

CHAPTER IV

FINDINGS AND DISCUSSION

The research results and discussion are presented in this chapter. The researcher presented the results of data analysis from participants' online reflections to reveal a positive environment in the EFL speaking classroom. In addition, the research results are explored further in the discussion section by researchers and linked to relevant previous research findings.

4.1 Findings

This section presents the interpretation of all data collected through online student reflection and semi-structured interviews. This study aims to reveal the positive environment in the speaking class.

Online reflection in this study consisted of 4 questions related to the positive environment in the speaking class. In comparison, the semi-structured interview consists of 3 questions to collect data from participants' answers in online reflection. Then the data were analyzed qualitatively using thematic analysis (Braun & Clark, 2006).

This statement can be proven by identifying the main themes that emerge to uncover research findings based on the results of data analysis from online reflections and semi-structured interviews, specifically: (1) Creating Positive Relationships, (2) Establishing Supportive Learning Classroom, (3) Creative Teacher, and (4) Inspiring Motivation.

4.1.1 Positive Environment in Speaking Class

This section describes the research findings and shows the overall results of each positive environment experienced by EFL students in a speaking classroom. The positive environment in the speaking class in this context is the student's experience in learning to speak during the first semester, which is still a new environment for EFL students. A positive learning environment is characterized by a homely atmosphere as teachers and students build positive relationships in the classroom. This is indicated by several theories related to a positive environment, namely positive relationships, supporting learning classroom, creative teachers, and motivation.

4.1.1.1 Creating Positive Relationship

This section describes a positive environment, that is, a positive relationship. The relationship in this section means that the relationship between the teacher and students is well established when they are in the class during the learning process. In this case, how teacher and students can build comfortable relationships during learning. Participants stated that:

“Interacting directly in terms of communicating with friends in the classroom using English makes me feel comfortable and creates a desire to hone my speaking skills.” (P1)

“This positive environment has a significant impact on me in that communication in this class does not have to require high knowledge, but a sense of passion and courage to do everything.” (P2)

“In my opinion, a positive environment is where lecturers and students interact with each other in the classroom during the teaching and learning process.” (P3)

“Students can communicate with fellow students or teachers during learning takes place. Interactions that are often carried out

can improve our English skills through continuous, direct communication.” (P4)

“I feel comfortable and want to learn, which is a fun learning process and can build good communication relationships between students” (P5)

Based on the participants' answers, it shows that interacting directly in the classroom significantly impacts students because it can make them comfortable and excited during the learning process. With the existence of communication that is established, students are more willing to improve their speaking skills. Besides that, other participants also said that games or quizzes can build positive relationships in the classroom. This is obtained from the answers of the participants below

“When the lecturer gives us quizzes that can form a sense of comfort between students and lecturers, and there is no feeling of awkwardness during the learning process.” (P6)

“The way of learning is given by the lecturer, who always requires us to talk and makes us form good relationships among students and lecturer.”(P7)

“The teacher always provides group discussion games at the beginning of each lesson so that students can build good relationships.” (P8)

“Students give good responses to lecturers in every lesson, which makes us interact with each other in class when learning takes place.” (P9)

Based on the statement above, the participants stated that during the event, the lecturer gave quizzes and games which always required students to speak. The teacher gives games at the beginning of learning to build good relationships in class. These games can make students respond well to the lecturer because of the sense of comfort formed from a good relationship. In addition, good relations that

exist in the class can eliminate awkwardness during the learning process. Therefore, participants must be interviewed about the games or quizzes given by the lecturer in class. This was obtained from the answers of the interview participants below:

“The lecturer gave us a group game consisting of 2 circle groups. There are small and large circle groups. The small circle group rotates inside the big circle group until the specified time. After that, the people in front of the large circle would communicate. I think these games are a way given by lecturers to train students' courage to speak.” (P1)

This positive environment shows that a positive relationship will make learning run smoothly because of good communication. A positive relationship will also make students more enthusiastic and comfortable in learning and can follow the learning process as well as possible. Teachers can show enthusiasm when teaching, so students naturally respond positively and enthusiastically in class. In addition, with frequent communication by students, students quickly learn new vocabulary and practice using it by communicating with others. This can build good relationships among students or teachers in the class. Social interaction in the classroom is also a situation where one class member's behaviour influences another's behaviour and vice versa. In this situation, each individual (both teachers and students) can influence each other.

4.1.1.2 Establishing Supportive Learning Classroom

This section describes research findings about positive classroom environments, namely supportive learning classrooms. In this context, what is meant by encouragement or support during learning is teachers who can involve their students during the learning process, help each other fellow students, and the

enthusiasm for learning that the teacher applies is given to students. The following are some statements from the participants in their reflections.

"In class, friends help each other and remind if something goes wrong, for example, when practicing speaking and forgetting vocabulary."(P1)

"My friends help and encourage me if there are mistakes in basic speaking material, such as when I feel nervous when speaking in front of the class, my friends help me to be brave" (P2)

"A positive environment, where my friends want to be invited to communicate and can respond well, such as in group discussions." (P3)

"My friends can always work together and always help each other when they forget vocabulary." (P4)

Based on the participants' answers, a positive environment is a supportive classroom learning environment where friends always help and remind each other. Therefore, friends who want to be invited to discuss and work together are also included in a supportive classroom learning environment. In addition, the teacher's influence when teaching also affects the environment in the classroom. As stated by the following participants:

"A positive environment in a basic speaking class is where there are competent, confident teachers and students with great enthusiasm for learning. Because positive people can influence and support the people around them to become positive people too." (P5)

Based on the statement above, it reveals how the classroom environment, teachers and fellow students can affect student learning. The support provided by the teacher in the classroom during learning is very necessary and influential because it can arouse students' interest in learning what is needed in the classroom

to speak in class. Considerate, friendly, sincere, nurturing, motivating, and rewarding teachers are role models for students.

4.1.1.3 Creative Teacher

Creative teacher can create learning activities and the atmosphere in the learning process to be fun in various ways and can involve students directly. In this context, a creative teacher makes learning materials that can involve students in learning, such as giving quizzes to students by using and playing games. Student responses based on this positive environment are as follows:

“The method used by lecturers to create an interesting and enthusiastic classroom atmosphere for students is to apply games in the learning process which can increase student learning motivation.”(P1)

“The lecturer made several games, where the games made us active in communicating with friends directly in class. Besides that, the games can add English vocabulary that we have never known before” (P2)

“The selection of material carried out by the lecturer can eliminate feelings of awkwardness and create a sense of comfort in class, such as by having quizzes during learning.” (P3)

“The quiz material provided is interesting; therefore we continue to study the material so that we can regain confidence when speaking in basic speaking class.” (P4)

“The lecturer provides material that can involve all students in the class actively speaking. For example, lecturers give quizzes to students to practice students speaking skills.” (P5)

“The lecturer provides a game so that students can communicate more closely and get to know each other.”(P6)

Based on participant data from online reflection results, the application of games and quizzes given by lecturers can create an interesting and enthusiastic class atmosphere for students. The existence of quizzes and games also makes students active in communicating in class because these games can add new

vocabulary. Therefore, selecting material is very important for lecturers to involve their students actively in speaking class. As stated by the following participants:

“The learning topics chosen by the lecturer do not make students feel bored so students in the class focus on the learning provided by the lecturer.” (P7)

“because the interesting method applied by the lecturer supports us to speak in class.” (P8)

“The lecturer also provides reflections at the end of the lesson to see student responses after participating in the lesson.” (P9)

“There are many interesting methods taught by lecturers that can support us to continue learning and enthusiasm” (P10)

Based on the statement above, that material selection is needed in class so as not to make students feel bored in class so students can focus on learning. Many learning methods can be used by lecturers, one of which is the application of reflection. Based on the participants' answers above, the lecturer reflects at the end of the lesson to find out the student's responses during the lesson. Therefore, participants should be interviewed about how the teacher prepares class materials. This was obtained from the answers of the semi-structured interview participants below:

“The method of delivering the material is that the lecturer uses fun games during lessons that require us to talk in class. Examples of applying quizzes during learning.” (P1)

“The lecturer told us to use the Duolingo app because in this application we can learn while playing because it has grammar, speaking, and listening lessons, so it's fun to use” (P2)

A creative teacher is based on the answers from the participants that a creative teacher is an important part of a positive environment in the classroom because it can make students not feel bored and enthusiastic during learning. The

selection of topics to be studied is very important because interesting media can attract students' attention. In addition, the teacher is also relaxed and humorous but has sincerity in helping students master the subject matter in an easy and fun way, so that with quiz material students are involved in the learning process.

4.1.1.4 Inspiring Motivation

This section describes research findings on motivation. In terms of increasing the motivation of students who are part of a positive environment in speaking classes, this study found that the positive environment experienced by students is motivation in learning, such as "playing games" which can increase students' enthusiasm for learning. This is based on participant answers shared in online reflections. Participants stated that:

“There are many positive things that the lecturer does in the Basic Speaking class, but what I appreciate the most is her passion for inspiring and attracting each of his students not to be ashamed of speaking.” (P1)

“The teacher motivates students to continue studying even harder and the lecturer also provides a lot of material about speaking which can make students enthusiastic while studying.” (P2)

“This positive environment can increase the desire to learn to speak English. Moreover, the lecturers always motivate students.” (P3)

“Teachers and friends who motivate each other, so that those of us who were embarrassed to talk to friends before can speak in speaking class.” (P4)

“The teacher provides education or motivation so that students can quickly learn vocabulary in English.” (P5)

Based on the participants' statements above, many positive things were done by lecturers when teaching in speaking class. Namely, giving enthusiasm, inspiring students to be even more active in learning, and increasing the desire to

speak in the speaking class. Having lecturers and friends who motivate provides education to every student embarrassed to speak in public. Therefore, lecturers provide education as motivation for students to be even more active in learning. The participants also said this during the semi-structured interview. Participant said:

“In my opinion, the motivation of the lecturer giving directions to write impressions and messages on the sticky note at the end of the lesson is the implied motivation that I got. And also cheer us up in every class activity.” (P1)

Motivation based on participants' answers is that giving motivation from teachers to students can improve the learning atmosphere to be more active in the classroom. The positive environment in the classroom, such as motivation at the beginning of learning, can make students more enthusiastic about participating in learning and feel that the teacher cares about students. Motivation can also help students to improve the learning process in any situation. Therefore, teachers must motivate each meeting to create a positive environment during learning.

After that, In the other context, teacher motivation is most important for students who have anxiety when learning to speak in class through motivation, such as encouragement, expressions of sympathy or empathy, and various other ways. The participants share their statements, such as example sentences can help to reduce shyness when speaking and interest in speaking in class.

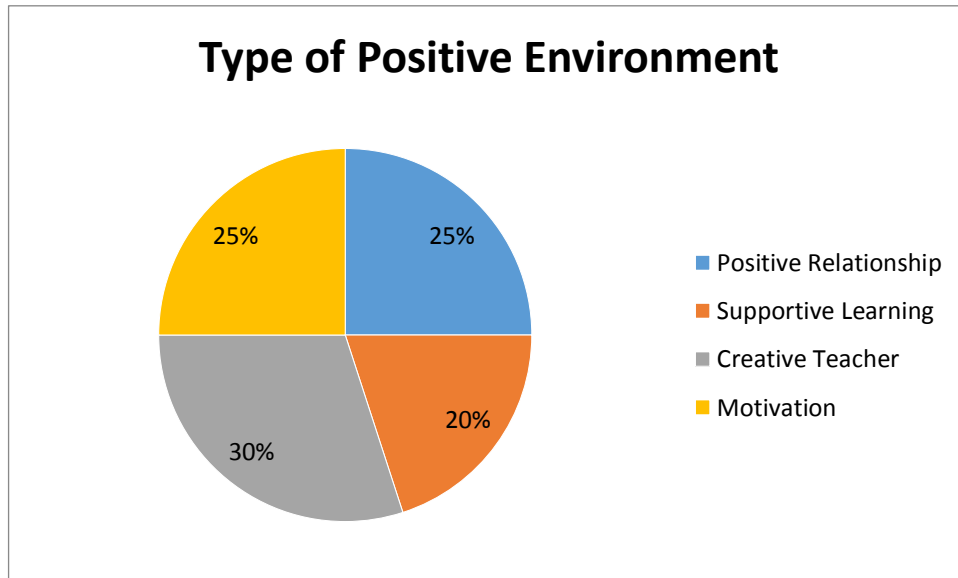


Figure 4.1 Result of Type of Positive Environment

The description above describes the positive environment obtained by EFL students in speaking class. From this perspective, classrooms that support learning are rarely used. Only 20% of participants get this positive environment. Meanwhile, 25% of participants said a positive and motivating relationship was the positive environment in the speaking class. At the same time, the creative teacher felt the most the participants for the positive environment in the speaking class. It can be seen that 30% of participants gave responses related to creative teachers.

4.2 Discussion

This section discusses the analysis of research results on a positive environment in speaking classes for EFL students. The results of this study were discussed by looking at relevant previous researchers related to the positive environment in the speaking class. This study found four positive environments in EFL students' speaking classes. First, there is a creating positive relationship.

Second, establishing supportive learning classroom. Third, a creative teacher. And fourth, inspiring motivation.

Firstly, the positive environment in the speaking class was found to have a positive relationship. The teacher and student relationship in the classroom is a relationship that can make students get a good response from the teacher and other students. Based on the participants' statements on reflection, a good response from the teacher and other students can make them comfortable and communicate well. Based on Newberry's research (2010) that the teacher-student relationship can determine the classroom climate such as a positive environment. A good relationship between teacher and students can help students during the learning process because there is no awkwardness in the classroom and it is important for students' academic development (Martin & Collie, 2019). The teacher-student relationship is a two-way relationship. Students will automatically respond positively when the teacher shows enthusiasm and enthusiasm when teaching. The teacher's enthusiasm, patience, and positive qualities will be transmitted to students. Creating a positive environment can make teachers and students feel comfortable while learning (Picket & Fraser, 2010).

In addition, it is related to a positive relationship between teachers and students, namely, giving quizzes that form a sense of comfort between students. Learning methods in the form of quizzes/games always provoke students to talk and communicate in class which can build good relationships. Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning (Ahmad, Shaharim & Abdullah, 2017). Interaction is the most important thing in speaking class because interaction can

make EFL students feel comfortable and can develop their ideas during learning. The interactions that occur in class can also make EFL students improve their speaking skills and they get a sense of enthusiasm because of the positive environment that occurs in the classroom. The interactions between teachers and students will increase the comfort of learning because students feel heard, understood, and valued (Ahmad, Shaharim & Abdullah, 2017).

In addition, two-way communication between EFL students and teachers can play an important role in student academic achievement (Solmaz et al., 2013). This is supported by the research of Douglas et al. (2015), that teacher-student interaction is an important element for students in teaching, learning, and assessment. The teacher or students can interact directly with students during the learning process. Ruzek et al. (2016) also found that in classrooms with more emotionally supportive teacher-student interactions, students experienced higher levels of autonomy and better peer relationships.

A good response between the teacher and students or students and students can indicate that the relationship in the classroom is also good. Having a strong relationship with the teacher is the key to success and when teachers and students maintain relationships with each other it will be easier to communicate and interact (Luz, 2015). Burnett (2002) recommends that teachers be careful in giving feedback to students because relationships with students can influence how students perceive the classroom environment. The existence of games the teacher gives during learning makes EFL students more helpful and creative in speaking class. EFL students' communication in class can improve their English and speaking skills if it is continued (Lee, 2020).

Secondly, supportive learning classroom is a positive environment that all EFL students need. A supportive environment can make students comfortable and not bored while studying. Based on the participants' statements that a supportive environment made them more confident when studying. To understand if a supportive learning environment results from the effective use of feedback by teachers and engaging student behaviour. Picket and Fraser (2010) state that classroom environmental support can make students feel cared for because the teacher is a class supporter. A supportive and equal environment in all classes serves as a platform for all academic, social and emotional learning. At the heart of a supportive classroom are caring and engaging teachers who build authentic and trusting relationships with each student (Beghetto & Kaufman, 2014). Thus a satisfying classroom environment can encourage students to develop good mastery of speaking skills (Asakereh & Dehghannezhad, 2015).

Positive behaviour support is a term for classroom management strategies designed to help teachers understand why challenging behaviours occur, address the motivations behind those behaviours, and change the learning environment to provide positive support and encouragement for desired behaviours (Carr et al., 2002). A positive classroom environment helps increase attention, reduce anxiety and supports students in regulating their emotions and behaviour. With a positive learning culture, students get more motivation, impacting student learning outcomes (Banks, 2014). A supportive classroom environment also encourages students to be independent because of the self-confidence that has been supported by the teacher while studying in class (Zumbrunn et al. 2014). Such an environment enhances students' ability to learn and be productive in learning

something independently. With proper support provided by the teacher, students can develop knowledge through self-regulation or self-confidence (Hacher & Vollet, 2015).

Thirdly, the creative teacher is the positive environment in the speaking class in this study. Presenting interesting material is also very important in student learning when studying in class. This is important because interesting material can increase students' curiosity and enthusiasm. According to Ellsworth (2005), using learning media is expected to help teacher present lessons more clearly and interestingly for students to follow. The presentation of this interesting material starts with the selection of topics for a lesson that will take place. If the topic is interesting, students will also be interested and their curiosity will increase. Therefore, teachers must apply teaching and learning processes using interesting media because they can help teachers convey material that can trigger student enthusiasm for learning, especially in speaking classes (Oktaviani & Desrianti, 2019). Based on the participants' answers, interesting material can eliminate awkwardness and create a sense of comfort because it can involve students in class.

Learning media is also one of the very important things in the teaching and learning process. In the semi-structured interview, the participants answered that the media used by the lecturers was the Duolingo application which was used at different levels. Learning media can help students improve their learning (Oktaviani & Desrianti, 2019). Besides that, the presentation of quiz material is also very interesting because it can make students more active during learning. Based on Baldawi's research (2019), teachers must design learning as well as

possible and be supported by various teaching media, especially visual media such as pictures and realia, to attract and motivate students to learn.

Fourthly, EFL students found that during the learning process in class, the motivation given by the teacher can make students excited about learning. This positive environment is applied in this study because it has a good impact so that their performance or tasks can be carried out properly. This aligns with Khatimah's research (2021) that a positive classroom environment can help EFL students increase student learning motivation in class. In addition, motivation can make students feel comfortable studying, and conducive learning conditions make students want to continue learning (Khatimah, 2021). This research is supported by Dewi, Kultsum, and Armadi (2017), who say how to motivate students by playing games during learning. Games can increase students' curiosity. This is based on the statements of EFL students. These results indicate that giving motivation in class through games can increase student enthusiasm for learning.

Writing motivation is also given in the form of reflections written on sticky notes which contain impressions and messages during learning. Under the participants' statements in the semi-structured interview results, the teacher gave games to make students enthusiastic while learning. The first games are in the form of forming groups and the lecturer writes on paper one word as usual, sometimes, always, etc. Each of the pieces of paper is taped to the wall (according to the number of groups) and each group makes sentences or speaks using the words that have been determined. Meanwhile, the second game is to form small and large circle groups. This statement is supported by Johnson et al. (2008), which say that students who study in groups have more opportunities to support

each other, exchange ideas, and work together which has a good impact on students' learning motivation in building a positive environment. Rongrong and Kusum (2018) also emphasized that teacher motivation can increase student self-confidence and learning interest, indirectly contributing to better student academics. Therefore, increasing student motivation in learning is one of the important things the teacher must do to create a positive atmosphere during learning.

Besides that, motivation for speaking anxiety is also needed in this class. Motivational anxiety in speaking helps many EFL students while studying. Amoah and Yeboah (2021) suggest that a person's need to learn a second language is to socialize with the language-learning community and acquire applied knowledge from language learning or instrumental motivation. Many EFL students are still worried about their speaking ability for fear of being wrong. Therefore, teachers are required to provide good motivation and support for EFL students who are still reluctant to speak in class. This statement follows the answers from the Participants. Becirovic et. al. (2020) research guided instructors on how to make their classrooms an environment conducive to developing higher levels of motivation to speak and lower levels of anxiety to improve their students' performance.