

Chapter Four

FINDINGS AND DISCUSSIONS

This chapter presents two main issues: the presentation of findings based on the data analysis and then followed by the discussion of the findings. The findings and of the clarified interview will be categorized, connected to the theories and explained by researcher. The format is the finding first and then followed by the discussion and related theories and strengthened by the quotations from the interviewee.

Student's perception on lecturing method

In this research, the researcher has found some findings dealing with students' perception on lecturing method in English classroom of English Education Department Universitas Muhammadiyah Yogyakarta. The student's perception is relevant to the teacher teaching in their classroom. The following points are some findings.

Teaching Method.

Finding #1 : Lecturing method is ineffective teaching method.

In this research, the researcher discovered the perceptions of students on the teaching methods. Three respondents said that this method was a boring method, without an active activity in class. The student becomes sleepy, and they are playing their gadgets and chatting with other friends. Many reasons they point out, such as: Not all students can understand the material well, many students are playing

phone, sleepy and chatting outside the material in the classroom, and the student's participation in this method is less. Many students stop listening to the lecturer explanation because of boredom. It referred with the theory from Meyers and Jones (1998) said that Traditional method or lecturing is considered a passive method and less successful to explore the interest and potential of the learners. As said in the following statement:

“ This method is boring and less effective, because here the students are not required to be active.(R4.7). “ I think it's less effective. The reason is.. Just some student who could keep their attention to the lessons from beginning to the end and the student participation is less.”(R3.6).

In lecturing method, after delivery of materials the lecturer usually provides some questions about the material that has been taught. For student who listen to the material would be able to answer the questions from the lecturer, when the lecturer asked. But for some students who do not keep their concentration they will bring a variety of reactions such as shock, and a sober answer, depending on their minds. Four respondents have the same statement that they were shocked and sometimes cannot answer, or they answer as they can. It happen the same as when they do the work given by a lecturer at the end of the lesson. Four respondents stated that they felt confused when they do it. They are not only confused with the task but also confused with the teachers command for task. The reason is because when the teacher explains the material, he does not explain the material in an attractive way; they find

it difficult and confusing. But when the teacher can explain the material attractive, then they will find it easy to do. See the following statement in the interview:

“They were shocked, silence ... silence was either they are thinking for an answer or because they do not understand or ignore the teacher's questions.

But students who are active in class, they can answer.” (R 4.13).

Findings #2 : Lecturing method does not motivate students to learn.

In an interview, researcher found that lecturing method is a method that does not motivate students to learn. When studying in classroom by use lecturing method many students are just chatting with others, and do not listen to what is conveyed by the lecturer. The students busy with another activity because they are boring. If the teacher can convey the material well and attractive the student will be attracted and it will motivate them to study. This can be seen from the following script:

“If you ask me ... lecturing method was boring to me, sometimes when bored, i finally sleepy, well ... If it has been sleepy, finally I am playing mobile phones, i was not focused on the lesson. Unfocused and finally my mind are aimlessly. To rid of boredom the only way is chatting with friends. My friends there are who playing hand phone, sleep, and chat with other friends. More effective with group discussion, I think..”(R1.1)

Teaching material of lecturing method

Finding #1 : Material being taught by using lecturing method is easy to understand by students.

Three respondents said that the material being taught by lecturing method is easier to understand. The reason is because the material presented by this method is direct from the lecturer, the lecture stand in front of class; explain the material with a high voice, gesture, and expression, so they will be easier to understand. It referred to the theory from Davis (1993) suggested that Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. The only constraint very visible in the lecturing method is only boredom and it can be overcome by giving the material in an interesting way. This can be seen from the following interview:

“ I think the material is easy to understand. Because the material is directly delivered by the lecturer.”(R3.4)

Environment of class in lecturing method

Findings #1 lecturing method makes the students passive.

In lecturing method the students were often passive because there was no mechanism to ensure that they intellectually engaged with the material. It referred with the theory from Bonwell (1991) as the original author the disadvantages of lecturing method is in lecturing method students are often passive because they are not intellectually engage with the material.

All of respondents stated that the situation of class is sometimes uncontrollable noisy, quiet and boring when the material and the way of delivering material are unattractive. Some students pay attention, but over time they will get tired and sleepy, play phone and chat. Students are passive because in this method the active one is a teacher who speaks in front of the class. This can be seen from the following script:

“Mostly student in the classroom are passive in methods of lecturing, here ... in lecturing method the active one is the lecturer, the students are only required to listen.”(R4.3)

Findings #2 in lecturing method the teacher can't control the class well.

The fifth respondents have the same opinion; in lecturing method sometimes the teacher can control the class but sometimes cannot. It depends on the teachers themselves. Teacher control is very important here. Sometimes classroom atmosphere becomes crowded because the teacher is less able to control the class well. If the teacher can deliver the material well and interesting, or sometimes interspersing with jokes, then the situation of the class can be controlled properly. But if the presentation of the material is boring, tense, rigid, then the class becomes crowded, uncontrolled, and the students become sleepy. This can be seen in following script:

“Depending on the lecturer, if the lecturer using lecturing method but the way of delivering the material is fun, and interspersed with a comedy, a class certainly will be controlled well, I guarantee it. But when there are only a monotonous lecturer explains something in front of the class, Ya Allah ...

sleepy ... children just play phone, chat each other. Sometimes the lecturer cannot control the class well.” (R2.8)

Findings #3 : If overused, lecturing method result in boredom.

According to three respondents on their observations more students are truant. The reason is because the learning methods are boring, according to them what was said in a lecturing method, they feel that they can learn it at self in home. As said respondents in the script:

“Many of them are truant; the reason is because they feel bored in class. They feel like a waste to coming into the classroom lecturing.”(R4.12) “Many of them are truant ... maybe they assume that learning by this method not effective. Maybe they feel this is same to learn on their own” (R3.10).

The Empowering of Lecturing Method.

Finding #1: Lecturing method increases listening skill.

Five respondents believe that their listening skills increase. The reason is in lecturing method, respondents feel there practiced more in listening because they usually listen to what the teacher says. They can be more familiar with new vocabularies that they heard from teacher. It referred by theory from Bonwell (1991) as the original author. Lecturing method is attractive to those who learn by listening. Respondent 5 says that the other skills just can increase by being active in the classroom. This can be seen from the following quotation:

“In my opinion, if we use this method, it will not really increase, could be increased but in terms of listening. But to improve the other skills required some activities that make us active in the class. Listening... May be, because here I learn to listen the lecturer speak using English language, but if for speaking and the other, is not increased.” (R5.8)

Finding # 2 : Lecturing method provide new information

One of the learning methods certainly brings a variety of benefits to students, although it is not maximal. Four respondents said that by lecturing method they feel they get a new knowledge, new information that they may not get in the books. It referred by theory from Ahmadi (2005) said that the advantages of traditional teaching method are : get a variety of information that is note easily found anywhere else, convey the information quickly, generating the interest for information, teach student show to learn best by listening, easy to use in teaching and learning process. This can be seen in following interview:

“I was getting the spirit of learning. I was getting new information immediately from teacher that I can’t find it in book.” (R2.10)

Students perception on Group Discussion Method

Here, the researcher has found out some findings dealing with student’s perception on group discussion method in English classroom of English Education Department Universitas Muhammadiyah Yogyakarta. The student’s perception is relevant to how students perceive the teacher teaching in their classroom. The

following points are about some findings based on the interview process done by the researcher.

Teaching Method.

Findings #1 : Group Discussion method is a preferred method by student.

Suryosubroto in Yuniati (2007), stated that the group discussion is a conversation by some people who joined in a group or an exchanging opinion about some problems or finding a solutions together to get the answers and the truth of the matter. Here, researcher found that five respondents agree that learning by using the method of discussion group is comfortable, relax, and happy. Various reasons they point out, such as: they are happy to exchange ideas with other friends, the classes become crowded; they could ask and argue with each other, they can be active in the classroom, not bored and sleepy. This statement expressed the following phrase:

“ I feel comfortable,, In group discussion we usually can share opinions, knowledge sharing, about a problem. Usually in a group discussion, the opinion of one person with another person is different. So we can get more knowledge in sharing opinions.” (R1.16)

Findings 2# Group Discussion Method is an effective teaching method.

Five respondents agree that group discussion method is an effective teaching method, because the students can participate actively inside it, not only listen to the lecture's speech. As suggested on McCormack and Jones (1998), active learning is anything that students do in a classroom other than merely passively listening to a

lecturer's lecture. Respondent #1 stated that this method is very good if applied in senior high school and also in college. The reason is because in senior high school the students usually just listen to the teacher's explanation. So they are bored. If the discussion can be applied in senior high school maybe the learning process will be more active. This can be seen in following interview:

"I think this is very good method that is applied in a university or high school, in high school students just listen to the teacher who explains the material in front of the class, so they will feel bored, if there is a discussion group they can share with other friends." (R1.23)

According to the respondents #4 this method has been effective, but less than the maximum. The reason is, not all students can be active, in every group discussion not all members can speak. There are students who just follow the flow of the discussion. This statement is expressed the following quotation:

"Mmm.. This method is effective anyway ... but still cannot be maximized because not all students can be active, not everyone in the group issued their arguments, there are only follow, and complementary."(R4.22)

Findings #3 Group Discussion method is an attractive method.

There are varieties of reaction that students do during the discussion. All respondents said that in the classroom, they actively listened to what was said by other friends, paid full attention to the discussion they ask if there is something which they don't understand. They added an argument and also denied if another argument

is not approved with them. They are attracted to what is presented by other friends, and they are also interested in refuting and also giving their opinion in the discussion.

This statement is expressed the following quotation:

“I will listen to the discussion, and then if I disagree with the opinion I would refute it. But if the opinion is accordance with my mind, I'll listen to it as new knowledge for me. “ (R1.21)

Finding 4# Group Discussion method motivates the students to learn.

According to the respondents Group Discussion method is able to motivate them to learn, finding out the material being discussed. They will be more motivated to read, and learn. They feel that they will not be able to speak and argue in discussions if they do not know about the source being discussed. They will be motivated to find out about the knowledge that they do not know. This statement is expressed the following quotation :

“ I became more motivated to read and write, because my critical thinking is increase here. Because... If we don't read, we will be left behind; we don't know what to say in the discussion. Also for ability to write, because ... if our friends are arguing, we should write what point that he was talking about, as an additional knowledge.”(R2.23)

Teaching material of Group Discussion Method.

Finding 1# :The material being taught by Group Discussion Method is easy to understand.

The material presented in a learning method should be clear and understandable to students. All respondents felt that the material being taught using group discussion method is easy to understand. Sometimes what was said in the student's discussion could not be understood. If students do not understand, they can ask each other exchange and share the ideas. If there is a lack in an argument they can add and complete it. And the material that presented by Group Discussion Method is also more comprehensive. This statement is expressed in the following quotation:

"In my opinion In group discussion method, understanding the material is more comprehensive, we can better understand the material provided, by sharing and asking with each other." (R1.20)

Respondents #2 stated that actually the material presented using group discussion method are easy, and the reason is because she could get an input from many friends. But the weakness is the input that given by friends is accurate or not. So as students we cannot immediately believe what they said, unless we seek again the correct source. The material is considered more accurate if the material is directly delivered by lecturers, it is clear and accurate source. This statement is expressed in the following quotation:

" If in a group discussion, we can get input from many friends, the input of information, the lack is we do not know, do the information submitted is true or not, if the information is from the teacher it is accurate from the sources." (R2.18)

Environment of class in lecturing method**Findings 1# Group Discussion method makes the students active.**

Group Discussion method is a method that makes the students active. This is evidenced by the statement from all respondents who stated that the state of the class and the state of pupils in class are very active and crowded. They are very enthusiastic to discuss the material provided by the lecturer. They feel challenged by the other students doing actively in class. It referred by the theory from Silberman (2006) suggested that active learning is one of methods that can be used to increase student activity. As stated in the following quotations from the interview:

“Yeah.. I really happy ... I prefer to study with group discussion method. (R1.17). They are very enthusiastic to discuss when the lecture gives some material. They are enthusiastic in the group, enthusiastic when divided into groups”.(R1.18)

Findings #2 In Group Discussion Method the teacher is can't control the class well.

Four respondents said that teachers are less able to control the class very well. The reason is they often found a lecturer, left them when they discuss. So when discussing sometimes students can go out from the path of material. The learning process becomes ineffective. Although students actively discuss in forum. This can also be seen from the following quotation of the interview with the respondents:

“In my opinion the teachers is less able to control. During this time when the lecturer apply this method they instead to get out of the classroom, so the discussion becomes ineffective. But there are also the lecturers who monitor the discussion in class all the time.”(R4.23)

While the respondent 3 # argued that teachers can control the class well in group discussion method. This is evidenced with many active students in the discussion as the following:

“ In my opinionthe teachers can control the student, just a little students who silent, they are maybe carried away by their character, but others are active.”(R3.21)

The empowering of lecturing method.

Finding #1 Group Discussion Method increases many of skill.

Five of respondents agreed that their skills improved a lot with Group Discussion method. Not only in listening, speaking, reading and writing, but also their self-confidence and organizational skills. Group discussion method increase their soft skill such as : first, group Discussion Method foster a sense of willingness and ability to cooperate among the learners. Second, group Discussion Method familiarizes the student to listen to the others opinions. Third, group Discussion Method encourages students to think critically.

In discussion they learn to talk; they are required to express their opinions in front of many people. They also practice their listening by listen to the friend

speaking, and without their awareness, with discussion they are required to be diligent in reading because if students do not read the book much they will not get the knowledge and materials to argue. This can be seen from the following interview:

“ I feel my skills improved a lot, such as speaking, listening and writing. Because in discussion we are talking, we are listening to the other friend’s opinions and also write the knowledge we get from the discussion.”(R3.20)

The Advantages and Disadvantages of Lecturing Method and Group Discussion Method for Student in English Education Department.

Many benefits are perceived by students after learning using lecturing method and group discussion method. According to the result of data analysis the advantage and disadvantage of lecturing Method and Group Discussion Method for Student of English Education Department in teaching and learning in classroom are:

Advantages of Lecturing Method.

The advantages of Lecturing Method are : first, easy to understand the material. Second, it increases listening skill. Third, it provides new information which sometimes is not contained in the book. Fourth, it provides a definitive reference of information and Appeal to those who learn by listening.

Disadvantages of lecturing method

Disadvantage of lecturing method are : first, lecturing method is ineffective teaching method. Second, not attractive to student learning. Third, not motivate students to learn. Fourth, lecturing method makes the students passive. Fifth, in

lecturing method the teacher can't control the class well and require an effective speaker.

Advantages of Group Discussion Method

Advantages of Group Discussion Method are : first, group discussion method is preferred method for student. Second, the material being taught is easy to understand. Third, Group discussion method is an attractive teaching method. Fourth, it is motivated student to learn. Fifth, Makes the students active, Increases many student skills such as Provides many opportunities to argue and encourage students to argue freely, Familiarizes the student to listen to the others opinions, Encourages students to think critically and Creates a sense of willingness to cooperate with other.

Disadvantages of Group Discussion Method

Disadvantage of Group Discussion Method are : first, In Group Discussion Method the teacher is less able to control the class. Second, Can be controlled by people who like to talk (active member) while other are just silent (passive).