course” to get information in learning process and response from students.

1. Student one

The first day observation on this research with the teacher 1: Getting in the S A house and met with the students’ parents, and she called her and let us get in and gave the time to learning English S A is first grade in junior high school: during learning process the researcher observed with space little bit far to make the situations conditionally. Before the teaching and learning began The teacher gave a chance to students prepare himself, gave a smile and asked about student’s feeling, asked the students pray before began the activity, remembered about the last lesson with brain storming (play game remember vocabulary).

The teachers asked about the difficulties in the learning class process and try to solve it together and made the students understand it with little bit explaining (The topic is “around you” the teacher gives vocabulary and the student make sentence from it). Answer some questions in the books with fun condition (fast answer, remember answer, quiz simulation) from the task vocabulary came up, remember vocabulary use ‘erase-write’ included how to pronounce it, make a sentence without make a note just speak up:

T: *malam*

S: *night*

T: *pada malam hari*

S: *in the night*

T: *saya melihat burung di malam hari*

S: *I see a bird in the night,*

The teacher asked the students wrote the sentence with difference tenses. The teacher made the situation good, conditionally, although it was quite in the beginning but in the end it was a nice relationship between students and teacher completely fun so the student had a great moment. The teacher already known about the students understanding with the students answer the questions and made the sentences, after the lesson completed the researcher carried on the collecting data with interview. Teacher one used language games at opening time the function communication active between the teacher with the students there are some different CLT in the group class and one to one, there was no student to student talk active but it just teacher and student active, so there's no dividing group like group works or pair work student with student.

1. Student two

The second day observation on this research with the teacher 1: The researcher and the teacher went to student's house and the situation was much different from the first student, it was very narrow because entered the gang with the small way the initial name is M F it had seem like S A still in first grade in juniors high school.

Some minutes later, we got the student's house. She was already waiting in the living room and teacher could begin about the lesson with the students, just like learning process 1 the researcher gave space to natural condition in learning process. From what the researcher saw teacher did some activity like before in the opening and while activity the difference was put on the teacher gave more practice with little more example and the different topic at the time is about the day (the teacher told to student make sentence use day word), because student more active than student one.

30 minutes the researcher observed the activity and teacher closed the learning English, the researcher carry on the collecting data with interview. so the researcher conclude that the teacher one used communicative language teaching with the conversational mode and productive skill-writing/speaking, the situation fun condition the teacher can made student comfort and enjoyable the lesson.

2. Student three

The teacher said hello to S B (first grade in senior high school), the teacher wanted to know what the students did lately, and the students told everything about the class condition, about learning process in the class today, and her friends. Then the teacher take the situation she advice the students after that gave a chance to prepare class equipment's, and start the lesson.

The teacher told about her experience when she was young, she said with English first and came up with bahasa like translated, after that the teacher tough about past formula, and gave vocabulary and small verb from it. The teacher

asked to write on the paper and gave a task like write the students experience that she never forget about it just one sentence in the first and two sentences in the second, when the students had done with the task, teacher asked the students read it with stand in front of the teacher. After that the teacher told the students to remember vocabulary and remind the formula and gave a chance to ask questions what the student did not understand yet. The teacher made a game with vocabulary and used a past sentence (teacher gives some vocabulary as like “TV” the student have to make a sentence used past tense with dislike expression), the students must spoke loudly what she hated in from the past. 35 minutes during learning process was doing the researcher saw enjoyable from the student so that why the time was out over than usually had did.

The teacher made the situation completely fun so the student have a great moment. Teacher already known about the students understanding with the students answer the questions and make the sentences. There’s a part of the task on the activity used productive skill: writing/ speaking, language game from CLT method that combine with GTM, and from all of the activity the teacher teach with instructional mode. The teacher made the situation completely fun so the student had a great moment. The teacher already known about the students understanding with the students answer the questions and make the sentences.

3. Student Four

The second day observed on this research with the teacher 2, the student initial name is K R, he is a student in second grade junior high school, his parents

let us to join eat before teaching learning process, after that giving time to learning English: during learning process the researcher observed took space little bits far to make the situation conditionally.

The Teacher wanted to know what the student's feeling and the students told everything about his feeling, about learning process in the class today, and what student did not understand about the lesson yet. Then the teacher took the situation she told the student about what teacher feeling and how to express with English language.

English first and came up with bahasa like translated explaining expression, after that the teacher taught about kinds of expression, and gave vocabulary and small verb from it. Teacher asked the student to read it with stand in front of the teachers. After that the teacher told the students to remember vocabulary and gave a chance to ask questions what the students did not understand yet. The teacher make a game with vocabulary and make expression sentence, the students must spoke loudly. About the while activity was similar with the day 1 learning process, but there some modifications because differences the topic, and time more shortly than before.

The teacher could combine what had happened in the real world and mixed with the subject lesson so the student quickly understanding with the explanation the teacher. The situation was good the students completely understand about the explanation and student look like happy. the research find that learning process

one to one in Anugerah Private Course the teacher two combine some technique CLT method that combine with GTM.

4. Student Five

Observation in learning process day 1 with teacher three, M F is a student in first grade in senior high school The teacher asked the students pray before begin the activity, remember about the last lesson with brain storming (play game remember vocabulary). The teacher gave new vocabulary to students, let's the students listen the vocabulary, the teacher just say what the vocabulary is, than told the students to repeat what the teacher said, word by word, after that the teacher make a sentence with the vocabulary said before, and told the students to repeat what the teacher said. Fix pronounces and repeat again and again up to the students remember and can practice the correct vocabulary.

The teachers wrote the vocabulary in the paper and pronounce like before, told the students have written it in the paper too and pronounce it in front of the teacher. Make a sentence from the vocabulary and spoke loudly.

The situation good, conditionally, fun, beginning up to the end it was a nice relationship between students and teacher. 30 minutes the researcher observed the activity and teacher close the learning English, the researcher carry on the collecting data with interview.

The researcher found that's not generally different than teacher 2, teacher three had some activity that combine with other techniques but the teacher three tried to emphasize the practice lesson so the teacher used instructional mode and a

lot of repetition in the activity it can be categorized productive skill writing-speaking or Receptive skills – reading/listening. The teacher use communicative language teaching combine with audio –lingual the function make good delivery to students understanding.

5. Student six

Observation day 2 with teacher three and H S is a student in first grade senior high school as like M F, The researcher see when teacher did while activity it's little bit same method like day 1 learning process the difference is put on the topic in day 2 the topics is expression –speaking, because of that it more training with repeated vocabulary, and practice, than explaining the topic. Teacher used instruction mode for learning process day 2.

6. Student Seven

The teacher asked to students the initial name is M N third grades in junior high school to pray before begin the activity. Open the student's book and ask the problem, than start the lesson. The teacher explained what students difficulties in the English class with the books, recount text, narration text and procedure text, the teacher give simple example and explain step by step, make some differences between them. Giving additional with real example holiday, home activity, mother and father did for recount text. Than the teacher asked the students had to repeat the difference between them according to their understanding and make some story for recount text, narration text and procedure text with bahasa first after that translate to English language.

The students can look for the vocabularies in the dictionary, and ask about correct grammar to the teacher with one condition, every vocabularies that the students found it must be written on the book and make a note.

The teacher asked again about recount narration and procedure text. The teacher already known about the students understanding with the students answer the questions and make the sentences. 30 minutes the researcher observed the activity and teacher close the learning English, the researcher carry on the collecting data with interview began with student than teacher.

The final from while activity was task, as a teacher we should know how much the students get the lessons, and this task activity the teacher used productive skill-writing and speaking, or Scrambled sentences and Language games. It was good lessons, conditionally, fun, although it was quite in the beginning but fun until the lesson done, it was a nice relationship between students and teacher.

7. Student Eight

The initial name of student is G R the teacher said that G R have learning process third meeting include the day and the teacher gave the topic about “to be” because G R still in the seventh grades junior high school, so the teacher is be easy to teach him. The teacher asked the student pray before began learning process and tried to make comfort situation with used some jokes like the teacher said about issue in social media lately, after that the teacher made greeting word

to student used English language the purpose to remind what they had learned in the last learning process.

The teacher started focus about the topic, explain what to be is? What the function? How the way to use it? And explain about to be words, the teacher tried to know that the student got the point or not with make some questions “*if the subject “you” what is to be we have to use it?*” and students made correct answer the questions, The teacher repeat the question for three times with different to be words, after that the teacher gave example with writing, teacher wrote a sentence and asked the student to make the same sentence than the teacher changing the subjects so the students had to change the to be.

After a few minutes later the teacher gave some test to know the student’s understandings, the teacher gave some vocabulary and asked the student to make sentence with the vocabulary use to be for example “*I am student*”. The result of the test was the student answer the question with correct answer however there still wrong in writing vocabulary.

B. Interview Teachers

1. Teacher one

According the teacher one, teaching use one to one in English course is good for the students, the teacher also stated that it could made the teacher comfort with one to one so it easy to control the situations however the teacher admitted that one to one have challenging itself as like choose the material and content, decided what the students need, and solve quite moment, make the

student comfort and enjoy with the subject, *“I give three because I think it’s very help them more understanding about what they learnt actually in English, but you know there is deficiency in learning process however from teacher or situation itself”*.

2. Teacher two

The researcher carried on collecting data used interview with teacher two, generally it similar with the teacher one have answered all questions with good responds, according to the teacher two one to one it’s different way to teach English, the teacher explain the key of one to one is build good relation with the student, the teacher should be friend, father, and teacher at the same time *“It’s really good, there a lot of advantages for students and teachers, however it’s so difficult teach like this in the first part, but it will be fine when you have good relationship with your students, so I give 4.”* That means one to one have challenging and the teacher have to solve it.

3. Teacher three

The researcher finding interviewed with the teacher three about the first meeting with the student and what teacher did in the first meeting. Teacher clarified that the teacher did not do first meeting or making deal with the student, the teacher explained that directly teach in the first meeting, there’s no information about the student’s background the teacher just asked about the topic that students learnt in the class lately. The researcher wondering that was the teacher like one to one , the teacher said that really excited with one to one

because teacher can decide time in learning process, the teacher also stated that's one to one is good for the student, however there's a lot of factors about get the goal in teaching learning, *“Actually, I don't know about what I did that was one to one, I just taught like what I had learnt in my university, the difference was put it on that was not formal class, this private class, but it actually same advantages like formal class so 4 stars for one to one”*.

4. Teacher four

The researcher got the last information with teacher four in the interviews section the teacher four's answered the questions about the first meeting they did it but without dealing concept because it make the teacher confused to choose the good question, teacher made some deal like the day we learnt, the time and concern topic, for example we fixed students speaking or writing or both of them. According to the teacher that one to one can help the student in learning English because there more practice and teacher could control the situation *“Everything have some advantages and not, but one to one there a lot of advantages than not and I think it will be easy because I just control my class with one student but I admitted that it will be intensively quite”*.

C. Interview Students

1. Students of teacher one (a)

According to the student of teacher one (a), the researcher take the point that the students good responded in all questions, include about one to one the student like and enjoy with it, the student also said that likes the teacher because very

excited learning with the teacher and the student can be more understand English subject that has been taught, “*one to one help me more understand the English, it make me more confidence in English class*” said the student.

2. Students of teacher one (b)

According to student of teacher 2 (b) it's no different with student of teacher one (a) had good respond about one to one , include activity and teacher teaching. The researcher took first question up to ended the question the student always said “*yes*” and the researcher tried to explore the student's answered but the student not give the answered like “*why you like the teacher?*” the student just nod head the meaning was yes. However, the researcher found the data that needed so the researcher finished the interview season and said “*thank you*”.

3. Students of teacher two (a)

According to the students of teacher two (a) try to compare one to one with formal class and said that it good than formal class because the student love the situation, the student also explained that the teacher creatively so the student did not boring with the situation in learning process and it should be easy to understand about the subject, so the researcher take the point that one to one received by student of teacher two (a).

4. Students of teacher two (b)

Students of teacher two (b) answer from all the questions the student has positive respond except about the students feeling to one to one, the student not

really like it, the student claim fell strange with one to one *“that’s very strange for me because I’m alone learn with the teacher and sometimes the situation can be intensively there’s no space to chat with friends or take a joke like in formal class, but no doubt it help me with English subject in formal class”*.

5. Students of teacher three (a)

According to Students of teacher three (a) learnt with one to one it’s very helpful and can improve their English, however the student stated that not really like English *“because I like math than English”* student’s said. So the researcher conclude that the student have good respond with one to one *“it is very helpful, we find about English that’s not we learnt in the class yet”*.

6. Students of teacher three (b)

Students of teacher three (b) explained one to one in teaching English it was great the researcher take the point that the teacher have good relation with the student and make the lesson look like easy to receive by student, student said *“Teacher always makes comfortable teaching when the teacher send the material it’s not like we were in learning process but just sharing about something.”* with the statements the researcher conclude student of teacher three (b) have good respond with the teacher and one to one .

7. Students of teacher four (a)

The researcher look there is some similar answer from students of teacher four (a) with students of teacher three (b) the student said *“Actually, I don’t really*

like it in the first meet, but the teacher teach me, so I like it now” strategy teacher make student have good experienced use one to one , so the teacher make the student feel comfort with one to one *“I like the teacher I wish the teacher can teach me not only English subject but also other subject either”*, so the researcher conclude that’s according to student of teacher four (a) have good respond about the teacher and one to one .

8. Students of teacher four (b)

The researcher has some trouble when finding and conclude the students of teacher four (b) answers because the researcher tough that the student’s answer not sure yet, for example the student said *“sometimes, but there’s more happy than unhappy”* and when the researcher asked about the teacher the student said *“I like it (with sound like not sure with the answer)”* so according to Students of teacher four (b) has good respond for the teacher but not in one to one , however the student not sure with the answer.

D. Discussion Learning process

By the data presented, teacher A B C D used communicative language teaching in one to one, it can be seen how the teacher tried communicative active with student it seems like Dianne & Larsen stated that CLT aims broadly to apply theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the independence of language and communication (1986- p.121). However the teacher just adopted this method and combine with another method like CLL

because This method advises teachers to consider their students as ‘whole persons’, means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among students’ feeling, physical reaction. Instinctive protective reactions and desire to learn by understanding students’ feeling and being sensitive to them, teachers can help students overcome their negative feelings and turn them into positive energy to further their learning.

The teacher also combined with direct method because the Direct Method has one very basic rule: no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language (Diller, 1978. p.40).

The teacher it can be adopted the method because according to Willberg (1987:25) all the activities must be carried out within a framework of authentic communication between students and teacher. It is the relationship between two individuals which forms basis for all the teaching and learning activities in one to one.

So the teachers one to one teaching in Anugerah Private Course in the learning process they were used the method by adopted and combine the techniques not use complete techniques, for example in the class the teacher can divide into a small group or pairs work but not in the one to one teaching it just only communicative between teacher and student more be intents. “One-to- one teaching different from conventional class teaching, this fact cannot be

emphasised. The basic principle of group teaching is that teacher input provides the language for students output. In an attempt to make group teaching more 'students-centred' this principle may be forgotten, Students may engage in all sorts of 'communication activities' without pre-teaching of new language. Communication becomes an end-in-itself and students complain about not being taught". (Willberg; 1987:11)

E. Discussion teacher's interview

The researcher used collecting data with interview to analyse one to one from the teacher point of view with some of questions and the teacher just answer the question with yes or no and had some detail that be needed; with these question the researcher wonder about suitable with the theory or not.

First question was about "*Have you do meeting before do one to one?*" and teacher 1 2 4 answer 'yes' for the question and teacher three answer 'no', according to Willberg (1986: 80) about need analysis in one to one can be looked at in three phrase: what you know about the student before the first day?, what you find out on meeting the student for the first time?, what you learn after working with the students sometimes?, the teacher should have meeting before learnt one to one for need analysis.

Second questions was about "*Have you made a deal?*" this question appeared by the researcher to know that the teachers make planning discussion with student Willberg stated in *one to one teacher handbook* (1987: 63) some of one to one students are professional, and reasonably expect a similarly

professional attitude to their course. This means careful thought about: pre course information for the teacher, equipment, physical environment. in the second question there are 3 teacher said yes and just one said no it proved that most of the teacher in Anugerah have a deal with the student to decide what should the student need.

The third question about "*Have you made some question to your students before teaching English begin?*" the researcher want to find out about the teachers effort in building good relationship with students, and all of the teacher said yes for this question but in the fact they had some argument for this answer like teacher 3 and 4 make some question about students background in the first day before teaching process, and teacher 1 and 2 was doing during dealing day, according to Willberg (1986: 66) things you can do before day 1; find out your students background or job, obtain a copy of their application, obtain any professional material that your student can or has supplied, test material completed by your student, and so on.

The next question was about "*Do you have dealing concept in first meeting?*" this question mean that the teacher have a planning concept or make concept directly, the purpose for this question is the researcher want to know about teacher's preparation in first meeting or dealing day, the teachers' answer was 'no' and only one said yes that was teacher 2.

"*Do you like teaching use one to one or not*" question number five from interview for teacher, the purpose of this question is about how's the teachers extracted to teach with one to one, and all of the teacher answered "yes".

The question number six was about “*what do you think about one to one, is it advantages for students or not?*” the researcher tried to figure it out from the teacher side that one to one really is good or not for the student?, and there are 4 answer yes it mean according to the teachers English in Anugerah Private Course this advantages for the student.

Both teacher and student are likely to be more relaxed and the early part of the course more productive, if adequate preparations have been made, this means information about student being available to the teacher in advance; adequate, but not restrictive, consideration of language material before the students arrives and practical preparation of the room.

One to one can be intensive and psychologically cramped, every effort must be made to minimise this, preparing the room and seating, and choosing effective equipment, which is also small, can help to create a feeling of spaciousness which is most likely to be conducive to effective and enjoyable study. (Willberg. 1986: 63)

F. Discussion Student’s Interview

By interview result presented in finding the researcher get that one to one teaching can be received for the student as much as possible because they have good responded from all of question however there is some questions they answer ‘no’ but it was in small categorize, this sections the researcher want to know from 8 student about how the students respond toward one to one teaching and feedback for the teacher.

The first question the researcher asked about “*English subject, do the students like it?*” this question can help the researcher to know how’s the students attracted in learning English, 6 students answered ‘yes’ and 2 student said ‘no’ with this answer the researcher make a some deep question why they didn’t like English and they just confuse to answer it, because they have favorite subject than English subject that’s way they said ‘no’.

The second question was about “*Do you like the teacher?*” the function is the researcher can decide how’s good the teacher in learning process include relation with students’ point of view, all of the students answered yes for this questions so it proved that the teacher have good relation with the students.

The third question was about “*Do you understand English that has been taught?*” the goal for this question is the success of teacher teaching and transfer the material to students, the answer’s from this question all of the students said ‘yes’ so it proved that the teacher get the goal during transfer material.

The question number four was about “*Do you happy when the teacher taught you?*” the researcher use this question to know how’s the creative of teachers and how’s good the teacher take the situation, the all of students answer “yes”.

“*Do you like teaching like this (one to one)?*” the students teacher one (a), students teacher two (b), students teacher three (a), students teacher four (b), they answered ‘no’, the point why they said “no” because the situation and they have no friend it’s uncomfortable to them, and other except the four students say ‘yes’.

The last question was about “*Is the learning English with one to one help understanding the material?*” the researcher can compare with the class or formal situation with this question, the purpose is to get the students’ comfort and understanding, the answer of all the students is ‘yes’ it proved that one to one teaching can help it more understanding the material in Anugerah Private Course.

After all of the answer of students in the interview section the researcher can take the point that one to one in Anugerah Private Course ‘good’ for the student because from 8 student have good responds for one to one.

One to one is different from conventional class teaching, this fact cannot be emphasised. The basic principle of group teaching is that teacher input provides the language for students output, all sorts of ‘communication activities’ without pre-teaching of new language. Communication becomes an end-in-itself and students complain about not being taught. (Wilberg; 1987:11)