

Chapter Four

Findings and Discussion

In this chapter the researcher presented the findings and discussion of the study to answer the research question. The first research question was about investigating the teaching methods applied by LTC's teacher in teaching Integrated Language Learning and investigated the obstacles faced by LTC's teacher in teaching by using Integrated Language Learning.

Methods of Teaching ILL Applied by LTC's Teacher

Based on the data, from various teaching methods, the topic-based instruction or theme-based instruction was mostly used compared to the others such as content-based instruction, experiential learning, the episode hypothesis, and task-based approach. This was indicated in the interview with participant 1.

In LTC I used to utilize Topic based or theme-based Learning, so the name is theme. My strategy to make the integrity keep going and emphasize more the intensity is by ensuring the students are familiar with the topic.
(Participant 1, 2018)

The result of interview with participant 1 explained that topic based or theme based was used to discuss the material using particular topic or theme. For example, when the topic is about family, the listening material was linked with family so that students feel familiar with the material and participate more in the class.

Participant 2 preferred to put an emphasis on the topic which can be adjusted to the ability of the teachers themselves. Each teacher has different

teaching styles; beside that the characteristics of the students in the classroom were also different.

I prefer to the topic first, for example the topic is about traveling, because I know a lot about traveling, so I describe through what I know, either picture or the other. (Participant 2, 2018)

In order to teach the four skills, the method that used was theme-based instruction. Thus, from one topic, the students were going to be taught about listening and reading as input as well as writing and speaking as output. It can be taught in a single topic of discussion.

This is compatible with other study which explained that the primary purposes of the theme-based model was to help students in developing L2 competence with a specific topic area by focus on language skills and function while the other two models aimed at content mastery (Fatimah, 2014).

Therefore, based on each participant explanation, the integrated language learning method used in LTC is Theme-Based Instruction. The theme-based teaching, which was also called by Brinton et al. (Masako, 1996) as the theme-based method, is one of the three models of content-based instructional models in which content is a driving force in designing a curriculum. Furthermore, Brown (2001) stated that theme-based instruction offers an alternative in teaching learning process by designing a course around theme or topic that can increase students' interest and focus on content chosen.

This opinion related with other research which suggested that theme-based teaching contains activities that is linked together by their content and it

intertwines with communicative language teaching. The benefit of theme-based learning was that students can understand more toward the material while they also involve in classroom activities at the same time (Cameron, 2001).

Activities in Teaching ILL applied at LTC

There are some activities that used by LTC's teacher while implementing Theme-Based method in their teaching and learning process namely, Introduction to vocabulary, games, role play and personal approach.

Introduction to vocabulary. For students who lack ability in English, one of effective way is to introduce the vocabulary. Introducing vocabulary first will help students in getting input so they can do writing and speaking better.

Participant 1 explained that by combining listening first and then followed by reading related to a particular topic, for example the topic is "job", they will get to know and hear vocabulary about job topic. By doing listening and reading, the students will get a lot of vocabularies, so it will be easier when writing and speaking because the students already get the input. It was indicated in the interview with participant 1.

If they (students) are given the input, from the receptive skills first like listening and reading, then, they will be easier in writing and speaking because they have the vocabularies. (Participant 1, 2018)

Introducing vocabulary first is a way of implementing ILL that is used by participants 1, 2 and 3. However, there are different ways of delivering such as participant 2 that introduced vocabulary by conveying every material in English. As indicated in the interview with participant 2.

Although the ability of students is low, Teachers cannot teach English with Indonesian because the students are at the beginner level. However, the English language learning should use English, target language should be used. (Participant 2, 2018)

Another way was applied by participant 3 who introduces the vocabulary using images. Students got input on some words that used in a particular topic. Then the teacher displayed the image, after that students were instructed to describe the image. As indicated in the interview with participant 3.

But I usually give a picture, after that I call a student to come in front of the class and ask for describing the picture. Well, there will be vocabularies, if the students do not know the vocabularies, I will write it, such as black hair what, and so forth. (Participant 3, 2018)

Furthermore, there are similarities found among participant 1, participant 2 and participant 3, where they implement learning activities by introduced vocabulary at the beginning of learning. This was related to other study explained that vocabulary list was a familiar part of the lesson in this approach and a typical exercise was to translate lexical items or sentences from the target language into their mother tongue using dictionaries to (or vice versa). Therefore, it was appropriate to use vocabulary as an input to a material (Larsen-Freeman, 2000).

Games and challenges. The way to implement the other integrated language skills which used in the classroom also adjusted to how active the students are in the class is the game and challenges. By using games students

participated more towards the material. It was indicated in the interview with participant 1.

To students who are very active in kinesthetic and cannot be silent, I will give them games or challenges that will force them to do certain things by involving team-work. (Participant 1, 2018)

In the implementation of game usually teacher asked students to do something that will involve team-work. Then for the less active classes, the strategy was done by answered the questions or reading because if the class was not very active using games, then the participation not be maximal. The explanation was correlated with other research that argues games for student in the class can improve the vocabularies and the understanding in English class (Hafidah, 2013). Furthermore, Hafidah (2013) explained that the use of games and challenges in learning English was considered more interesting, fun and comfortable for students. Students felt challenge and have fun as they engage in the game.

Role play and Presentation. In addition, the way to implement learning English can be done by assigning students to display role play or presentation. As indicated in the interview with participant 1.

Later, I assign to create role play or presentation such as giving speech or making dialogs. (Participant 1, 2018)

Role play and presentation was one of way to implement integrated English language learning. It encouraged students to integrate four skills at once,

although the teachers more focus on speaking skills during Role plays and presentations. As indicated in the interview with participant 3.

The speaking that I have ever used is the topic about online shopping or conventional shopping. Usually, I will tell them to do Role play drama.

(Participant 3, 2018)

Based on the data obtained, role play, and presentation can improve multiple skills simultaneously but more focus on speaking skill. This was very useful as explained by Soleh et al (2015). Role play was simulation of people behavior that played, which aimed to train students in facing the real situations, train to practice English intensively and provide opportunities for students to develop communication skills. This way trained students in using several skills at once so that learning can be more effective.

Harmer in Ladousse (1987) affirms that role play was used cause of fun and motivating, the silent students get a chance to develop themselves, and offer opportunities language use widely. Ladousse (1987) further stated that role play was one of communication method that can improve students speak fluently, promote interaction in the classroom, and increase motivation.

Based on the 1st, 2nd, and 3rd participant, there are similarities and differences in their classroom implementation. However, all participants 1, 2 and 3 have similarities, they taught all the four skills those are reading, listening writing, and speaking. Where reading and listening as receptive, then writing and speaking as productive. This was consistent with other studies which explain that

Language skills integration referred to teach four aspects of English skills and treat them as one of two or more interrelated skills.

This research was also in accordance with the research conducted by Hirahata (2013) that in integrating the four skills can use various effective ways to deliver the material. The Hirahata (2013) study revealed that through themes, students will improve in many interactive activities such as movies, songs, and role play will be used as supporting teaching materials.

Personal approach. This was an approach that the participants can give to treat certain students so that they are given special attention which was compared to other students who are able or successful in the lesson. It demanded the teachers to be patient and able to take a large amount of time towards certain students relatively. Participant 2 posed herself as a mother to her student, so this kind of teaching strategy that used allow students to focus more on the material presented. As indicated in the interview with participant 2.

I am as a teacher here is proven, then I should be mother. I ask you what you want; if you need my help, just tell me, I will help. (Participant 2, 2018)

This opinion was in accordance with other research conducted by Soleh (2011) which explained that the teacher should give personal attention to the troublemaker students. This was purposed so that the student can understand the material and in that way the teacher will more easily know whether the student is able to receive the material or not.

Teaching materials used to implement themed-based instruction

LTC's teacher were mostly use the same teaching materials which included slide presentation, songs, and movie scene. The teacher tended to find out more materials so it consulted the students beside from the modul. As indicated in the interview with participant 3.

There is modul, the source is from it. But, if I think the materials in modul was not cover what I want, I usually search again from the internet. (Participant 3, 2018)

Slide presentation. To support the exposure of material to student, slide presentation was one of teaching aids that can be used by the teacher in class. As indicated in the interview with participant 1.

Aside from the hand book or module, I usually also provide some sort of PPT or slide to further support the learning. (Participant 1, 2018)

In example, teacher taught a topic material about work, but sometimes it also involved grammar, language purpose and expression in teaching it. So, with the slide presentation make it easier in explaining materials related to expression or grammar. As indicated in the interview with participant 3.

Like a presentation slide when I delivered idiom topic. I use slide then I ask them to guess what the meaning of idiom, so it make easier in delivering material. (Participant 3, 2018)

Based on the data obtained, slide presentation was made using Microsoft Power Point can become a tool in learning process. This was in accordance with research conducted by Amalia (2014) which revealed that Microsoft Power Point

can help the learning process can be delivered easily, practically, effectively and efficiently by a teacher to students.

Presentation using power point was much more widely for practice and exercise. According to other research it explained that power point presentation was easy to obtain, modify and create. They were versatile and a great asset to any class. Good presentation may took time to be produced or adapted to the needs of teaching, but they can be shared and used year after year (Khristina, 2018)

Songs. One of the participant said that he uses songs on learning English in the classroom. Song was used to help teachers in improving the listening skills of students. As indicated in the interview with participant 3.

I have been taught with songs. It is usually related to listening. (Participant 1, 2018)

Based on the data collected, the song can help lectures in explaining the material and improving students listening skill. This result was in accordance with research by Suwartono (2012) who argued that the rhythm and authenticity of songs can be used for language learning. Further benefits the using of song also explained by Nurhayati (2009). She strongly believed that the song had multipurpose medium in language leaning. All the featured in the song support the learning process. Moreover, song motivated those who listen to imitate the lyrical text either completely or partially. The song's text contained a real example of language usage (language in use) and also pattern of sentence.

Movie scene. Teaching aids using movie scene was one of the effective way in teaching. Movie scene was used to train the student's listening skill through conversation in movie. As indicated in the interview with participant 3.

For listening skill, I am more emphasizing to the conversation or for example movie scene. After watching it, I ask my student if they can interpret it. So for me it will more like that for listening skill.(Participant 3, 2018)

Moreover, it can refreshed teaching and learning atmosphere in the classroom since from the movie scene students more interested because it was shown visually. This was in line with other research that stated that by watching English movies, getting meaning from foreign language films become easier. Some visual media equipped with English subtitle can facilitate the level of students understanding in their English listening (Karakas and Saricoban, 2012).

Obstacles in the Implementation of Integrated Language Learning

Of all English learning strategies in LTC, there are some obstacles that occur that affect English learning in the classroom.

Lack of time. Each teacher expected that at the end of period, students should be able to master certain material based on the learning objectives, middle exam and final exam. Sometimes, it was difficult to achieve due to time constraints.Lack of time was included in the obstacle since the activity in the classroom makes integrate all the four skill's materials in the class cannot be conveyed entirely. As indicated in the interview with participant 1.

If all those four (skills) are taught in one meeting, there will be not enough time. Believe me.(Participant 1, 2018)

So, the biggest obstacle faced by the teachers in implementing Themed-Based method in their teaching and learning process was the lack of time. As assumed in the interview with participant 1. The biggest factor is the limitation of time(Participant 1, 2018)

The same statement also expressed by participant 3, that time given was very limited. LTC allocated the time for one meeting is 90 minutes, and it was time for teacher to make the students can understand what the purpose of learning in a meeting was. It was indicated in the interview with participant 3

The obstacle comes from the time. LTC just provide 90 minutes in a meeting. Sometimes it's very limit of time I felt.(Participant 3, 2018)

In addition, one experienced by the teacher is running out of the time during learning activity. This happened because students have a task for group presentation. The more students mean the more group who presented, but the time was quite limited. Sometimes time runed out for in class activities. It was indicated in the interview with participant 3.

So, if there is presentation, all groups have not presented yet, but time already is over. Whereas, it will be different feeling.If we continue at the next meeting. (Participant 3, 2018)

Time constraints barriers were line with Harmer (2007) who explained that in language education it was fact that no university can teach all the student's language need for their communication outside classroom. If student have three

meetings in a week, students took a long time to get their purpose and the opportunity in learning language to achieve their progress rapidly.

Demotivated students. Based on the data obtained, the other barrier that faced by teacher in implementing integrated skill teaching strategy in LTC was the demotivation of the students.

This was a normal problem, because students come from various faculties and majors which mean they have different interest in learning English. The barriers should be solved by adjusting the material to the student's characteristic.

Student's motivation was one of the obstacles and also as a teacher, we only can try to adjust the material that they can understand and also provide learning strategy that can support their learning motivation.

(Participant 1, 2018)

Participant 2 said that the obstacles occurred because lack of student's motivation in learns English. Lack of motivation was seen from students coming often late, often abstain, not doing teacher's instruction. As indicated in the interview with participant 2.

Sometimes students come late because their motivation in learning English is low. In addition, some students are often abstain, so there is a lot of misunderstanding in the class and they got bad score in exam.(Participant 2, 2018)

Motivation barriers were a common problem that might appear in learning process, especially in LTC that has students who comes from various faculties and majors. According to Ali and Pathan (2017), demotivation related to those

particular external forces that are responsible to capitulated the ongoing action, which took place to achieve some purpose.

Lack of learning facilities. Although there have been improvement of existing facilities on campus, but there were still shortcomings. One of them was AC does not work optimally. As indicated in the interview with participant 3.

Indeed, although there is AC in 4th floor, not all can work maximally. So, in the class feels really hot. We as teacher are okay, but sometimes complains come from students. (Participant 3, 2018)

Beside AC problems, academic services for supporting education also perceived as a barrier. For instance, teachers were difficult to find board marker with full ink. This was due to the absence of LTC staff, so teacher should overcome the problem itself, when there was a problem in tool support. As indicated in the interview with participant 3.

Sometimes it is difficult to find board marker here. Because there is no one who guard here, so, the other staff are not in place in that work.
(Participant 3, 2018)

Based on the data obtained, the lack of learning facilities was adverse to teacher. This can led to that student's motivation may be decreased because of AC issues and sometimes teacher should fill the empty marker, thus reducing time allotment in class. This problem madestudents lose their concentration during learning because of damage to the air conditioner, or some other disrupted facilities. So, these problems then led the teacher to consume more time in making

student focus on learning and disturb the implementation of Themed-Based method in class.