

CHAPTER IV

FINDINGS AND DISCUSSION

This study focuses to identify the method used by English native speaker and the responses of the students towards English Native speaker teaching method at online intermediate speaking class of Titik Nol English Course. The purpose of this section mainly to answer the question in chapter I. The data were obtained observation and interview conducting by researcher.

A. Research Findings

The researcher wants to describe the data which found during the observation and interview process of research at English Native speaker and students.

1. The Data from Observation

The researcher conducted an observation in online class on February 23rd 2021 at 7 until 9 O'clock PM by zoom. The class decided in to two sections. The class consisted of six persons. Those are English native speaker, tutor, three students and researcher. . The same person would be in those sections. In the first section, The class begun since the tutor called the greeting, checking the students and explained the instruction then gave a chance for English native speaker to teach. On teaching learning process, English native speaker asked a question to students dealing with the topic given before. After giving a question, he chose the students to answer the question. It was repeated until all

the students got the chance. He also gave other questions related with the topic. Then English native speaker clarified the correct answer. If students did not know the vocabulary, English native speaker would give them know the vocabulary directly or chat. When there are some grammatical errors, he will correct it then. Beside that English native speaker gave some jokes to entertain the students. Next English native speaker explained the topic and gave the conclusion. In the end of first section, English native speaker gave a chance for students for asking anything for him.

In second section, English native speaker divided the students in to two groups. A students who did not have a partner was accompanied by the tutor. In that section, English native speaker asked the student debated about “Living in the village and living in the city”. He acted like the one who was confuse where he will live whether in city or in the village. So both of the teams explained and debated which one was prefer. In this section English native speaker also gave the vocabulary which the students didn't know. He gave it directly or chat. Beside that he gave correction about grammar then. On debating, English native speaker also asked some questions for both of teams. In the end of the class, English native speaker gave some critics and suggestions for students. He also motivated the students to be brave in speaking. The class was closed by greeting from tutor.

2. Data from Interview

The interview conducted on February 11th 2021, April 4th , 14th and 17th 2021. The objects of interview are English native speaker and students. The interview conducted online by Whatsapp video call. The interview begun by researcher who introduced herself then telling them about the aim of the interview.

a. Interview with English Native Speaker

This interview conducted on February 11th 2021 by whatsapp video call. English native speaker said that Most of the time he used direct method to teach in Titik Nol English course . He used that method because students in Titik Nol had known the basic of grammar. He also used that method by directly asking some questions to students then students replied the questions given. Based on his opinion, this method was appropriate since this method could make students easily being brave to speak. If the students had some vocabulary that they did not know, he would give them know by saying directly or chat. When the students got sentence errors, he would also correct it directly. Besides that, he wanted to give a game for students namely trivia game. it was a quiz which needs two teams. Both of team have to work together to learn about comic vocabulary. This game teaches how to build collaboration skills, reading skills comprehension skills, among others and writing skills. Unfortunately he had never given that game to

students because of the curriculum in the course. So he taught using direct method since the curriculum of the course asked him to use direct method. He also said that it was an happy opportunity to use other methods to students and he explained that learning foreign language was literally different with learning first language. That is why he hoped students who learnt to speak foreign language always practice their speaking.

b. Interview with Students

In that class consisted of three students. Those are Ryka widyastuti, Arif T Purnomo and Rifa. At those interviews, researcher wanted to know the style of the responses made by students toward English native speaker teaching method. There are five styles of student responses, such as obedient student , dependent student , independent student, pretentious student and stolid student. Obedient student is student who always obeys the rule given by teacher. Dependent student is student who asks the teacher's help on teaching learning process. Independent is student who does not need teacher's help on teaching learning process. It mostly happens for clever student. Pretentious student is a student who has a high sense of humor and talkative while stolid student is a student who often feels insecure in the class. The researcher wanted to know the response style given by students by conducting interview

The first interview is conducted with Ryka widyastuti on April 4th 2021 by whatsapp video call. In the interview Ryka said that she did not always obey the rule given by native speaker. Sometimes she would negotiate about the topic which would be talked if the topic was not known by her. Which means it does not always depend on him. The first time she joined English native speaker she felt anxiety and confuse what she would do and she asked some tutors about what the class will be but after joining the class she felt that was fine. She did not feel worry again. She just focused on preparing the topic. She enjoyed the class very well even sometimes she felt it was inappropriate when English native speaker taught. She said that in introducing the topic, English native speaker needed thirty minutes to explain and the class had sixty minutes only. So another thirty minutes is not enough for students to speak. It was better more practicing. In other sides Miss Rika said that she had never entertained her friend in the class since the class had been managed by English native speaker totally. She just wrote the vocabulary in the chat if some students got confuse about the vocabulary, but she was very confident with her ability in speaking because she could understand what English speaker said since his pronunciation was clear. That was why she answered the question easily. If she found a difficult question, she would clarify that she had not understood the

materials, then she asked a chance to answer the question in another time although she would answer the question directly for believing herself that it was an opportunity to improve her ability. For teaching method used, Miss Ryka said that she liked it although she preferred active discussion. The drawback of his teaching was he did long chit chat in the class. The strengths are English native speaker's teaching method made student think about the topic, English native speaker gave some vocabulary to students and students could improve their vocabulary in speaking.

The second interview is conducted on 14 April 2021 by Whatsapp video call. The researcher was doing the interview with Miss Rifa. In the interview Rifa said that she always obeyed the rule in the class. She just absent to the class since she was sick and she never depended on the teacher in teaching learning process because she had a partner in the class. Her name is Annisa. Miss Rifa was very happy when she got a chance to answer the question because English native speaker spoke clearly although she would be silent if she did not have opportunity to talk, so the class was not crowded. She assumed that she has good ability since she always tried to answer the question given by English native speaker although sometimes the answer was wrong. She would be silent if she did not believe in her answer or she had not finished the task yet. She

also liked the method which English native speaker used because English native speaker always asked to students what they did not understand. That was why she did not feel bored.

On 17th April, the researcher conducted an interview with Mr Arif Purnomo as one of students at Intermediate speaking class. In the interview Mr Arif said that he always obeyed the rule which is given by English native speaker. He assumed that he needed English native speaker's help on teaching learning process even he felt so nervous in the class because English native speaker spoke fluently, based on his opinion. He also thought that English native speaker is totally different with other tutors. In another side, he liked to entertaining other students by telling a fun story when English native speaker asked him a question by reason he wanted to make the class more enjoyable. Beside that he could not be confident with his ability since he felt his ability is not better than others especially when he answered a question from English native speaker. Meanwhile he would be happy if he got a question. He would answer answered the question after thinking a few moment. He claimed that moment since he thought it was an opportunity to practice even he got some errors he still be confident because English native speaker gave him a feedback. In his opinion, the method that English native speaker delivered is interactive because he taught that

learning speaking by practicing is more useful to increase his speaking skill even he got some difficulties in answering the question from English native speaker since English native speaker always gave different question for every student.

B. Discussion

In this section, The data analyzed on the previous section shows about the method used by English native speaker on teaching at intermediate speaking and the responses of students toward English native speaker teaching method.

1. The Method Used by English Native Speaker

In the interview English native speaker said that he used direct method in teaching at Titik Nol English Course. The direct method is a method of language teaching associated with Francois Gouin and Charles Berlitz.¹ Direct method is a method which has the principles such as Classroom instruction was instruction in the target language, Only everyday vocabulary and sentence were taught, Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchange between teachers and students in small, intensive classes, Grammar was taught inductively, New teaching points were taught through modeling and practice, Concrete vocabulary was taught through demonstration, objects, pictures, abstract vocabulary was taught by association of ideas, Both, speech and listening comprehension were taught, Correct pronunciation

¹ Setyadi, *TEACHING ENGLISH AS A FOREIGN LANGUAGE*, 44.

and grammar were emphasized.² Which means direct method is a method that needs more practice in the class. The practice is speaking. Then the teacher corrects the mistake of the students. In the interview, after saying that the method which English native speaker used is direct method, he explained that in the classroom he begun the class by introducing the topics, then gave some question dealing with the topic directly to the students on teaching learning process. Next he gave some correction when students got mistake whether grammar, pronunciation and vocabulary.

In the observation, the researcher saw that English native speaker did speaking practice with students by asking his students some questions about the topic given before. After that English native speaker told the error of students then correct it. The correction of the error is not only about grammar, but also pronunciation and vocabulary. Beside that English native speaker gave vocabulary which students had not known before. From the interview and observation It is clear that the method used by English native speaker in teaching at intermediate speaking class is direct method since English native speaker did speaking practice with students, correcting grammar and pronunciation and giving new sets of vocabulary for students. Those activities fulfill the principles of direct method.

² Brown, *TEACHING by PRINCIPLES An Interactive Approach to Language Padagogy*, 21.

2. The Responses Style Made by Students toward English Native Speaker's Teaching Method

Response is a reaction appear when someone or something get stimulus. There are five styles of response. Those are obedient response style, dependent response style, independent response style, pretentious response style and stolid response style. Obedient response style is a response given by student by obeying and following what they are ordered to do. Students who make this response style is called by obedient student. Dependent response style is a style of response when students depend to the teacher in the class. A kind of this response usually happens to student who feels worry about their ability. That is why the students always ask teacher's help in the classroom. Students who make this response style is called by dependent students. Independent response style is a kind of response style made by students when they do not need teacher help in the classroom. They are never worry about the result of exam or the task which teachers give. It mostly occurs to student who has a good intelligent. Students who make this response style is named by independent student. Stolid response style is response style made by students such feeling very insecure and having no ability. Students who made this response style us known as stolid students. The last is pretentious response style. this style of response is when students give some jokes to entertain another students. They like to socialize with

other. They are also talkative. Students who make this response style could be called by pretentious student.³

At intermediate speaking class, students give many response style when English native speaker taught in their class. Miss Ryka Widyastuti as one of students at online inter mediate speaking class did not always obey every regulations that English native speaker gave as like what she said on interview section ” *Kadang gak selalu sih misalnya dia topiknya apa gitu. Jadi kadang kadang saya juga ngasih border ke dia*”, but she is very confident with her ability in speaking English with English native speaker since she said “*Easy aja Yaa kayak ngomong sama orang biasa gitu karna dia juga kayak pronunciationnya jelas pas aku denger ya oke oke aja jadi confident ya sama kemampuannya*”. Since Miss Ryka was so confident with her ability, she did not need English native speaker’s help in the classroom because researcher asked her whether she depended to English native speaker or not, she replied that she did not depend on him. In the classroom, Miss Rika often gave some requests to English native speaker when she felt that the topic is not appropriate to discuss. The first time she joined English native speaker, she said that she felt nervous but it did not happened anymore in the next meeting because when she got opportunity to speak with English native speaker she could answer it directly and she said that English native speaker’s speaking is so clear. She like when English native speaker taught

³ Rusydi Hanifi and friend, “STUDENTS’ RESPONSE TOWARDS THE TEACHERS’ APPROACH AND METHOD OF TEACHING,” n.d., 6.

because English native speaker gave new vocabulary and made students think hard, but he dislike when English native speaker gave more talks as like what happened in the beginning of the class. Based on that explanation, The response style made by Miss Ryka Widyastuti is independent response style. so, Miss Ryka could be mentioned by independent student.

In the observation on 23rd February 2021, the researcher saw that Miss Ryka gave some orders for English native speaker when getting a topic. She asked another topic to be discussed because she felt the topic given by English native speaker is not appropriate for her. In another side, she looked like so confident without asking English native speaker's help. She could answer a question from English native speaker directly.

The second student is Miss Rifa. Miss Rifa made three response styles. Those are obedient response style and independent response style. Miss Rifa said "*saya sering mematuhi peraturannya Mr. Kevin, saya belum pernah bolos, bolospun itu karna sakit.*" Which means she followed all of instruction given by English native speaker in the classroom. It is different with Miss Ryka where Miss Ryka gave some orders to English native speaker when she got an instruction. She also replied "*Tidak. Karena saya punya partner. Namanya Annisa. Dia senang sekali untuk bergabung belajar. Jadi gak selalu bergantung sama Mr Kevin.*" When researcher asked whether she needed English native speaker's help in the classroom. Then researcher asked she

believe in her ability and she said "*Yakin karna saya selalu mencoba menjawab pertanyaan meskipun kadang jawaban saya salah*". on the teaching learning process, Miss Rifa follow every instruction and regulation given by English native speaker every meeting, but she never asked English native speaker in the class. She felt confident about her ability and she liked speaking with English native speaker because English native speaker spoke clearly. Miss Rifa was so happy to get question from English native speaker. She also liked the method that her teacher used because she could practice directly with English native speaker and English native speaker always asked what she had not understood yet. That is why she felt teaching learning process was not boring. It shows that response style made by Miss Rifa is obedient and independent response style.

Based on observation, the researcher saw that Miss Rifa obey every single regulation which English native speaker gave, but she was so confident since she answered all of the questions from English native speaker directly even she did not know whether her answer is correct or not. She looked so excited to join the class. She was so happy when English native speaker asked a question.

The third student is Mr Arif Purnomo. The researcher concluded that the response style made by Mr Arif Purnomo is obedient response style by reason he replied "*insyaAllah mematuhi*" when researcher asked whether he obeyed the rule that English native speaker gave. The researcher also concluded that Mr Arif make

depenend response style. The evidence that Mr Arif made dependen student response style is when he said “*saya sering bergantung pada Mr. Kevin, karena pada saat pembelajaran Mr. Kevin lah yang menjadi main person dalam memberikan pertanyaan dan feedback kepada saya*”. The third response style made by Mr Arif is pretentious response style since he likes to give a funny story to his friend in the class. Unfortunately the other responses that he made is stolid student response style because he said “*Saya kurang cukup yakin ketika di kelas karena saya sadar kemampuan saya terlihat biasa saja dalam speaking dan ditambah saya melakukan percakapan dan menjawab pertanyaan yang diutarakan oleh native speaker*”. It means he make stolid response style. In the classroom, Mr Arif always obeyed the rules which English native speaker gave.

On teaching learning process he depended to English native speaker. He asked English native speaker and asked some feedback from him because he make English native speaker as main person in the class. He was so nervous when he got a question from him since he said that English native speaker spoke fast and the pronunciation is totally different with Indonesian. So that he could not answer the question directly. He needed time to think for a few times. In the classroom he also liked to give fun story to entertain the students even he cannot believe in his ability. He felt that he was not good in English but he like the method that English native speaker used because it was so interactive. Even he felt that he was not good in English, he make a

question from English native speaker as a great opportunity although it will take longer to answer the question from English native speaker. So the response style made by Mr Aif Purnomo is independent, pretentious and stolid response style.

When researcher conducting an observation, the researcher find that Mr Arif Purnomo followed all of the instruction from English native speaker, but Mr Arif Purnomo needed English native speaker's help on teaching learning process such as asking larger explanation, repeating the question and asking a clarification from English native speaker about his friend's speaking. Beside that, he liked to entertain his friends by giving a funny story. Unfortunately it was very hard for him to understand what other people said, especially English native speaker. That is why he was not confident with his ability.