

THE APPLICATION OF DISCOURSE-DISCUSSION METHOD AND STUDENT'S RESPONSE DURING THE NEW NORMAL ERA ON TEACHING SPEAKING

Susi Nur Tiawati

MA Tahfidhul Qur'an Tanah Merah Maluku Tengah

[*shusynurtiawaty@gmail.com*](mailto:shusynurtiawaty@gmail.com)

Abstract

New normal is a change in behavior or habits to maintain normal activities by always applying health protocols in the middle of the covid-19 pandemic. The covid-19 pandemic has an impact on the teaching and learning process, especially on the teacher teaching speaking method. The purpose of this study is to (1) describe how the teacher applies the learning method in teaching speaking during offline learning new normal era and (2) describe students respond to the teaching speaking method during offline learning new normal era. This research has expounded to explore the teacher's methods used during the new normal era.

This current study applied descriptive qualitative with teacher teaching speaking method during the new normal era. The data were collected by interview, observation checklist, and questionnaire. The Interview was done to the English teacher as the participant of this study, to get information about the differences in the learning activity during the covid-19 pandemic. The interview and observation checklist was done to get the teacher's teaching method during the new normal era. And the questionnaire was done to get the students' respond with the teacher teaching speaking method during the new normal era. The subject of this research were students and the English teacher of SMK Telkom Darul Ulum Jombang. And, the result of this study showed that in applying discourse-discussion method the teacher conducted the following steps, introduction and review, Information presentation, Monitor understanding, and Alignment. Then, there were 3 types of responses found, cognitive response, affective response, and conative response.

Keywords: New Normal Era, Teaching Speaking Method, Students Respond.

A. Introduction

In early March 2020, Indonesia is baffled by a virus that coming from China. The virus is called Coronavirus or Covid-19 pandemic. Covid-19 pandemic that hits Indonesia for more than one year has an impact on the teaching and learning process. Since March 2020, online learning has become an option for the ministry of education and culture to prevent the spread of the Covid-19 virus. The online learning strategy is carried out by various levels of education, from elementary, junior high school, senior high school, and up to college. There is some school that removes learning activities in classrooms as is commonly done by educators: teachers and lecturers.

The online learning is executed based on the government's policy, such as the meeting limitation on the maximum 30-40 people, and three health protocols; use a mask, maintain a minimum distance of 1.5 meters, and washing hands with soap (Ridho, 2020, p.1). This government regulation causes online learning to be implemented. Because the number of students that learning at school is more than one hundred students, so an online-based learning method is implemented. For the educators in this situation make them choose an online learning strategy. According to the mandate of the joint decision of 4 ministers, as Purnomo in Abdurrahman (2020) says “when the regency/city has entered the yellow zone, they can carry out face-to-face learning”(p.1). So, from that explanation face-to-face at school has been allowed to use shift or restrict a large number of human gathering. With the new provisions, it is a big task for teachers to implement classroom learning while still complying with these regulations from the government. Hence, teachers have to improve their teaching methods.

In general, the teaching method is always applied by the teacher during learning in the classroom. Westwood (2008, p.5) cited in Liu & Shi (2007) explain that, a teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. It means that the teaching method is a very important item to achieve learning goals. One of method that could be practise in teaching activity is discourse-discussion method. “The discourse-discussion methods are an interactive learning strategy designed to help students acquire an organized form of knowledge *organized bodies of knowledge*”(Jacobsen, et al. 2009 cited in Eggen & Kauchak, 2007). So, This method is one method that can be applied in interactive speaking activities in learning activities.

Teaching speaking can be one of the interesting issues to be observed. Since teaching speaking craves face-to-face learning. While face-to-face learning at school is limited by the government in this pandemic era. Fussalam (2014, p.488) cited in Nunan (2003) said that “Speaking is an important thing for communication. The goal of teaching speaking is to communicate orally. Students are expected to be able to understand and communicate in English in daily communication.” It means that speaking is a skill that must be honed well. Because, it is expected that students can speak English for daily communication. Moreover, the goal of teaching speaking is “communicate orally”. Then the student must practice communicating on the learning process. Communicating in

class is the implementation of the responses given from students to teachers. According to Rosita (2018) cited in Rachmat “Response is the experience of the subject, even or relationship obtained by summing up information and interpreting the message”(p.16). But, during this New normal era students who studied in a classroom were confined, students sat within a distance, wearing masks and even school time was confined by the government.

In this research, the researcher conducted at school that had implemented school rules in the new normal era, namely SMK TELKOM Darul 'Ulum Jombang. Researchers chose the secondary school as a deliberative research site. The first thing to consider is the strategic location of this vocational high school, which researchers consider in terms of energy, funding, and time efficiency. This research has expounded to explore the teacher's methods used during the new normal era.

B. Literature Review

1. Discourse-Discussion Method

“The discourse-discussion methods are an interactive learning strategy designed to help students acquire an organized form of knowledge *organized bodies of knowledge*” (Jacobsen, et al. 2009, p.215 cited in Eggen & Kauchak 2007). From this quotation, it can be understood that this disqualifying method is an interactive learning activity. So in this learning process communication between students and teachers was well interwoven, to direct students' understanding properly.

Thus, "the method of discourse-discussion of a lecture is a modification of the traditional discourse method (Jacobsen, et al. 2009, p.215). Although the method of discourse discussion is a modification of the discourse method, it has its application in the classroom. The stages of teaching activities in the classroom using the discourse-discussion method (Jacobsen, et al. 2009,p.218) the stages on the discourse-discussion method :

1.1 Introduction and Review

“The teacher begins with the media focus to pass on the introduction and review that has been learned before” (Jacobsen, et al. 2009, p.218). In this first activity, Jacobsen, et al. (2009) revealed that the results of this initial step are “attract students' attention and help students remember knowledge”. So, introductions and reviews at this stage are done to attract the attention of students in the class. In this case, the teacher needs the media to attract the attention of students in participating in teacher learning activities. In addition to being interesting, reviewing previously understood material can also help students recall past lessons and relate them to the current lesson.

1.2 Information Presentation

“Teacher presents information. Presentations are short to prevent students’ recollections from being overblown”(Jacobsen, et al. 2009, p.218). Information presentation in this case according to Jacobsen, et al. (2009) will make “Student gain knowledge on the topic”. So, this stage is a way for the teacher to explain a new material so that students get the topic of discussion that will be studied.

1.3 Monitoring Understanding

“The teacher asked a series of questions to examine the new content student’s understanding” (Jacobsen, et al. 2009, p.218). Monitoring students' understanding according to Jacobsen, et al. (2009) will result in “Put the students in active roles and checking if they understand and begin the process of making an organized form of knowledge”. So, according to the explanation above, monitoring student understanding can be done by asking questions related to the material that will be answered by students with their understanding. In this process, students can be actively involved in learning and make students' knowledge neatly organized.

1.4 Alignment

“The teacher ask additional questions to help students integrate student understanding with new knowledge” (Jacobsen, et al. 2009, p.218). For the last stage in this discourse-discussion method, according to Jacobsen, et al. (2009), the results of this stage are “Students incorporate new ideas into a coherent form of information”. So, the integration in question is the continuity between students' past knowledge and what is understood at that time. Students can grasp the meaning clearly and precisely.

2. Student’s Response

“Response in learning is important because it has a relationship with learning outcomes or learning objectives to be obtained by students”(Muhlisin, 2018, p.14.). Of that explanation, can be interpreted a student's response in the class is an important matter that a teacher needs attention too. Another expert that defines student's response is Rosita (2018) cited in Ahmadi (2009) states that the response is ”Response as one of the main functions of the soul can be interpreted as a memory image of observation, has stopped just an impression”(p.16). From the definition above, it is just a guess that The student response is a response given by the student to the teacher at a learning activity in the classroom. For example, praise from the teacher responded with expressions of gratitude from the student. In this situation, communication activities are built between the students and the teachers. Steven M. Chaffe divide students response into three parts:

1. Cognitive, “is a response that is closely related to knowledge skills and information about a person”.

2. Affective, “is a response related to emotions; as explained emotion is a conscious mental reaction (as anger or fear) subjectively experienced as a strong feeling, while attitude; is a position assumed for a specific purpose, and one’s judgment of something”.
3. Conative, “is responses related to real behaviors, includes actions or habits”. (Steven M. Chaffe)

The conclusion is that Response of the student divide into three parts, which is a variety of responses given by the student to the teacher through the student's knowledge, expression, or feelings, and also a phrase or real activity is done by the students. So, These three aspects can be seen in the observation class about how students respond to teachers in learning activities.

C. Research Method

The design of this research was descriptive qualitative. “Outline description research is a research activity who want to describe an event or symptoms in a systematic, factual manner with an accurate arrangemen” (Nofianti & Qomariah, 2017, p.20).

1. Participants / Population and Sample

In the selection of teachers as seniors in this study using Purposive sampling. Because, this research purposefully chose the participants. According to Nofianti & Qomariah (2017) “Purposive sampling is a sampling technique with consideration of certain.”(p.48, Translated from Bahasa Indonesia). There were two data on this research, teacher activities and students’ response. For the first data an English teacher on SMK Telkom was recruited.

2. Instruments

In conducting this research, this research used an interview guide, observation checklist, and questionnaire.

- a. In conducting the interview was expected to know the detailed information of learning system at SMK Telkom Darul Ulum Jombang during the new normal era. The questions in the interview guide contain about the differences situations in the learning process, how teachers respond to existing changes, methods that used during the new nowmal era and also assessments made before and after the pandemic era.
- b. Observation checklist was used to observe the English teachers’ activities in teaching speaking. In the observation checklist contain 3 stages of classroom activities. there were opening stages, main activities, and closing. Those stages was used to identify the teacher’s method.
- c. Questionnaire was used to get the student's response to the teacher teaching speaking method. In the questionnaire contained 3 types of students response. There were cognitive response, affective response, and conative response.

3. Data Analysis

1. Explaining the method which was used by the teacher.
2. Explaining how the discourse discussion method was applied in teaching speaking.
3. Explaining the student's responses to the teacher discourse discussion method.
4. Getting the general conclusion.

D. Findings

After interviewing with the teacher and observe the learning activities, related to the observation that only one meeting, there were two methods applied in teaching speaking in this new normal era. The method was discourse and discussion method, that two methods according to Jacobsen et al. (2009) called discourse discussion method. the method was reflected from the teacher activities and students respond in teaching speaking interactive.

1. Teachers Method

Based on the interview with the teacher and class observation of his speaking class, it can be inferred that the teacher tended to discourse discussion method. At least, it can be seen from the activities implemented by the teacher in the classroom. There are 4 steps in the discourse discussion method on speaking activity (*Introduction and review, Information presentation, Monitor understanding, and Alignment*). But, there are 3 indicators (*Information presentation, Monitor understanding, and Alignment*) confirming that the teacher applied the discourse discussion method, Jacobsen, et al. (2009). Speaking activity as explained below,

1.1 Infromation presentation

On the second stages of discourse-discussion method there is an information presentation. The teacher said that in this new normal era, cause the time is limited gives the student short explanation was more effective rather than doing a lot of physical activities in the class, like role play, simulation or the other activity to starting classroom activities. By short explanation, it means that the students should pay attention to the teacher so that, the teacher could be developed student's understanding. Hence, students' memories of connecting the lesson with the material that was understood, the students were not overblown or pointed to anything else that was far from the material that day. (see table 1)

Table 1: Interview teacher main activity information presentation

Researcher	Teacher
Apakah guru mengubah cara mengajar di kelas agar tercapainya tujuan	Karna waktunya juga singkat, jadi metode yang saya pakai yang klasikal aja. Jadi, langsung penjelasan tanpa media. metodenya hampir sama

pembelajaran? <i>Do teachers change the way they teach in the classroom to achieve learning objectives?</i>	seperti sebelum pandemi dengan lebih ke langsung ke intinya, nggak bertele-tele mengingat waktu yang terbatas tadi. <i>Because the time is also short, so the method I use is the classic one. So, direct explanation without media. the method is almost the same as before the pandemic with more to the point, not long-winded considering the time that was limited.</i>
--	---

The teacher asked the student to give their understanding of what the teacher had explained about the formula of passive voice. The teacher leads the student's understanding by interactive speaking class. The student actively gave their response to the teacher by their knowledge. Mentions the parts of the sentence and the tenses order used in passive voice. Therefore, the teacher gave a short explanation first and check the student's understanding. So, this method is called the discourse discussion method. The statement above got from the class observation: (see table 2)

Table 2: Observation checklist the teacher main activity

No	Activity	Indicators	Yes	No	Notes
	Main Activity	Guru menggunakan bahasa inggris dalam menjelaskan materi <i>The teacher uses English in explaining the material</i>		√	Guru menggunakan dua bahasa dalam menjelaskan materi dengan bahasa inggris dan dijelaskan kembali dengan menggunakan bahasa indonesia <i>The teacher uses two languages to explain the material in English and it is explained again using Indonesian</i>
		Siswa mencatat hal penting dari penjelasan guru <i>Students note the important things from the teacher's explanation</i>		√	Siswa mencatat dalam buku catatan tentang hal hal yang perlu untuk di catatat dari pembahasan guru <i>Students take notes in notebooks about things that need to be noted from the teacher's discussion</i>
		Guru melibatkan pengetahuan siswa dalam menjelaskan		√	Guru menjelaskan materi dengan berinteraksi dengan siswa tentang

<p>materi</p> <p><i>The teacher involves students' knowledge in explaining the material</i></p>	<p>pengetahuan siswa mengenai tenses</p> <p><i>The teacher explains the material by interacting with students about students' knowledge of tenses</i></p>
<p>Siswa menanggapi intruksi guru dengan mengulas pengetahuan yang telah di fahami tentang materi tenses</p> <p><i>Students respond to the teacher's instructions by reviewing the knowledge that has been understood about the material tenses</i></p>	<p>Siswa menjelaskan makna dan fungsi dari 3 Tenses. Past, Present and Future tense.</p> <p><i>Students explain the meaning and function of the 3 Tenses. Past, Present and Future tenses.</i></p>

1.2 Monitor understanding

In the classroom activities, the teacher involves students directly in understanding the topic of the discussion. In this new normal era, the teacher did the speaking activity with interactive speaking which was discussion. The discussion activities the teacher lead them with gave an example and invite all students to make correct tenses changes. The discussion was done by the teacher to train students speaking skills. That statement was found in the interview with the English teacher of SMK Telkom. (see table 3)

Table 3: Interview Speaking activity

Researcher	Teacher
<p>Karna di SMK ini goal mengajar dalam syllabus SMK selalu tentang speaking. Bagaimana cara mengajar yang guru lakukan untuk mencapai skill tersebut.</p> <p><i>Because in this SMK, the goal of teaching in the SMK syllabus is a lot about speaking. How does the teacher teach to achieve these skills</i></p>	<p>Jadi, setelah materi dijelaskan, diberi contoh, biasanya contohnya saya buat seperti dialog. Tapi, karena situasi pandemi ini saya gunakan aktifitas tanya jawab, ketika saya menjelaskan materi anak-anak saya beri pertanyaan yang kemudian anak-anak di paksa secara tidak langsung untuk ngomong menggunakan bahasa inggris. Anak-anak saya libatkan secara aktif pada penjelasan materi saya.</p> <p><i>So, after the material is explained, given an example, I usually make an example like a</i></p>

dialogue. However, because of this pandemic situation, I use a question and answer activity, when I explain the material to my children, I ask questions which then the children are forced indirectly to speak in English. My children are actively involved in the explanation of my material.

The teacher gave the questions to build interactive speaking in the class to ensure that students follow the teacher's course of learning. It can be seen from activities during classroom activities. At the main activities, the teacher did the question and answer about the material teacher had explained at the beginning of the lesson. Students simply focused on the teacher's question and make it try to answer with the student's understanding. (see table 4)

Table 4: Observation Checklist Teacher's Monitoring Understanding the students

No	Activity	Indicators	Yes	No	Notes
2	Main Activity	Guru mengevaluasi pemahaman siswa dengan memberikan contoh soal mengenai pembelajaran yang telah berlangsung <i>The teacher evaluates students' understanding by providing examples of questions about the learning that has taken place</i>	√		Guru memberikan contoh kalimat di papan tulis dan meminta seluruh siswa untuk berdiskusi bagaimana perubahan kalimat dengan menggunakan tatanan grammar yang benar. Jika ada pertanyaan guru meminta mereka untuk bertanya <i>The teacher gives example sentences on the blackboard and asks all students to discuss how to change sentences using the correct grammar. If there are questions the teacher asks them to ask</i>
		Siswa mengikuti intruksi guru <i>Students follow teacher's instructions</i>	√		Siswa mengubah kalimat secara bersama-sama dengan aturan tenses yang telah dipelajari sebelumnya <i>Students change sentences together with the tenses rules that students have learned before</i>

1.3 Alignment

According to KD on vocational high school, the goal is speaking product. But, it could be designed as a writing product. For example on KD of the eleventh grade, there was report text, and the students could make the report text on writing product but, the structure to get report text could be discussed in the classroom and build the students speaking skills. The explanation could be seen from the interview with the teacher.(see table 5)

Table 5: Interview speaking product

Researcher	Teacher
Untuk menilai speaking skill siswa ini berarti guru murni menilai hanya dalam kelas <i>To assess students' speaking skills, this means that the teacher only judges in class</i>	iya, hanya dikelas. Kalau daring ndak bisa, yang saya sampaikan di daring itu seperti materi-materi yang terkait teks, seperti report teks itukan lebih tepat untuk writing, hasil akhirnya berupa writing siswa. Meskipun tidak menutup kemungkinan anak-anak bisa mempresentasikan hasil karangannya tapi kan butuh waktu sedangkan waktunya terbatas. <i>yes, only in class. If you can't do it online, what I convey online is like text-related materials, such as report texts that are more appropriate for writing, the end result is student writing. Although it is possible for children to present their essays, it takes time, while time is limited.</i>

At the main activities until the last classroom activities teacher did the discussion about the structure of the material that day with past students understanding about the grammar structure. Cause this learning activity was conducted at the new normal era at the last activities there is not speaking assignment in her class as usual. The teacher said that in a normal situation teacher could be designed the activities by made the dialogue both the students and their partners. But, in this new normal era students could discuss the subject with all members of the class without did the small group discussion. At the end of the main activity, the teacher asked 3 students to write the example of the tenses changing on passive voice. the sentence that the students made would be correct by all students. That's a statement based on the class observation.(see table 6)

Table 6: Table Observation Checklist implementation of Stage Alignment

No	Activity	Indicators	Yes	No	Notes
2	Main Activity	Guru mengizinkan siswa untuk berdiskusi dengan teman	√		Guru mengizinkan siswa untuk berdiskusi dan mendengar tanggapan dari teman <i>The teacher allows students to discuss with friends</i>
		Guru membagi siswa dalam sebuah kelompok-kelompok untuk mengerjakan tugas		√	Guru melakukan diskusi dengan seluruh siswa tanpa membagi mereka kedalam kelompok-kelompok. Di akhir kelas guru meminta tiga orang siswa untuk membuat sebuah contoh kalimat aktif yang dapat diubah ke dalam kalimat passive voice <i>The teacher conducts discussions with all students without dividing them into groups. At the end of the class the teacher asks three students to make an example of an active sentence that can be converted into a passive voice</i>

2. Student's Response

In this study, the researcher gets the data of students' response to the teacher teaching speaking method in the eleventh-grade students of SMK Telkom, the researcher gave the questionnaire to the 13 students and observe the classroom activities. The answer to the questionnaire related to the cognitive, affective, and conative responses. The data on presented as follow.

2.1 Cognitive Response

For the cognitive responses, there are several questions in the student questionnaire that lead to cognitive responses. The question is included in the cognitive question. The question aims to find out how well students understand participating in teacher learning activities in class. They will answer these cognitive questions according to the knowledge they have gained during the learning process in class.

Several students in the class responded that the teacher's learning activities in the class were interesting to them. This is a good answer because to answer this question students will think about what they have learned during the learning process. Students will correct the abilities that he has got until he will come up with answers according to the portion of their understanding. If it is interesting then students understand what has been conveyed by the teacher in class. However, some of them responded that the activities carried out by the teacher in the classroom were "ordinary". This is reasonable because of the level of understanding of students in different classes. Some feel that their activities are interesting while others feel that their activities are ordinary.

2.2 Affective Response

Affective relates to students' feelings when they are finished with learning activities. In this case, the answers given by the students in the questionnaire, most of them answered that the teacher's learning activities in class made them like English lessons and were also comfortable in-class activities. However, most of them who like and feel comfortable doing activities in class, some of them don't like and are not comfortable doing activities in class.

Questions given to students through a questionnaire are affective questions. Because this question contains the emotions and feelings that students have after participating in English learning activities in class. The question given is, "do the learning activities given by the teacher make you like English lessons, especially in terms of speaking?" And "does the teaching method used by the teacher make you more comfortable in improving your speaking skills?". These two questions make students choose answers according to their feelings. Some like, really like, dislike, comfortable, very comfortable, and uncomfortable.

2.3 Conative Response

A conative response is a response given by students from how the habits and characters are owned by each student. They answered the questions in the questionnaire according to how each student was in class (see appendix 8). The question given is, "In what activities do you feel that you as a student are participating in the learning process?" To answer this question they were given an answer option, "All activities, only some, and not at all". They will choose the answer according to their activity or what their activities are during the learning activity.

In the questions that lead to this conative response, most of them chose the answer "only a few". However, there is also a small percentage of them who respond to "all activities" meaning, there is a small percentage of them who think that students are included in all activities in learning. In addition, there was a small number of them answered that "nothing at all" participated in the learning activities.

The next conative question is, "Do you think the activities carried out by the teacher in class make it easier for you to practice speaking in English?". This question relates to how students practice in class. Because, speaking class, students have to practice speaking. In answering the questionnaire, most of the students answered that the teacher's method made it easy for them to practice speaking in class. However, there is also a very small percentage of them who respond that the method used does not make it easier for them to practice English in class. And this response they gave according to what they got while in class.

E. Discussion

Based on the result of the interview, observation, and questionnaire, it can be inferred that the English teacher implemented stages of discourse discussion method in teaching speaking according to Jacobsen, et al. (2009) Involving : "(1) Introduction and review: The teacher begins with the media focus to pass on the introduction and review that has been learned before, (2) Information presentation: teacher presents information. Presentations are short to prevent students' recollections from being overblown, (3) Monitor understanding: the teacher asked a series of questions to examine the new content student's understanding, (4) Alignment: the teacher ask additional questions to help students integrate student understanding with new knowledge". Meanwhile, the teacher achieved three indicators of each stage. The teacher did not use any media to attract the students' attention at the beginning of the learning activities. But, based on the observation during the teaching-learning process, the students were still attracted to follow the English lesson although the teacher did not use the medium. The teacher changed the medium by giving a leading question to build the first understanding of students. As a fact, there were some questions that the teacher asked the students about the lesson that will be discussed before continue the next activity. Then, the students responded to the teachers' questions. There have been interaction and enthusiasm between the teacher and the students. To do so, without media learners can still be attracted.

In exploring the stages of a discourse discussion method, there were the advantages of the discourse discussion method according to Lailiyah & Wulansari (2016) from Zaini, et al. (2004) there are (1) Helping students learn to think based on a subject's point of view by giving students free will in the practice of thinking, (2) Helping students evaluate logic and evidence for their or other positions, (3) Provides opportunities for students to formulate application of a principle, (4) Helping students be aware of a problem and formulating it using information obtained from a reading or a talk, (5) Using the ingredients of the other members of his group, and (6) Develop the motivation to learn better. The advantages above could be seen from the result of the student questionnaire. On the questionnaire, there was a question about participation in the process of material delivery. Most of the students respond that a teacher includes students in some learning activities. And, it is a conative response, because of an interaction or a conversation process between the

student and the teacher that served the purpose of the speaking class, which was to communicate orally. It could be inferred that the students had the freedom to think. The students could give their understanding to interact with the teacher to understand the material. So, the students can dig up their understanding of the given material.

The second advantages of the discussion method were “Helping students evaluate logic and evidence for their or other positions” and “Provides opportunities for students to formulate application of a principle”. In this case, students have been permitted teachers to criticize a sentence. In criticizing the sentence students began to an opportunity to communicate their understanding that they had learned before and gave them the evaluation about their previous insight. Cause, after students, gave their knowledge about tenses the teacher directly gave the feedback to evaluate student understanding. And, they will not exist if students do not feel comfortable doing learning activities. Students’ comfort can be seen from the result of the questionnaire. Most of students feel that the learning activities were comfortable and other students feels uncomfortable. And, it can be said that this is students affective response. Cause, the question leads to emotions or how they felt during the learning activity.

The next advantages which have been proven in the classroom are “Helping students be aware of a problem and formulating it using information obtained from a reading or a talk” and “Using the ingredients of the other members of his group”. Students’ discussion methods can have the opportunity to explore their ability to learn. When the teacher gives a problem through a sentence, students change the sentence in the correct tenses as their knowledge about the structure of the sentence. Hence, in the discussion that this teacher has guided, they are more comfortable giving their opinion cause there are no group divisions. So, all the students contribute to class discussion. From the statement above can be proven through the result of the questionnaire. Most of students gave the affective response that teacher learning activities make the students fond of English lessons, especially in speaking skills. And there were some students whose responses that they dislike English lesson through the classroom activities. Their response is called affective response because, their answer lead to their feelings during in the classroom activity.

The last advantage was Helping to develop the motivation to learn better. With discussion which had been implemented in the classroom. Students have been motivated, with at they pasif have become more active. The change of tenses in language is easy but, it is so varied that students are easily fooled by changing a sentence with another version. Suppose in the class, the student transforms active sentences into passive voice whose active sentences used past perfect tenses. In this discussion, their basic knowledge of the tenses has been dug up, and motivated to learn more about the tenses in English. Particularly in speaking matters, because the goals of their learning is communicating orally. According to the result of the questionnaire the students gave the cognitive

response cause, the students answered the question on the questionnaire by choosing according to their individual abilities and skill. The most of students from thirteen students felt that classroom activities designed by the teacher made it easier for students to practice talking inside the classroom. And some students felt the activity in the classroom made it much easier for them to practice speaking. As evidence, it was during the observation class. When the students struggle in mentioning English teachers justify and then repeated it by students.

F. Conclusion

Based on the analysis, it can be concluded that the teacher used the Discourse Discussion method in teaching speaking to the eleventh-grade students of SMK Telkom. The teacher implemented the stages of discourse discussion method. The stages involved Information presentation, Monitor understanding, and Alignment. In terms of the activities, the teacher implemented methods by keeping applying health protocol at the new normal era (use a mask and maintain a minimum distance of 1.5 meters).

Based on the interview and observation with the teacher, it can be inferred that in this new normal era, a shortened classroom literacy hour made teachers cut back on practices. The activities carried out in the classroom are scout by the teachers. So that, the entire lesson can be quickly learned in only a few moments.

Furthermore, from the questionnaire with students, the teacher's teaching method getting a lot of good responses from students and also get some unfavorable responses. The student's response to this study is categorized into 3 types, the first is student's cognitive response, affective response, and conative response.

REFERENCES

- Ahmadi, A. (2009). *Psikologi Sosial*. Jakarta: PT. Rineka Cipta.
- Eggen, P., & Kauchak, D. (2007). *Educational Psychology: Windows on Classroom*. 7th edition. Upper Saddle River, NJ: Person
- Fussalam, Y.E. (2014). Improving Students' Speaking Skill of Descriptive Text by Using Three-Step Interview Technique at Grade VIII.B of SMP N 2 Sarolangun. *Proceedings of ISELT FBS Universitas Negeri Padang*. Vol 3, No 7. Retrived from <http://ejournal.unp.ac.id/index.php/selt/article/view/6746>
- Jacobsen, D.A., Eggen, P., & Kauchak, D. (2009). *Methods For Teaching*. Eight edition. Yogyakarta: Pustaka Pelajar.
- Lailiyah, N., & Wulansari, W. (2016). Peningkatan Keterampilan Berbicara Melalui Metode Diskusi Kelompok Model Tanam Paksa Siswa Kelas X Pemasaran 1 SMK PGRI 2 Kediri. *Jurnal Pendidikan*. Vol 1, No 2, Retrived from <http://repository.unpkediri.ac.id/3246/>
- Liu, Q.X. & Shi, J.F. (2007). Analysis of English Teaching Approaches and Methods: Effectiveness and Weakness. *US-China Education Review*. *US-China Journal of Research in Foreign Language Teaching*, Volume 3 (1), 2022

Education Review. Vol 4, No 1. Retrived from <https://files.eric.ed.gov/fulltext/ED497389.pdf>

- Muhlisin. (2018). Analysis Of Students' Response Of The Implementation Of Rms (Reading, Mind Mapping, And Sharing) Learning Model In Philosophy Of Science. *unnes Science Education Journal*. Vol 7, No 1, Retrived from <https://journal.unnes.ac.id/sju/index.php/usej/article/view/21397>
- Nofianti, L., & Qomariah. (2017). Metode Penelitian Survey. *Ringkasan Buku*. Pekanbaru Retrived from <http://repository.uin-suska.ac.id/16745/1/Buku%20Metode%20Penelitian%20Survei%20Leny%20ringkas.pdf>
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill Contemporary
- Ridho, S. (2020). Pendidikan Daring di Masa Covid-19. *Factual New.CO*. Retrived from <https://www.kompas.com/edu/read/2020/08/12/112834471/pendidikan-daring-di-masa-covid-19> . December 24, 2020
- Rosita, R. (2018). Students' Response Toward Multimodality in Booktrack to Assist the Students English Language Learning at Tenth Grade in Sma N 13 Surabaya Academic Year 2017-2018. *Thesis of English Teacher Education Department*. Surabaya: Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel. Retrived from http://digilib.uinsby.ac.id/27540/1/Riza%20Rosita_D75213094.pdf
- Westwood, P.S. (2008). *What teachers need to know about teaching methods*. Australia: Acer Press
- Zaini, H., Munthe, B., & Aryani, S.A. (2004). *Strategi Pembelajaran Aktif*. Yogyakarta: CSTD