

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher will present the results and discussion of the research that has been done. Collecting data used by researchers through observation, interviews, and documentation which are discussed based on the concepts and theories from the previous chapter, namely chapter II. This chapter will also present the basic research focus formulated in the first chapter. Which in this chapter also discusses the data that will be described about the use of discussions teaching method used by teachers in giving students' enthusiasm in learning English and also how a teacher uses the the discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum Blumbungan.

A. Result of Research

In this section, the researcher will describe all the data that has been obtained and found at the research location, namely SMA Plus Darul Ulum.

To obtain data about the use of the interactive discussion method in giving enthusiasm to students in the class at the first grade of SMA Plus Darul Ulum Blumbungan, researchers made several direct observations in the process of learning English at the first grade of SMA Plus Darul Ulum Blumbungan.

The researcher will explain in three steps. The three steps include the pre-teaching, while teaching, and post-teaching steps. To describe more clearly about this, the researcher will explain things as follows:¹

¹ Observation on monday, March 22th, 2021.

1. The use of interactive discussion teaching method in giving enthusiasm in learning english to the student at the tenth class of SMA Plus Darul Ulum Blumbungan.

a. The First Observation

The researcher did the first observation on March 22th, 2021. The researcher entered the class together with the English teacher of tenth grade of SMA Plus. The research began in the first lesson until the second lesson. The first class period starts at 07:00 a.m. until the second lesson at 08:45 a.m. There are three steps in the teaching learning process to describe how the use of discussion teaching method in giving enthusiasm in learning english to the students in the class. The three steps include the pre-teaching, while teaching, and post-teaching steps. Each step will be explained by the researcher as follows:

1) Pre-Teaching

- a. The teacher prepares a lesson plan with English song material.
- b. The English teacher said greetings and prayed together.

Teacher: Assalammualaikum Wr. Wb. Good Morning, students.

Student: Waalaikumsalam Wr. Wb. Good morning, Mrs.

Teacher: How are you today?

Shiva: Alhamdulillah, I am good, Mrs. And how about you?

Teacher: Alhamdulillah, I am well too. Thank you.

- c. The English teacher gives motivation before starting the class.

Teacher: My students whom I love, learning a language is actually not difficult if we really learn it and persevere because language requires it, there must be a high motivation that comes from all of

you to be more enthusiastic about learning languages like English which we always discuss in the class, especially now in a state that is still unstable because of the corona virus which makes us not free to do the teaching and learning process. Therefore I hope for the next meeting to be more enthusiastic and spirit in learning English.



- d. The English teacher discusses the material previously and tells what material will be discussed.

Teacher: Do you still remember the material that we discussed last week?

Students: Yes, Mrs. We still remember it

Teacher: What materials have we discussed last week?

Students: About Narrative Text. Mrs.

Teacher: Ok! Good students. I hope you to get it and if i ask you at that time you can answer my question and can explain it.

- e. The English teacher tells the new material that will be discussed.

Teacher: All right. Today we will learn to discuss with new material, namely English song. On this opportunity, Okay. Now the materials about English songs and you have to discuss the song and I will determine the group. Because here there are 27 students, I will divide into 6 groups and each group has 5 students and there are also 4 students, and I have prepared the groups and you only write down who is a member of each of your groups and the name of the group and its captain, I will write it on the board. The title of the song is “*Stand by me*” which was created by Ben. E. King in 1961 years ago.

So in this discussion, please discuss with your group by looking for the word for word meaning of the song, the opinion about the song, the moral message and after that you have to present the results of your discussion.

Students: Yes, Mrs.



2) While Teaching

- a. The teacher asks students to make small circles from each group that has been determined and each group must prepare what have to be prepared such as dictionary, notebooks in the discussion process.

Teacher: ok students, I deliberately made a group separated between male and female students so that you have new challenges and I think this is a good way for you to be more flexible in discussing and conveying ideas to your friends.

Students: yes Mrs.



- b. The teacher explains to students what discussion is, the characteristic of discussion, the types, the good way of discussion and the advantages of the discussion itself, before the discussion process takes place, so that students find it easier to answer the points to be discussed.

Teacher: do you get it?

Students: yes we get it. Mrs.



c. The teacher writes the points of the material to be discussed so that students can discuss it more easily:

- 1) What is the song about?
- 2) What is your opinion about the song?
- 3) What is moral message of the song?



- d. The teacher prepares a sound system to play the songs that will be discussed.
- e. The teacher gives time to the students to write the point of the discussion.

Teacher: I will give you chance three times to listen this song and I will give several time for you to discuss with your friends so that you can really answer the three questions that I have written on the white board.

Students: Yes, Mrs.

Teacher: Alright, now you must listen to this song first.

Are you ready students?

Students: Yes, Mrs. Of course



- a. The teacher asks the students to do the questions that have been given previously. These questions are related to the song that was being discussed at the time. After several times the song was played so that students could understand more and be easier to answer .

Teacher: well, now, you should be trying shortly answering the questions that i have provided, there are three questions you need answered. And I have written down the questions that you must answer in front of, maybe you have noted down anything. Please do well and have a good cooperation and I hoped you will be more active and enthusiastic in the discussion because this is a good material for you to love English more. Do you understand? Please ask and go forward if you find it difficult either from the song or the question.

Teacher: Are there any of you who want to ask questions from each group.

Student: I am Mrs. My name is Ainur Rifky, I am from first group , I want to ask because we have been confused, can you explain again the difference between the first question and the second question, because both of them seem to have similarities?

Teacher: OK, good question. And for the other groups, do you still have any questions?

Student: I am Mrs, my name is Nili Fauziyah. I am from the third group of female. I want to ask a question, how can we make it easier for us to understand when we listen to a rather fast English song?

Teacher: well before I answer the questions from the first and the third groups, any other groups to answer?

Student: I am Mrs. I am a representative from the fourth groups trying to answer questions from the first group. what is the difference (what is the song about and what is your opinion about the song) like this if the first question means that what the song tells about and that usually already there and already known by the author of the song and people can know what it means by looking at the lyrics of the song, while the second question means what do you think about the song, usually the opinion can be the same as the original author or even different from the original author, like that maybe later the teacher will explain in more detail.

Teacher: Very good answers and also questions from all of you, maybe you already understand what the fourth group has answered and if you are still confused please ask me directly. Why didn't I answer the two questions directly earlier? So that other groups are also active and enthusiastic, not just one group and I hope all groups will be more active and enthusiastic about asking and answering questions. That's great if we discuss if there are questions that are difficult or not understood then we can answer them easily and casually because we have discussed with your respective groups. Have you understood so far?

Student: yes Mrs. we already understand.

Teacher: Please listen to the song again carefully and pay attention to the lyrics so that it is easier for you to understand and easier to answer the questions that I have given you.



1) Then, so that students do not feel bored, the teacher asks the students to sing the song together so that the students will be happier in the discussion. Previously they did not like the song because the song was several decades ago and all students did not know it beforehand, but in

the end the students were attracted to the song because the song was repeatedly played by the teacher .

- 2) The teacher asks students to what extent they understand the song and also the extent to which students discuss correctly with the teacher approaching each discussion group.

Teacher: OK, I will approach each group of you and want to ask about the temporary results during the process of listening to the song. Do you really understand the song?



Student: Ok Mrs. We have finished 90% and we're almost done.

Teacher: Ok. Please finish it up to 100% and if there is enough time for us to discuss now and if the time is not enough, let's discuss it in the next week and your task is to prepare all groups to present the results of your discussion from each group, and later I will give you a good score good for active groups and present the results of your discussion well.

Student: Yes Mrs. God willing, we are ready.

- i. Due to the short and very limited time in the first hour because it was cut from the flag ceremony which was held every Monday, the teacher continued the material about discussing song material at the next meeting, and suggested to students that and suggested to students to prepare the results of their discussion and expect them to compete with each other to be better than each group.

Teacher: OK, because time's up. But right now I won't give you assignments; it's just that you have to prepare to present the results of your discussion as well as possible so that your group gets good grades from me.

Student: ready ma'am.

As a teacher, how can a student master four integrated skills that must be achieved such as speaking, reading, writing, and the most importantly when listening to the songs discussed is listening, they must learn how English songs can be understood properly and understand the meaning of the song. Due to the very short and small amount of time, the teacher cannot continue the results of the discussion for each group to be presented about the three questions that must be answered by each group and each group can argue and can also ask other groups during the presentation, with that students can exchange opinions with other students and also can hone the abilities that students have.

1) Post-Teaching

- a. Teacher invites all students to be more enthusiasm in learning English especially listening although not too well-known song and asked to sing along together.

Teacher: Alright. Students that I am proud of. On this occasion, we have just discussed the song material in English in a discussion. Hopefully through this material you can better understand the meaning of each song's lyrics that you listen to. Especially English songs, which then you can improve the skills you should know about English, such as four skills in English. Because with you always listening to English songs and paying attention to the lyrics, you will get used to it and it will be easier for you to master the English that you are learning.

Student: Yes, Mrs.



b. The teacher closed the meeting.

Teacher: I think that's enough for our meeting today because the time is up , don't forget to go to the next meeting to present the results of your discussion going forward and each group takes one student as a representative to deliver the results . Thank you for your attention. See you next week. Assalammualaikum. Wr. Wb.

Student: Yes, Mrs. Waalaikumsalam. Wr. Wb.

c. The teacher leaves the classroom and returns to prepare to teach another class.

In the first observation, the researcher found that some students were active and enthusiastic in participating in the discussion, from each group they asked and answered questions from their group friends, and it was an active teaching and learning process that was effective and not silent. as like as the first group who directly asked when teachers provide the stimulus and also from the third group of female were embarrassed to ask questions and do not lose the same group of male they all compete the compete to be the best group both male and female because the teacher will provide good value if each group actively asking and answering. And the most active and enthusiastic at the first class meeting was the fourth group, they tried to answer questions from the first and the third group and that is what a teacher hopes for in the classroom because thus students are more critical and think further and more active.

To know that students of X class of SMA Plus active and the enthusiasm in the classroom, the researchers not only to use observation to observe the students. Researchers also found the truth by asking other students, English teachers, and also teachers teaching in the X class of SMA Plus. Through this data source, researchers will get a lot of information and help researchers determine which students have spirit and enthusiasm.

Based on the first observations made by the researcher regarding the use of discussion teaching method in giving enthusiasm in learning English to the students in the X class of SMA Plus Darul Ulum Blumbungan, learning activities went well, students seemed to really enjoy the teaching and learning process. And also many students who can participate well during the teaching and learning process. The process of learning English on that day was different from the usual day. The teacher uses a media sound system to play English songs because it is adjusted to the current material, namely English song material. This learning method is preferred by students who are comfortable, active and enthusiastic. This also attracts students' attention, because researchers see students look very enthusiastic and interested in the material at that time.

In addition, the researcher used observation; the researcher also used interviews with students and English teachers related to the use of the discussion method to provide enthusiasm for learning English in the X class of SMA Plus Darul Ulum Blumbungan.

b. Second observation

The researcher made the second observation on 23th March 2021, and on that day the researcher went back to the research location. The second observation was carried out during the third and fourth lesson hours starting at 08:45 to 09:20. There are three stages of the English learning process with English song material for class X SMA Plus Darul Ulum Blumbungan. The three steps include pre-teaching, while teaching, and post-teaching steps. Each step will be explained by the researcher as follows:

1) Pre-teaching

- a. The teacher prepares a lesson plan that will be used for teaching
- b. The teacher said greetings and prayed together. in their English class besides praying to use Arabic, they also use English well and fluently

Teacher: Assalammualaikum warahmatullahi wabarakatuh. Good morning students.

Student: Waalaikumsalam warahmatullahi wabarakatuh. Good morning Mrs.

Teacher: How are you today?

Student: Alhamdulillah, I'm fine, Mrs. and How about you?

Teacher: Alhamdulillah I am fine too. How about you, are you ready to learn English again today?

Student: We are ready Mrs.

Teacher: ok. If you are ready then you must be enthusiastic and spirit. If you are my passion is also more spirit even though I am now in

a state of the pregnancy but for your sakes I will keep the spirit for the sake of you.

Student: yes Mrs. we are still as excited as yesterday.

Teacher: good. At the meeting yesterday I asked you to prepare the results of your discussion during yesterday's listening and I will ask you to present them in front one by one from each group.

Student: Yes, Mrs.



2) While Teaching

- a. The teacher asks about the results of the discussion that has been discussed with their respective groups that have been carried out at the previous meeting, and asks students to come forward one by one to present the song analysis assignment or the question that has been given by the teacher.

Teacher: Now I want you to come forward one by one to present the results of the discussion of the three questions I gave at the meeting yesterday.

Student: Yes, Mrs.

Teacher: good. Among you group who wants to come forward first?

Rifky: my group Mrs. The first group

Teacher: Yes, rifky, please come forward. Don't be shy to show that your group is the best.

- b. The student named Ainur Rifky willing to appear to represent from the first group.

Teacher: After Rifky finished presenting the results of his group discussion, who wants to go forward again? Well, so that you won't worry later because mom appointed which group. Then I will call you based on the order of each group, namely from the first group to the last six groups so that it is fair, what do you think of it, do you agree?

Student: yes Mrs. we agree, so that friends do not blame each other in groups.

- c. The student, namely Rifky, presented the results of the discussion in front of the representatives of the first group to answer the 3 questions given by the teacher.



Rifky : Assalamualaikum warahmatullahi wabarakatuh., Good morning everyone. My name is Ainur Rifky. On this occasion, I would like to present the results of our group discussion, namely the first group. (Rifky presented well and was confident even though he still carried notes, but the teacher had given him the lightness to bring notes because the teacher knew that the students would run out of talk a lot if they moved forward)

c. After Rifky finished presenting the results of the first group discussion, it was the teacher's turn to immediately call the next group, namely the second group and so on in sequence.

Teacher: please the second group comes forward. Who wants forward representatives from the second group?

Faida: I am ma'am. I'm from the second group

Teacher: Yes, Faida, please come forward. Don't be shy to show that your group is the best. Please.

- d. The student, Faida, presented the results of the discussion in front of the second group to answer the 3 questions given by the teacher.



Faida: Assalammualaikum warahmatullahi wabarakatuh., Good morning friends. My name is Faidatur Rahmah , I would like to present the results of yesterday's discussion about English songs. (Faida presented and explained the results of the English song discussion clearly even though she was a little embarrassed but she was brave even though she was initially hesitant to go forward)

Teacher: yes, you are very good when you progress. I am proud of you; go ahead, I have already given thumbs up for you

Faida: yes Mrs. Thanks

- e. After the first and second groups presented the results of the discussion from each group, it was the next group's turn to come forward and present them better than before.

Teacher: good. Please present the next group in front of the third group; I hope the third group is better than the previous group.

Robi: I am Mrs. I am the representative of the third group

Teacher: yes please, I hope you look better than the previous group.



Robi: I will try to be ready

Robi: Assalammualaikum warahmatullahi wabarakatuh. Good morning everyone. My name is Robiyah. On this occasion, I would like to present the results of the discussion from our group, namely the third group. (Robi presented well and confidently even though she was a female she was still brave and serious about answering the questions that had been discussed with her group. Although just like the others she still carried notes, she still calmly conveyed it straight forwardly and clearly)

Teacher: good robi, you presented the results of your discussion well according to my expectations

Robi: yes Mrs. thank you

- f. After a group of three presented the results of the discussion and of each group's turn to the next group to come forward and Present well .

Teacher: good. Please present the next group in front of the fourth group; I hope the fourth group is better than the previous group.

Yesi: I am Mrs. I am the representative of the fourth group

Teacher: yes please, I hope you perform better than the previous group more enthusiastic and serious.

Yesi: ready Mrs.

- g. The student, namely Yesi, presented the results of the discussion in front as a representative from the group to place to answer the 3 questions given by the teacher.



Yesi: Assalamualaikum Warahmatullahi wabarakatuh. Good morning friends. My name is Yesi Nur Aisyah. I would like to present

and present the results of yesterday's discussion about an English song entitled "stand by me". (Yesi presented and explained the results of the English song discussion very well but her voice was small and not loud, no reason anymore because she was a little embarrassed that her male friends laughed at her because she laughed and finally she didn't focus on what was being said)

Teacher: yes good son. Its okay even if it's not perfect, you come forward mom is already proud of you. Keep your spirit in class doesn't lose your enthusiasm, show that you can be better than them too and don't listen to what they say, just pretend they're kidding.

Yesi: yes Mrs. thank you for your very good motivation

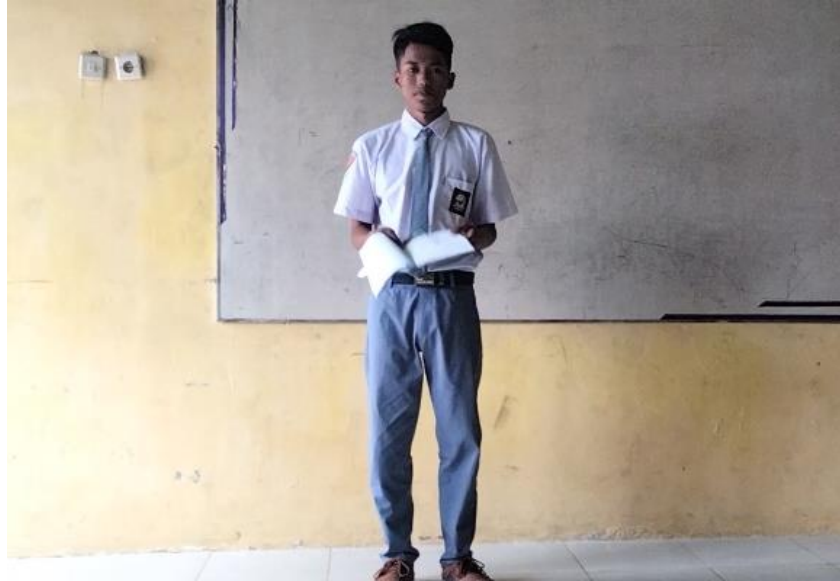
h. After Yesi finished presenting the results of the fourth group discussion, it was the teacher's turn to immediately call the next group, namely the fifth group and so on in sequence.

Teacher: please the fifth group comes forward. Who wants forward representatives from the fifth group?

fiki: I am Mrs. I'm from the fifth group

Teacher: Yes, fiki , please come forward. Don't be shy to show that your group is the best. Come on.

fiki: yes Mrs. Ready



fik i : Assalamualaikum warahmatullahi wabarakatuh., Good morning everyone. My name is Moh. Rofiki. On this occasion, I would like to present the results of the discussion from our group, namely the fifth group. (Fiki presented well and confidently even though he was a bit nervous but he was still brave and serious about answering the questions that had been discussed with his group. although just like the others he still carried notes, he still casually conveyed it straightforwardly and clearly)

Teacher: good fiki, you presented the results of your discussion well according to my expectations

fik i : yes Mrs. thank you .

- i. After fiki finished presenting the results of the fifth group discussion, it was the teacher's turn to immediately call the next group, namely the sixth group or the last group.

Teacher : please the last group come forward. Who wants forward representatives from this sixth group?

Very: me Mrs. I am from the sixth or last group

Teacher: Yes, very, please come forward. Don't be shy to show that your group is the best. Please.

- j. Students are very present the results of the discussion ahead as a representative of the last group to answer three questions given by the teacher.

Very: Assalamualaikum warahmatullahi wabarakatuh. Good morning friends. My name is Agus Very Anggoro, I want to present the results of yesterday's discussion about English songs. Which is entitled "stand by me" (very present and explain the results of the discussion with clear English songs although a little shy but she dared even though he was initially hesitant to go forward)

Teacher: yes, you are very good when you progress. I am proud of you; go ahead, I have already given thumbs up for you

Very: yes Mrs. don't mention it

From several students who have presented the results of the discussion about answering questions given by the English teacher regarding the English song entitled "stand by me" they must answer 3 questions including: *what is the song about ?*, *what is your opinion about the song ?*, and *what is the moral message of the song?*. students who have enthusiasm and spirit such as rifky, faida, robi, fiki and also others who have come forward to present the results of the discussion with their group friends, they convey the results of the discussion well and relaxed even though

there are also those who still bring notes but they don't focus on their disabilities, they are more focused on answering these questions so that they feel and are satisfied when conveying the above , their enthusiasm is fully supported by their teachers who are always supportive, encouraging and that teacher never underestimate their abilities students and should not pressure students to appear terribly good, the important thing is that they can dare to appear in front of their own friends, it has shown that the teacher has succeeded in educating students' emotions and directing students to remain active and not active in class.

by discussing learning will be more interactive and lead students to be more critical in thinking and more regular in thinking, in this case there must be a teacher who accompanies and provides directions so that students can organize thoughts and build rational arguments, therefore interactive discussions in class is a strategy chosen by the teacher to give students enthusiasm and enthusiasm in learning English.²

3) Post-teaching

a. The teacher provides conclusions about the material that has been discussed

Teacher: Alright. On this occasion, we have just discussed the task of analyzing the song that you have discussed with your friends. I am very happy and proud of you who dare to speak in front of the class

² Husniyatus Salamah Zainiyati, *Models and Active Learning Strategies* , (Surabaya: C V. Putra Media Nusantara, 2010), 11.

in delivering your assignment without me directing. As a student, you must dare to speak in front of many people. You don't need to be afraid of mistakes. Do you understand?

Student: yes Mrs.

b. The teacher closed the meeting.

Teacher: I think that's enough for our meeting today. Thank you for your attention. See you next week. Wassalamualaikum warahmatullahi wabarakatuh.



c. The teacher leaves the classroom and returns to prepare to teach another class.

Of the several students who had presented the results of the discussion about answering the questions given by the English teacher regarding the English song entitled "stand by me" they had to answer 3 questions. they conveyed the results of the discussion well and relaxed even though there were also those who still brought notes but they did not focus on their notes, they were more focused on

answering these questions so that they felt and were satisfied when delivering the above, researchers saw that when the discussion took place, their enthusiasm was fully supported by their teacher who are always supportive, encouraging and that teachers never underestimate students' abilities and do not have to pressure students to look very good, the important thing is that they can dare to appear in front of their own friends, it has shown that the teacher has succeeded in educating students' emotional and directing students to stay active enthusiasm in the classroom.

When the researchers conducted observations of the process of discussions and has at the time of presentation of the students have different learning enthusiasm difference there is more inclined to listen to the explanation of the teacher or just listening to the song playing during the discussion so that by listening to focus them better understand. There are also those who have high enthusiasm, they always ask and answer what the teacher gives, they don't stop to always talk in class and some are shy, there must be a high stimulus by a teacher so that the student can be more active and enthusiastic in the teaching and learning process or when the discussion takes place in learning English.

And there are those who seem to focus and really listen to the song played by Mrs. Hanifah and they also listen to Mrs. Hanifah explain what is explained. The researcher concluded that these students are students who are included in the auditory learning style,

where students with auditory learning styles prefer to listen. Whether it's listening to explanations from other people or listening to music, the teacher must be able to adjust to the intelligence possessed by students, meaning that all of the intelligence possessed by students must be covered so that they are comprehensive so they say that learning English by discussing is fun and enjoyable.

To ensure the truth based on observations from the researcher during the process of research, the researcher conducted interviews with teachers and students who had used of the discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum Blumbungan. After that the researcher conducted interviews with the students about the use of interactive discussion teaching methods in the class and their effectiveness. On this occasion the researcher asked students about what types of discussion were used by the teacher and whether the discussion method could provide spirit and enthusiasm in learning English in the classroom. Namely Nili Fauziyah. Nili said that:

“Metode diskusi yang diberikan guru saya bagus, tapi rasanya terlalu lambat dan kurang asik. Dengan berdiskusi saya lebih semangat lebih banyak main dan juga saya anstusias karena gurunya sangat baik. Dan saya lebih suka berkelompok seperti setiap kelompok ada 4 atau 5 orang dari setiap kelompok karena bisa bertanya dan enak jika berlingkar. Metode diskusi itu sangat membantu saya dalam berfikir karena saya dituntut untuk berfikir keras dan jauh supaya saya juga bisa berpendapat. Dan juga merasa nyaman dengan diskusi itu. Ada juga metode selain dari metode tersebut tapi tidak efektif.”³

(The discussion method, my teacher gave me was good, but it felt too slow and not fun. By discussing, I am more enthusiastic about playing more and I am also enthusiastic because the teacher is very good. And I prefer

³ Nili Fauziyah, Student (March 23, 2021)

groups like each group there are 4 or 5 students from each group because they can ask questions and it's nice to circle around. The discussion method really helps me in thinking because I am required to think hard and far so that I can also have an opinion. And also feel comfortable with the discussion. There are also methods apart from these methods that are not effective.)

The researcher also asked to student, namely Nur alisa, Lisa said that:

“Metode diskusi yang diimplementasikan di kelas oleh guru, saya merasa nyaman dan senang apalagi materi untuk didiskusikan tentang music dan kita disuruh untuk mencari pesan moral yang ada disana. Saya suka diskusi karena kita kerja sama antar kelompok di kelas dan itu bagus sekali sehingga saya termotivasi dan saya semangat dalam belajar bahasa inggris. Dan saya lebih suka berkelompok seperti setiap kelompok ada 4 atau 5 orang dari setiap kelompok. Tapi saya tidak suka dalam diskusi interaktif itu kadang kelas kurang kondusif, ramai dan kadang membosankan.”⁴

(The method of discussion which is implemented in the classroom by the teacher, I feel comfortable and happy especially the material for discussion about music and we are told to look for the moral messages there. I love the discussion because we cooperation between groups in the class and it was nice so that i am motivated and my passion in learning English language. And I prefer groups as each group has 4 or 5 students from each group. But I don't like those in interactive discussions, sometimes the class is not conducive, crowded and sometimes boring.)

The researcher also asked the same question to student, namely Faidotur

Rohmah, Faida said that:

“Metode diskusi itu bagus untuk saya,tapi yang membuat tidak kondusif di kelas adalah tidak kondusif, ramai sehingga kurang konsentrasi.dengan diskusi saya lebih semangat dari hari hari yang lainnya karena materi cocok dan gurunya juga cocok sehingga proses belajarnya menyenangkan dan seru.dan dengan berkelompok adalah cara yang baik untuk berdiskusi karena lebih efektif ketika guru mengaturnya. Metode diskusi membuat saya berani untuk mempresentasikan hasil dari diskusi tersebut karena guru membujuk saya untuk berani dan maju kedepan untuk menyampaikannya.”⁵

(The discussion method is good for me, but what makes it not conducive in class is that it is not conducive; it is crowded so that it lacks concentration. With discussion I am more enthusiastic than other days because the material is suitable and the teacher is also suitable so that the learning process is fun and exciting. The groups are a great way to have discussion

⁴ Nur Alisa, Student (March 23, 2021)

⁵ Faidatur Rohmah, Student (March 23, 2021)

because they are more effective when the teacher manages them. The discussion method made me courageous to present the results of the discussion because the teacher persuaded me to be brave and come forward to convey it.)

The researcher also asked the same question to student, namely Putri Yana.

Putri said that:

“Metode itu sangat bagus karena selain metode diskusi itu juga kebetulan materi yang didiskusikan adalah song jadi saya suka song atau lagu. Dengan diskusi saya dapat bertanya langsung ke guru dan juga saya bisa bertanya kepada teman dan membandingkan pendapat saya dengan pendapat teman saya. Dan saya lebih suka berkelompok seperti setiap kelompok ada 4 atau 5 orang dari setiap kelompok karena tidak ramai. Iya saya merasa nyaman jika berdiskusi dan guru sambil memberi permainan atau hiburan biar diskusi itu tidak jenuh. Saya senang berdiskusi karena berkelompok dengan teman apalagi teman sama jenis saya lebih suka karena lebih leluasa, apalagi guru menyuruh kelompok kami untuk maju kedepan bernyanyi dari judul lagu yang didiskusikan. Tapi ada juga metode diskusi yang tidak efektif di dalam kelas.”⁶

(This method is very good because besides the discussion method it also happens that the material being discussed is the song so I like songs or songs. With discussion I can ask questions directly to the teacher and also I can ask friends and compare my opinion with the opinion of my friends. And I prefer groups as each group has 4 or 5 students from each group because it is not crowded. Yes, I feel comfortable when discussing with the teacher while providing games or entertainment so that the discussion doesn't get bored. I like to discuss because in groups with friends, especially friends of the same type, I prefer it because it is more flexible, moreover the teacher told our group to come forward singing from the title of the song being discussed. But there are also ineffective methods of discussion in the classroom.)

The researcher also asked the same question to student, namely Rif'atul

Hasanah. Rif'ah said that:

“Metode diskusi itu bagus untuk saya dan saya bisa semangat tapi lagunya terlalu lambat dan akhirnya membosankan juga. Dan dengan berdiskusi yang lebih konsentrasi dalam belajar karena ada saatnya kita juga harus sepi di kelas agar apa yang kami diskusikan cepet paham. Mungkin sama dengan teman saya karena saya lebih suka berkelompok seperti setiap kelompok ada 4 atau 5 orang dari setiap kelompok. Dan diskusi itu sangat membantu saya untuk berfikir jenius dan berlatih menyampaikan pendapat.

⁶ Putri Yana, Student (March 23, 2021)

Dan saya merasa nyaman jika berdiskusi tentang song karena guru memberikan banyak kesempatan untuk mendengarkan musik tersebut sehingga kami sangat membantu. Dan saya lebih suka satu metode saja yaitu metode diskusi yang sering guru aplikasikan di kelas."⁷

(The discussion method is good for me and I can get excited but the song is too slow and ends up boring too. And with discussions that are more concentrated in learning because there are times when we also have to be quiet in class so that what we discuss can quickly understand. Maybe the same as my friends because I prefer groups as each group has 4 or 5 students from each group. And that discussion really helped me to think genius and practice expressing opinions. And I feel comfortable when discussing songs because the teacher gives a lot of opportunities to listen to the music so we are very helpful. And I prefer only one method, namely the discussion method that teachers often apply in the class.)

The researcher also asked the same question to student, namely Moh

Qomaruddin. Ruddin said that:

“Metode diskusi itu menurut saya kurang efektif karena hasilnya untuk saya kurang memuaskan dan hasilnya sama halnya dengan tidak berdiskusi dan tidak membuat saya antusias dalam belajar bahasa Inggris. Saya berusaha untuk mengikuti diskusi itu bersama teman kelompok saya tapi masih belum ada perkembangan sama sekali dari saya. Mungkin sama dengan teman saya karena saya lebih suka berkelompok seperti setiap kelompok ada 4 atau 5 orang dari setiap kelompok. Sedikit saja diskusi itu membantu saya untuk lebih semangat belajar dan antusias karena termotivasi dari teman. Saya merasa jika berdiskusi terus di kelas akan ramai dan tidak efektif ada yang main main tidak serius dalam berdiskusi. Menurut saya satu sudah lebih dari cukup dan harus dimaksimalkan.”⁸

(In my opinion, the discussion method is less effective because the results for me are not satisfactory and the results are the same as not having a discussion and not making me enthusiastic about learning English. I tried to follow the discussion with my group friends but there was still no development at all from me. Maybe the same as my friends because I prefer groups as each group has 4 or 5 students from each group. Just a little discussion helped me to be more enthusiastic about learning and enthusiasm because I was motivated by friends. I feel that if the discussion continues in class it will be crowded and ineffective. In my opinion one is more than sufficient and should be maximized.)

The researcher also asked the same question to student, namely Agus Very

Anggoro. Very said that:

⁷ Rif'atul Hasanah, Student (March 23, 2021)

⁸ Moh. Qomaruddin, Student (March 23, 2021)

“Metode diskusi itu menurut saya baik untuk memberikan semangat ke siswa buktinya saya ketika saya ada di kelas saya semangat dan antusiasme. Upaya saya ketika akan berdiskusi saya mempersiapkan segala hal untuk saya lebih antusiasme dalam belajar bahasa inggris di kelas karena sangat seru jika berdiskusi bisa tukar pikiran dengan teman sekelompok. Yang sangat mudah itu jenis metode yang terdiri dari beberapa kelompok dan disetiap kelompok terdiri dari beberapa orang agar efektif. Jika berbicara membantu saya katakan iya karena dengan berdiskusi pikiran saya lancar apalagi materi yang didiskusikan mendukung seperti lagu bahasa inggris. Dan saya merasa nyaman ketika berdiskusi berlangsung karena guru juga sama sama mendukung dan mendampingi kami ketika kami merasa kesulitan guru selalu hadir dan datang. Iya mengemukakan satu metode yang saya ketahui.”⁹

(In my opinion, the discussion method is good to encourage students; the proof is that when I am in the class, I am spirit and enthusiastic. My efforts when discussing I prepare everything for me to be more enthusiastic in learning English in the class because it is very exciting if discussing can exchange ideas with a group of friends. What is very easy is the type of method which consists of several groups and in each group consists of several students to be effective. If speaking helps me say yes because by discussing my mind is smooth, especially the material being discussed supports such as English songs. And I feel comfortable when the discussion takes place because the teachers are equally supportive and accompany us when we feel that the teachers are always there and coming. Yes, it uses a method that I know.)

The researcher also asked the same question to student, namely Anang Kosim. Anang said that:

"Menurut saya metode diskusi itu bagus juga untuk diaplikasikan di kelas karena selain kita belajar berdiskusi dengan baik juga bisa menambah kosakata baru bahasa inggris karena pada waktu diskusi bisa memegang kamus dan yang lainnya. Ketika saya berdiskusi pasti yang berfikir keras dan hasilnya bagus untuk dijadikan argumen karena menurut saya diskusi itu seru sekali apalagi yang didiskusikan adalah song jadi sambil belajar sambil bernyanyi. Seperti yang sudah biasa dilaksanakan di kelas yaitu berbentuk beberapa kelompok dan disetiap kelompok ada tiga sampai 6 orang. Dan berdiskusi itu membantu saya untuk lebih semangat belajar bahasa inggris tapi kadang membosankan karena gurunya kurang bersemangat. Dan saya merasa nyaman berdiskusi apalagi pelajaran bahasa inggris. Dan guru hanya menggunakan satu metode dan belum pernah berubah.”¹⁰

("In my opinion, the discussion method is also good to be applied in the class because in addition to learning to discuss properly, it can also add new English vocabulary because at the time of discussion we can hold a

⁹ Agus Very Anggoro, Student (March 23, 2021)

¹⁰ Anang Kosim, Student (March 23, 2021)

dictionary and others. When I was discussing, definitely those who thought hard and the results were good to be used as arguments because in my opinion the discussion was very exciting, especially what was discussed was the song while learning while singing. As is usually done in class, it is in the form of several groups and in each group there are three to 6 students. And the discussion helped me to be more enthusiastic about learning English, but sometimes it was boring because the teacher was not enthusiastic. And I feel comfortable discussing especially English lessons. And the teacher only uses one method and it hasn't changed.)

The researcher also asked the same question to student, namely Moh.

Alfin. Alfin said that:

“Menurut saya berdiskusi itu bagus apalagi gurunya baik sekali tidak pernah marah, kemudian jika berdiskusi bisa bertanya kepada teman dan juga melatih mental saya. Saya kadang kadang untuk lebih bersemangat atau antusias saya minta untuk sering mengulang lagu yang diputar oleh guru dan saya suka jika berdiskusi ada lagunya. Metode diskusi yang dipakai menurut saya sudah efektif dan juga sudah cocok digunakan di kelas. Dan metode diskusi sangat membantu karena berdiskusi menurut saya mudah karena kita bekerja sama jika pendapat saya salah atau kurang tepat maka ada teman yang mengoreksinya. Tapi saya merasa tidak enak jika diskusi itu sering dilakukan di kelas karena lagunya kurang seru dan juga ramai dan tidak kondusif di kelas. Satu metode sudah cukuplah untuk mengadakan diskusi di dalam kelas.”¹¹

(In my opinion, the discussion is good, especially since the teacher is very good, never angry, then when discussing I can ask friends and also train me mentally. Sometimes, to be more excited or enthusiastic, I ask to repeat the song played by the teacher often and I like it when discussing there is a song. In my opinion, the discussion method used is effective and is also suitable for use in the class. And the discussion method is very helpful because discussing in my opinion is easy because we work together if my opinion is wrong or not quite right, then my friend will correct it. But I feel bad if the discussion is often held in class because the song is less exciting and also busy and not conducive in class. One method is sufficient for holding a discussion in class.)

The researcher also asked the same question to student, namely Moh.

Anshori Alwi. Anshori said that:

“Ketika berdiskusi di kelas menurut saya sangat bagus karena pertama saya suka sama gurunya dia baik hati dan jarang marah marah di kelas. Dan jika ada materi yang harus didiskusikan saya selalu memberikan pendapat jika guru menyuruh saya untuk kedepan untuk menjelaskan apa

¹¹ Moh. Alfin, Student (March 23, 2021)

yang saya sudah diskusikan dan itu yang membuat saya semangat dan antusiasme dalam berdiskusi. Seperti yang sudah biasa digunakan di kelas yaitu berbentuk beberapa kelompok dan disetiap kelompok ada tiga sampai 6 orang itu saja. Dan diskusi itu membantu saya dalam bersemangat dalam belajar bahasa inggris dan berdiskusipun berjalan lancar. Dan saya merasa nyaman jika setiap diskusi ada musiknya dan perhatian dari guru juga lebih penting karena saya semakin semangat kalau ada gurunya. Cukup satu metode saja itu sudah lebih dari cukup yang penting dalam berdiskusi ada interaksi antara guru dan siswa."¹²

(When discussing in the class in my opinion it is very good because at first I liked the teacher, he was kind and rarely angry in the class. And if there is material that must be discussed, I always give my opinion if the teacher asks me to come forward to explain what I have discussed and that makes me spirit and enthusiastic in the discussion. As commonly used in class, it is in the form of several groups and in each group there are only three to 6 students. And the discussion helped me to be enthusiastic about learning English and the discussion run well. And I feel comfortable if every discussion has music and the attention of the teacher is also more important because I get more excited when there is a teacher. Just one method is more than enough, which is important in discussing the interaction between teachers and students.)

Based on the results of interviews with students who have carried out discussions in the class or in the teaching and learning process it can be concluded that students are spirit and enthusiastic in carrying out discussions because the majority of them express their opinions freely they also think critically about what they are discussing and not only that they also develop thoughts to solve common problems, be tolerant, so that in the classroom they are more active and effective,

The researcher also asked about the use of the the discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum Blumbungan. So that teachers know enough about their enthusiasm and their character in the discussions.

The teacher's name is Mrs. Hanifatul Jannah said that:

¹²Moh. Anshori Alwi, Student (March 23, 2021)

"Metode diskusi adalah metode mengajar dimana guru juga ikut serta dalam proses diskusi tersebut, seperti guru harus memperhatikan jalannya diskusi tersebut mulai awal sampai diskusi itu selesai karena dalam diskusi di kelas siswa juga membutuhkan perhatian dari guru yang selalu memberikan arahan kepada siswa yang masih belum paham dengan yang didiskusikan dan pada saat itulah sebagai seorang guru mengetahui apakah siswa itu antusias dan seperti apakah antusiasme siswa tersebut sehingga guru bisa mengetahui, menilai dan mengevaluasi bahwa siswa tersebut antusias atau tidak dalam proses berdiskusi di kelas berlangsung."¹³

(The discussion method is a teaching method where the teacher also participates in the discussion process, such as the teacher must pay attention to the course of the discussion from the start until the discussion is over because in class discussions students also need attention from the teacher who always gives directions to students who still don't understand with which discussed and at that moment as a teacher know if students were enthusiastic and as if excited me these students so that teachers can learn, assess and evaluate that students are enthusiastic or not in the process of discussion in the class.)

Based on the statement from Mrs. Hanif, That in the interactive discussion method not only involves students to always be active in the class but the teacher must also be present in the discussion and provide some kind of encouragement and direction about the discussion so that the teacher will know whether they enjoy the discussion and whether they are active and enthusiastic in the discussion lesson.

The researcher also asked how the teacher knows the important of enthusiasm in the class while carrying out the discussion. Mrs. Hanif said that:

“Sebagai seorang guru sangat penting mengetahui bagaimana antusiasme siswa di dalam kelas saat proses belajar mengajar berlangsung atau saat berdiskusi karena dengan guru mengetahui hal tersebut guru bisa menilai bahwa metode tersebut cocok atau tidak untuk diaplikasikan di dalam kelas dan guru bisa dikatakan sukses apabila siswa di kelas antusias dalam belajar khususnya bahasa inggris sehingga guru dapat mengetahui

¹³ Mrs. Hanifatul Jannah, Teacher (March 24, 2021)

perkembangan dan kemajuan siswa selama proses belajar mengajar berlangsung."¹⁴

(As a teacher it is very important to know how the enthusiasm of the students in the classroom during the learning process takes place or during the discussion because the teacher knows that teachers can assess whether the method is suitable or not un tuk applicable in the classroom and the teacher can dikatakan successful when students in class enthusiastic in learning, especially English so that teachers can know the development and progress of students during the teaching and learning process.)

Based on the statement from Mr. Awaluddin, Mr. Awaluddin That in the discussion the teacher it is very important to know how students are in the classroom because it shows that in interactive discussions, the teacher must also be active in the classroom such as the teacher must answer questions from students, the teacher leads the course of the discussion and also the teacher must know which student is right participate in active and enthusiastic in the discussions and also the teacher must know what the reasons why they are not active in the class that all be material for teacher evaluation to be more total in teaching, especially in English lessons.

The researcher also conducted interviews with the English teacher, namely Mrs. Hanifatul Jannah. Mrs. Hanif said that:

“Ada beberapa ciri yang biasanya muncul ketika siswa antusias belajar bahasa inggris dalam metode diskusi jadi guru bisa mengetahui siswa yang mana atau kelompok yang mana yang antusias. Seperti siswa yang sering bertanya atau aktif bertanya, selalu menjawab jika guru memberi pertanyaan, kelas interaktif, dan masih banyak ciri yang sudah bisa ditebak apakah siswa itu antusias apa tidak.”¹⁵

(There are several characteristics that usually appear when students are enthusiastic about learning English in the discussion method so that the teacher can find out which students or which groups are enthusiastic. Such as students who often ask questions or actively ask questions, always answer when the teacher gives questions , interactive classes, and there are still many characteristics that can be guessed whether the student is enthusiastic or not.)

¹⁴ Mrs. Hanifatul Jannah, Teacher (March 24, 2021)

¹⁵ Mrs. Hanifatul Jannah, Teacher (March 24, 2021)

From Mrs. Hanif's statement above shows that the teacher also has to know the actual conditions in the classroom, whether they are really enthusiastic about participating in the discussion and of course the teacher provides some kind of stimulus to the students so that the teacher can find out what responses come from students with that so the teacher can know the learning interactive discussions it runs smoothly or not.

The researcher also asked about the kind of discussion teaching method or the types in giving enthusiasm to the students. Mr. Hanif said that:

"Dalam metode diskusi guru sering menggunakan jenis metode "buzz group" yang mana jenis metode ini sangat mudah dilakukan dan tidak sulit untuk dilaksanakan baik guru atau siswa, jadi jenis metode diskusi ini guru membuat beberapa kelompok yang masing masing terdiri dari tiga sampai enam orang dan disetiap kelompok ada moderatornya untuk memimpin jalannya diskusi agar lebih mudah dan kemudian mereka melaksanakan diskusi sesuai dengan perintah guru apa yang harus didiskusikan dan hasilnya setiap kelompok harus menyampaikan dari hasil diskusi yang berlangsung sehingga mereka memiliki pemahaman yang banyak dan mendalam tentang materi tersebut dan juga mereka bisa menjawab pertanyaan yang dilontarkan gurunya."¹⁶

(In the discussion method, the teacher often uses the "buzz group" method, which is very easy to do and not difficult for either the teacher or student, so this type of discussion method the teacher creates several groups of three to six people each and in each group there is a moderator to lead the course of the discussion to make it easier and then they carry out the discussion according to the teacher's instructions what to discuss and the results of each group must convey the results of the discussion that took place so that they have a deep and deep understanding of the material and also they can answer the question posed by his teacher.)

Based on what was conveyed by Mrs. Hanif above, it shows that the type of discussion method is the most accurate and most effective for how students can be active and enthusiastic in learning English, of course she uses the type of *buzz group* method, which type of method is very good to be applied if you want to carry out discussions in the classroom because

¹⁶ Mrs. Hanifatul Jannah, Teacher (March 24, 2021)

this type of method brings more efficient discussion with the teacher to form several groups and each group consists of 3 to 6 students.

The researcher also asked how adjust the discussion with the kind of enthusiasm to the students. Mrs. Hanif said that:

"Sebagai seorang guru juga harus mengetahui kondisi psikologi siswa, artinya kadang guru harus juga mengabulkan permintaan siswa agar mereka benar benar antusiasme dalam berdiskusi seperti materi diskusi dijelaskan terlebih dahulu dan jika lagu guru harus memutar lagu yang cukup untuk siswa agar mereka lebih menyerap dan lebih paham dengan lagu tersebut."¹⁷

(As a teacher, they must also know the psychological condition of students, meaning that sometimes the teacher must also grant students' requests so that they are truly enthusiastic in discussing such as the discussion material is explained first and if the song is the teacher must play enough songs for students so that they can better absorb and understand more with the song.)

Based on the statement conveyed by Mrs. Hanif above that the teacher must also know the willingness of students or it can be said that the tendency of students to be more active in the classroom sometimes students do this as a teacher also must pay attention to it because it will be one of the reasons why the students will active and enthusiastic in the classroom.

The researcher also asked how the teacher determine the interactive discussion teaching method that suitable with the enthusiasm to the students in learning English in the class. Mrs. Hanif said that:

"Sebagai seorang guru seharusnya bisa menyesuaikan metode diskusi dengan kondisi kelas dan juga siswa misalkan jika siswa berjumlah 35 maka metode diskusi apa yang cocok yang akan berlangsung selama proses belajar mengajar, karena hal itu yang juga dapat menentukan apakah metode diskusi tersebut efektif dilakukan apa tidak. Sebenarnya hal itu agak sulit dilakukan tapi jika gurunya semangat dan sabar maka apa yang menjadi harapan akan terlaksana dengan lancar."¹⁸

¹⁷ Mrs. Hanifatul Jannah, Teacher (March 24, 2021)

¹⁸ Mrs. Hanifatul Jannah, Teacher (March 24, 2021)

(As a teacher, it should be able to adapt the discussion method to the conditions of the class and also the students, for example if there are 35 students, what method of discussion is suitable that will take place during the teaching and learning process, because it can also determine whether the discussion method is effective or not. Actually, it is a bit difficult to do, but if the teacher is enthusiastic and patient, what you hope will be done smoothly.)

Based on what was conveyed by Ibu Hanif above, the teacher must be able to arrange and adjust the conditions and time available, what kind of method is suitable according to the situation of the student at that time, and also not only that as a teacher must also be professional and in totality in Teaching is not only talking and explaining materials, but the teacher must also know the conditions in the classroom such as the state or emotions of the students at that time, so that the teaching and learning process can run effectively and efficiently.

B. Discussion

1. How the teacher use of the discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum Blumbungan.

The use of discussion teaching method in giving enthusiasm to the students in the X Class of SMA Plus Darul Ulum Blumbungan in learning English is actually implemented. The application of the discussion method was carried out by the English teacher by dividing students into several groups using the *buzz group* discussion method, namely the teacher divides students into several groups and each group consists of 3 to 6 people. In essentially the discussion method was applied in the learning teaching proses and the teacher have to pay attention about: Encourage

students to think critically, Encourage students to express their opinions are free, Encourage students to develop their minds to solve problems together, Taking an alternative answer / multiple alternative answers to solve the problem based on the consideration that carefully, Familiarize students like to hear other people's opinions even if they differ from their own opinions, Get used to being tolerant. This is consistent with what was said by Mrs. Hanifatul Jannah, S.Pd as the teachers of English subject at SMA Plus Darul Ulum Blumbungan:

"Dalam metode diskusi guru sering menggunakan jenis metode "buzz group" yang mana jenis metode ini sangat mudah dilakukan dan tidak sulit untuk dilaksanakan baik guru atau siswa, jadi jenis metode diskusi ini guru membuat beberapa kelompok yang masing masing terdiri dari tiga sampai enam orang dan disetiap kelompok ada moderatornya untuk memimpin jalannya diskusi agar lebih mudah dan kemudian mereka melaksanakan diskusi sesuai dengan perintah guru apa yang harus didiskusikan dan hasilnya setiap kelompok harus menyampaikan dari hasil diskusi yang berlangsung sehingga mereka memiliki pemahaman yang banyak dan mendalam tentang materi tersebut dan juga mereka bisa menjawab pertanyaan yang dilontarkan gurunya."

(In the discussion method, the teacher often uses the "buzz group" method, which is very easy to do and not difficult for either the teacher or student, so this type of discussion method the teacher creates several groups of three to six people each and in each group there is a moderator to lead the course of the discussion to make it easier and then they carry out the discussion according to the teacher's instructions what to discuss and the results of each group must convey the results of the discussion that took place so that they have a deep and deep understanding of the material and also they can answer the question posed by his teacher .)

According to her using the method of discussion these students feel more active and spirit and enthusiasm also because they will familiarize students to be able to solve the problem in discussing that later will get a satisfactory answer as it gets feedback from friends of his, to be effective. does not mean that by discussing with friends the teacher does not

straighten the answers are no, because even though the conclusions provided by the teacher to the answers there can give you the confidence of students in understanding the results of discussions held, and it (split group) can make students who are independent and critical and more active in the classroom. But not all of the material in English lessons using the method of discussion, only some of the material in case can be implemented by using methods such.

The use of discussion method in learning English at SMA Plus Darul Ulum Blumbungan turned out to have a positive impact on the activeness of students in the majority class in class one SMA Plus were enthusiastic, active and spirit in carrying out the teaching and learning process which of course there were several reasons why they were more willing spirit from the previous day , it can be seen from the growing spirit of learning students from before and after carrying out learning by using the discussion method. Responses were given the students during the process of learning English very spirit and enthusiasm. This is evidenced by the increased enthusiasm of students during the learning process. The increased enthusiasm and spirit of these students began to show that the students' responses to the use of the discussion method were very maximal. Same as with anything that has been said by the mother Hanif:

”Selama saya menggunakan metode diskusi pada pembelajaran bahasa inggris, siswa sangat aktif dan antusias dalam menerima pelajaran, dan ternyata metode tersebut bisa meningkatkan motivasi belajar siswa, meskipun ada sebagiansiswa yang kurang meresponnya.”

("As long as I use the method of discussion on learning English, students are very active and enthusiastic in a lesson, and it was found that

could increase the motivation to learn the students, even though there are mostly students who are less respond to it.")

2. What are the Advantages of the use of discussion teaching methods in giving enthusiasm in learning English to the student at the tenth grade of SMA Plus Darul Ulum Blumbungan.

Discussion is a teacher's strategy in the classroom, many researchers have published a work about the discussion but this method should have advantages and disadvantages contained in the discussion and this is one of the teachers' homework in responding to this, among the advantages of discussion method are as follows:

a. For teacher

- 1) Train teachers to continue to give direction and to students who want to discuss.
- 2) Train teachers to be patient in any situation.
- 3) Train teachers to be able to control emotions when students do not comply with the teacher's direction.
- 4) Encourage teachers to create good relationships with students.
- 5) Motivate the teacher that in discussing the teacher has a great responsibility to the students how students can be optimal in discussing.
- 6) Not only teacher students with teacher discussions can also stimulate thinking so that teachers can conclude.
- 7) Encourage teachers to think creatively so that students' discussions in the classroom can be more spirit and enthusiastic.

a. for students

- 1) Train students to think critically.
- 2) Encourage students to dare and express their opinions freely without fear.
- 3) Stimulate students to contribute their thoughts to solving problems together.
- 4) The only alternative answer or some alternative answer to solve the problem based on careful consideration.
- 5) Realizing that problems can be solved in various ways and not one way.
- 6) encourage students to wake them up to express their opinions constructively so that better decisions can be made without blaming each other.
- 7) Familiarize students to listen to the opinions of others despite differences in their own opinions and pay attention to tolerance.
- 8) Discussion methods can stimulate students' creativity in the form of ideas, thoughts and initiatives in solving a problem.
- 9) With the discussion method, students are used to solving problems together.
- 10) Develop student attitudes to respect the opinions of others.
- 11) Discussion methods can add insight to students who are often lazy to think.

3. What are the disadvantages of the use of discussion teaching methods in giving enthusiasm in learning english to the student at the tenth grade of SMA Plus Darul Ulum Blumbungan.

Discussion is a teacher's strategy in the classroom, many researchers have published a work about the discussion but this method should have advantages and disadvantages contained in the discussion and this is one of the teachers' homework in responding to this, among the disadvantages of discussion method are as follows:

a. For teacher

- 1) Encourage teachers to sit and relax in front of the student because there are already students are discussing
- 2) Stimulate teachers to cause lazyness to teach
- 3) Teachers always feel tired because of need long time
- 4) Teachers feel confused if there is no preparation in advance
- 5) Teachers have difficulty controlling the members of the discussion if the discussion is irregular and uncontrolled

a. For students

- 1) Discussion participants (students) get limited information
- 2) Can be mastered by students who like to talk or students who are often active in the classroom
- 3) The discussion process is mastered by speaking students who want to show themselves
- 4) Some students feel ashamed to take part when others try to do so
- 5) Discussion methods cannot be implemented in large groups

- 6) The discussion method itself takes a long time
- 7) Discussion methods often make students feel saturated if they take too long