

**Rumpun Ilmu : PENDIDIKAN BAHASA INGGRIS**

**RESEARCH REPORT**



**EXPLORING ENGLISH TEACHING AND LEARNING ACTIVITIES  
BASED ON 2013 CURRICULUM AT SMAN 1 KOTA SOLOK**

**Tahun ke 1 dari rencana 1 tahun**

**by**

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## ABSTRAK

**Zulfariati dan Riyeen Permata, 2019. Exploring English Teaching and Learning Activities Based on 2013 Curriculum at SMAN 1 Kota Solok. English Department of FKIP Universitas Mahaputra Muhammad Yamin.**

Penelitian ini diawali dengan adanya temuan bahwa nilai rata-rata hasil Ujian Nasional mata pelajaran Bahasa Inggris siswa di SMAN 1 Kota Solok tiga tahun terakhir yang menunjukkan hasil yang baik. Hal ini membuat peneliti ingin mengetahui lebih jauh seperti apa dan bagaimana pembelajaran Bahasa Inggris dalam kelas di SMAN 1 Solok. Untuk mendapatkan data tentang hal itu dipakai 3 orang guru Bahasa Inggris dan 32 orang siswa sebagai populasi dan sampel. Data diambil dengan menggunakan wawancara dan observasi langsung di kelas. Dari hasil penelitian ditemukan bahwa ternyata selama pembelajaran Bahasa Inggris guru berusaha menggunakan media pembelajaran dan teknik mengajar yang menarik, maupun pengelolaan kelas yang baik, sehingga dapat membuat siswa lebih termotivasi dalam belajar, baik dalam pembelajaran klasikal maupun kelompok. Dapat disimpulkan bahwa setelah dilakukan eksplorasi ditemukan bahwa dalam proses pembelajaran Bahasa Inggris guru telah menggunakan berbagai media, terutama media video untuk memotivasi siswa dalam belajar, sehingga dapat disimpulkan bahwa aktivitas tersebut membuat rata-rata nilai hasil ujian nasional Bahasa Inggris siswa meningkat dari tahun ke tahun. Disarankan agar guru tetap menggunakan media, teknik mengajar dan materi ajar yang menarik dalam mengajarkan Bahasa Inggris.

## ABSTRACT

**Zulfariati dan Riyeen Permata, 2019. Exploring English Teaching and Learning Activities Based on 2013 Curriculum at SMAN 1 Kota Solok. English Department of FKIP Universitas Mahaputra Muhammad Yamin.**

This research began with the finding that the average score of the results of the National Examination for English subjects at SMAN 1 Kota Solok in the last three years showed good results. This made the researcher want to find out more about what and how English is taught in the classroom at SMAN 1 Solok. To obtain data on this matter, 3 English teachers and 32 students were used as the population and sample. Data was collected using interviews and direct observation in class. From the results of the study it was found that during the learning of English the teacher tried to use interesting learning media and teaching techniques, as well as good classroom management, so as to make students more motivated in learning, both in classical and group learning. It can be concluded that after exploration it was found that in the process of learning English the teacher used various media, especially video media to motivate students in learning, so it can be concluded that these activities make the average score of students' English national exam results increase from year to year. so that teachers continue to use media, teaching techniques and interesting teaching materials in teaching English.

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

The objective of English teaching in Indonesian senior high schools is to equip the students with language skills that enable them to read textbooks and reference materials in English. It is purposely to make the students understand teaching materials given by teachers in the classrooms, or to communicate with individuals and students from overseas. It is objectively to make the students easy to take notes of lectures given by teachers, and to introduce the culture of Indonesia to international communities. It also to support the students to communicate orally with foreign lecturers, individuals and students in oral examination and discussions (Ministry of Education and Culture, 1967, cited in Huda, 1999, p. 127). Moreover, in 2013 Curriculum of English, as quoted from the textbook used for Grade XII of SMA (Kemdikbud, 2015), it is stated that:

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran Abad 21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberitahu menjadi siswa mencaritahu dari berbagai sumber belajar melampaui batas pendidik dan satuan pendidikan. Peran Bahasa Inggris dalam model pembelajaran ini menjadi sangat sentral mengingat lebih banyak sumber belajar dalam Bahasa Inggris dibandingkan dengan sumber belajar dalam semua bahasa lainnya. Makin datarnya dunia dengan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting Bahasa Inggris tersebut dalam menyampaikan gagasan melebihi batas negara Indonesia serta untuk menyerap gagasan dari luar yang dapat dipergunakan untuk kemaslahatan bangsa dan negara. Dengan demikian kompetensi lulusan pendidikan menengah yang dirumuskan sebagai mampu menjadi cerminan bangsa yang berkontribusi aktif dalam pergaulan dan peradaban dunia dapat tercapai.

Based on the statement above it seems that English for *Sekolah Menengah Atas* (SMA) or the Senior High School students is more globalized in used. So, it can be said

that English is now used as a lingua franca and the goal in teaching English is no longer to make the learner to be able to listen, to speak, to read, and to write in English like its native speaker.

Moreover, when it is related to the English ability of the students which is measured through English National Examination, it seems that the students' English ability is not measured as the whole—it means that not all of the skills are measured. Consequently, the goals of English teaching and learning process as what has been stated in 2013 Curriculum has not achieved yet. However, based on the researcher's preliminary observation at *Dinas Pendidikan Kota Solok*, it was found that based on the results of English National Examination during the last three years, the SMA students' English ability showed the good results.

Related to the results of English National Examination during the last three years, among the 5 (five) of SMA Negeri in Kota Solok, it is found that the highest score is achieved by SMAN 1 Kota Solok. This condition can be as the result of some components applied in the teaching and learning English processes at that school.

There are some components involve in teaching and learning process. One of the components can be the learning facilities prepared by school and used by teachers, such as the language laboratory, media of teaching, the language club—English club. The other component can be the teachers' competencies in teaching English, the better the teachers' competencies in teaching can result the better learning results of the students. One other component is students' motivation in learning—motivation to participate actively in learning, motivation to be able to communicate in English communicatively. Other

component can be the process of teaching and learning activities explored in the classroom.

The conditions above make the researcher was interested to conduct the research about how this school conducting the teaching and learning activities on English subject in the classroom. The researcher wanted to find out whether there are the interesting classroom activities applied in that school.

### **B. Identification of the Problem**

There are some components involve in English teaching and learning process, especially when English is taught based on the curriculum 2013. One of the components can be the learning facilities prepared by school and used by teachers, such as the language laboratory, media of teaching, the language club—English club. The other component can be the teachers' competencies in teaching English, the better the teachers' competencies in teaching can result the better learning results of the students. One other component is students' motivation in learning—motivation to participate actively in learning, and motivation to be able to communicate in English communicatively. Other component can be the process of teaching and learning activities explored in the classroom

### **C. Limitation of the Problem**

In order to make the research more focus, and because there are many components of English teaching and learning process, it is limited on one component. This research is focused on the activities explored by the teacher in the classroom.

In this research the problem of the research is focused on the way the teachers explore the English teaching and learning activities in the class rooms at SMA Negeri I Solok based on the Curriculum 2013. The teachers and the students were observed and interviewed during the teaching and learning processes at 2019/2020 academic year.

#### **D. Formulation of the Problem**

Based on the Limitation of the Problem above, the researcher is interested to conduct a research under the formulation of the problem: **“How is the exploring of English teaching and learning activities based on 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year?”**

#### **E. Research Questions**

Since SMAN 1 Kota Solok is the school with the highest score level in English National Examination (*Ujian Nasional Bahasa Inggris*) during the three periods of English National Examination, the researcher was interested to conduct the research about the English teaching and learning activities in this school. The research question are formulated as follow:

1. How do the teachers explore the English teaching and learning activities based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year?
2. What are the models of teaching explored by the teachers in conducting teaching and learning English process based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year?
3. What are the media of teaching used by the teachers in conducting teaching and learning English process based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year?



4. How are the classroom management process explored by the teachers in teaching and learning English process based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year?
5. What are the learning styles had by the students in learning English based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year?

#### **F. Purpose of the Research**

The purposes of this research are to describe:

1. How the teachers explore the English teaching and learning activities based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year.
2. What the techniques of teaching are explored by the teachers in conducting teaching and learning English process based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year.
3. What the media of teaching are used by the teachers in conducting teaching and learning English process based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year.
4. How the classroom management process are explored by the teachers in teaching and learning English process based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year.
5. What the learning styles had by the students in learning English based on the 2013 Curriculum at SMAN 1 Kota Solok at 2019/2020 academic year.

#### **G. Significance of the Research**

This research is the significant one since it is aimed at exploring for teaching English at SMAN 1 Solok. The exploring process is intended to find out how is the

teaching and learning English process applied in the classroom. In more detail, the significant of the exploring through this study has some classifications as mention below:

1. Defining problems that provide the information directly of how teacher and students communicate and interact in the teaching and learning process by analyzing the teacher's problem, students' problems and instructional materials problems.
2. Describes the more complete of instructional, materials, media, teaching techniques, classroom management, and students' problems.

#### **H. Definition of the Key Terms**

To improve the understanding and comprehension as well as to ease the implementation of the research, it can be noted that there are definitions of some basic terms used in this study as follows:

- a. Exploring is the process of investigating, analyzing, studying, searching or to become familiar with the thing by experimenting, interviewing or observing the object to be explored. In this study exploring is the process of observing the thing happened around the teaching and learning process in the classroom and interviewing subjects of the study at SMAN 1 Solok at 2019/2020 academic year.
- b. Teaching and learning activities in this research means the classroom instructional process happened in one of the class at SMAN 1 Solok, including the teaching material, media, and technique used by the teacher in teaching English subject at SMAN 1 Solok at 2019/2020 academic year.



## CHAPTER II

### REVIEW OF RELATED THEORIES

There are some variables to be discussed and reviewed in this research. The variables are everything about teaching components, learning factors, and 2013 curriculum.

#### **A. Teaching**

Teaching is an art form. It demands not only knowledge and understanding of the core areas of learning, but also the ability to teach these creatively and effectively and foster learner creativity in the process (Cremin, 2009). Teaching is well-nigh the point of the whole educational enterprise and establishment aimed at producing student learning. Teaching is also important in terms of a kind of ethical imperative. Nations require that their young people have frequent contact, for long periods, with adults called teachers. When such a relationship is legally imposed on young people, it seems only fair that society should do whatever it can to make that relationship a beneficial one.

The literature of the behavioral and social sciences is full of conceptions and research on learning and memory. Teaching is comparatively a stepchild, neglected by those who have built a formidable body of conceptions of learning and memory. The uses of learning conceptions for teaching constitute a tool-kit that has been left to rust. It is as if the theoretical work of, say, Faraday, had never given birth to the tremendous applications of electrical energy so that when Einstein turned on his lamp, he could read his notes. This book seeks to give teaching the kind of attention that learning and memory have received. Teaching is where learning and memory conceptions should pay off.

Finally, teaching is worth studying simply because of the intrinsic interest of the phenomena to which teaching gives rise. Even if such research had no practical value, it would be worthwhile for the same reasons that astronomy and archaeology are worthwhile. As part of our universe and our human condition, teaching cries out to be studied and understood.

Then, what is teaching? We can define it as one person's influence aimed at improving the learning of other persons. Usually, we think of teaching as occurring in face-to-face interaction between the teacher and the learner, but it can also occur when a teacher creates influential events, in which he or she does not participate. In that way, the authors of books and the developers of computer programs may also be considered teachers. But we will restrict our concern to teaching that occurs while a teacher is in the presence of students.

The differences between the terms *teaching* and *instruction* reside mostly in their connotative meanings. But those differences are clear enough to be relevant to the scope of this monograph. "Teaching" is the term used more in formal educational settings, namely, in elementary schools, secondary schools, colleges, and graduate schools. "Instruction" is used more in sharply focused out-of-school training in business, industry, and the armed forces.

Typically, the teacher directs all aspects of teaching, except for the content of the curriculum, which is usually prescribed for the teacher in varying degrees. The manner, style, and mode of teaching typically fall under the almost complete control of the teacher, especially the use of teaching materials other than the textbook, such as slides, audio tapes, movies, videotapes, digital video displays (DVDs), and computers. Teachers also control the use and arrangement of out-of-school learning experiences, such as excursions

and visits to museums. Instructors have less autonomy; they are more likely to follow the curriculum and materials approved by the organization that employs them. Teachers are formally trained in teacher education programs in colleges or graduate schools.

Instructors are usually trained in the business, industrial, or military organization in which they will do their work. In all of these ways, teaching differs from instruction, not in any formal, legalized, tightly regulated way, but rather in the connotative meanings of the terms as they have come to be used in the United States since at least the mid-nineteenth century when public schools became prevalent (See Gage, 2009: 2-9).

## **B. Teaching Activity**

### **1) A Conception of the Process of Teaching**

How teaching happens, what the teacher and students say and do, what students experience as they see and hear the teacher and their classmates in the classroom – all these and more add up to the *process of teaching*. “Teaching” encompasses what teachers do in helping their students learn and perform the tasks – listening, thinking, speaking, reading, writing, solving problems, answering questions, investigating, and so on – as prescribed, recommended, or suggested by the teacher. The process of teaching should be integrated with the content of teaching. The facts, ideas, knowledge, understandings, concepts, principles, activities, theories, procedures, and the like, help students understand the curriculum.

## **2) Models of the Process of Teaching**

A model of the process of teaching is a specific and integrated set of teaching principles and practices for use by teachers who accept the model's implicit or explicit conception of effective teaching. Models often contain special materials and manuals for the teacher using the model. Books describing collections of models of teaching have brought together, defined, and described groups of models. One frequently updated collection – *Models of Teaching* (Joyce, Weil, & Calhoun, 2000) – identified, categorized, and described four “families” of models containing a total of 20 models of teaching. Some of these varieties of process to see how effective they are in helping students achieve cognitive objectives. Some models are also designed to foster the achievement of *social* and *emotional* objectives.

## **3) Two Categories of Models**

Probably none of these 20 models of teaching, with one exception discussed below, has been studied and used by more than a few thousand of the 3.5 million U.S. teachers (National Center for Education Statistics, 2000, p. 48). \* We make it easier to understand these models by putting them into two categories, namely, Progressive-Discovery-Constructivist models in grades 1–12 and Conventional-Direct-Recitation models. (See Gage, 2009: 62-68)

### ***a. Progressive–Discovery–Constructivist Teaching***

The three terms – progressive, discovery, constructivist – represent a chronology. During the first half of the twentieth century in the United States, progressive education's way of teaching was much discussed, but far from widely used. During the third quarter of the twentieth century, discovery teaching was fairly widely considered. In the last quarter of the twentieth century, constructivist teaching received much attention from

professors of education. All three kinds of teaching allowed students much freedom to choose their activities according to their interests and prior knowledge of the content, so that for substantial periods of time they could select and carry out their activities on their own initiative, with some guidance, of course, from the teacher.

***b. Conventional–Direct–Recitation Teaching***

As we’ve already noted, observations and other evidence suggest that most, by far, of 3.5 million U.S. teachers in grades 1–12 are still using a different model, namely, Conventional-Direct-Recitation (CDR) teaching. CDR designates a contrasting, non-PDC family of teaching. The term “conventional” refers to the ubiquity of CDR teaching since early in the twentieth century in the United States. Investigations of how teachers have taught (for example, Cuban, 1984, 1988; Goodlad, 1984), and are presumably still teaching, have supported the inference that most U.S. teachers practice CDR teaching.

The term “direct” refers to teaching that is teacher-directed and structured, so that the teacher chooses most student activities. The term “recitation” refers to the almost universal pattern whereby the teachers ask questions, and the students respond. In contrast to constructivist practices, a brief example Rosenshine (1987) described CDR teaching as “explicit,” and listed its components as follows:

- Begin a lesson with a short statement of goals.
- Begin a lesson with a short review of previous, prerequisite learning.
- Present new material in small steps, with student practice after each step.
- Give clear and detailed instructions and explanations.
- Provide a high level of active practice for all students and obtain responses from all students.



- Guide students during initial practice.
- Provide systematic feedback and corrections.
- Provide explicit instruction and practice for seatwork exercises and, when necessary, monitor students during seatwork.
- Continue practice until students are independent and confident (p. 76).e of what constructivist teaching entails.

Rosenshine and Meister (1995, pp. 143–149) identified five variations of “direct teaching”:

- (a) the teacher-led meaning;
- (b) the teacher effectiveness meaning, that is, a set of teaching actions derived from empirical research on teacher effectiveness;
- (c) the cognitive strategies meaning, in which researchers developed ways of teaching cognitive strategies – such as summarizing, reading comprehension, and question-generation – and labeled their teaching “direct teaching”;
- (d) the DISTAR (Direct Instructional Systems in Arithmetic and Reading) meaning, which referred to (i) an explicit step-by-step strategy; (ii) development of mastery at each step in the process; (iii) specific strategy corrections for student errors; (iv) gradual transition from teacher-directed activities toward independent work; (v) use of adequate and systematic practice through a range of examples of the task; (vi) many classroom settings in which instruction is led by the teacher, particularly settings in which the teacher lectures and the students sit passively, and (vii) the undesirable-teaching meaning, which refers to direct teaching as “authoritarian,” “regimented,” “fact accumulation at the expense of thinking-skill development,” and “focusing on tests.” (Rosenshine & Meister, 1995, pp. 143–149);

(e) Another usage of “direct instruction,” referred to a model developed by Engelmann (1980) that emphasizes the use of carefully prepared lessons, designed around a highly specified knowledge base and a well-defined set of skills for each subject. A central element of the theory underlying Direct Instruction is that clear instruction eliminates misinterpretations and can greatly improve and accelerate learning. (American Institutes for Research, 1999, p. 63);

In short, CDR teaching is relatively highly structured, and the student plays a seemingly, but not actually, passive role along lines established by the teacher. Of the 20 models described by Joyce et al. (2000), CDR is probably by far the most widely used. Cuban’s history, *How Teachers Taught* (1984) described CDR as the almost universal process of teaching in the United States between 1890 and 1980. Goodlad’s *A Place Called School* (1984) , in describing the process of teaching observed in use by 1,017 teachers (far more than any other observational study of teaching), made it very likely that U.S. teachers are still teaching according to the CDR model. Thus, we can safely conclude that the CDR model survived throughout the twentieth century, while PDC-style alternatives were much advocated, but not used nearly as often (See Gage, 2009: 62-68)

### **C. Learning**

Learning is something of which we all have an understanding and in which we have all participated. This participation has been in a very wide range of settings, both formal and informal, ranging from the relative confines of a school classroom, to the wide open spaces of the countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another. Learning is not exclusive to the domain of an education system. Learning begins a very long time before school; continues for even

longer after school; and happens rapidly, and in parallel with school, in a great number of different ways and settings. Learning proceeds in a number of different ways, and has been described and explained by many different interested researchers and opinion-makers over many years (Pritchard, 2009).

In everyday terms, it is supposed that learning is the process of gaining more knowledge, or of learning how to do something – ride a bike, for example. As we will see, learning is viewed differently by those who have spent time investigating and experimenting in the field, according to the context of their work and other factors exerting influence at the time. We will look at the work of both behaviourist and cognitive psychologists and consider the very different approaches that each takes and the very different definitions that each might offer of a process which, for most of us, comes very naturally. A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classrooms, that is teachers.

Some other detail informations of learning are: 1) A change in behaviour as a result of experience or practice, 2) The acquisition of knowledge, 3) Knowledge gained through study, 4) To gain knowledge of, or skill in, something through study, teaching, instruction or experience, 5) The process of gaining knowledge, 6) A process by which behaviour is changed, shaped or controlled, and 7) The individual process of constructing understanding based on experience from a wide range of sources (Pritchard, 2009).

### **1) Learning is a process of interaction between what is known and what is to be learnt**

What is known (prior knowledge or pre-existing knowledge) is the knowledge, skill or ability that a learner brings to a new learning encounter. This includes all

knowledge that is available before the learning event, and which has been gathered or developed by any means, and in any situation, including both formal and, quite often, informal learning situations. Learners need enough previous knowledge and understanding to enable them to learn new things; they also need help making links with new and previous knowledge explicit.

It is considered to be valuable to go through a process of what has been called ‘activating prior knowledge’. Teachers often go through this process at the beginning of a new topic. They also use introductory strategies at the beginning of lessons which are continuations from previous lessons. In terms of the practicalities of teaching, this is a process of making children think about the topic or remember what has been covered already. In terms of theory, it is to do with activating particular schemas.

Teachers approach the activation of prior knowledge in a number of different ways. The effective approaches involve what is sometimes referred to as ‘elicitation’. This is the process of drawing out from children what they already know, even if they do not realise that they know it. By careful questioning, a teacher can draw out from individual children, or even large groups of children, ideas, facts and notions which can be of direct relevance to the topic that the teacher wishes to introduce and develop. Other strategies include asking children to bring to mind anything related to a topic. This approach has a number of different names, each having a slightly different shade of meaning: Thought Trawl; Mind Shower; Ideas Meet; and also Brainstorm – now considered inappropriate by some because of its medical associations. Children are asked simply to express ideas, facts or thoughts relating to an idea – ‘heat’, for example, or ‘holidays’ – or perhaps to other possibly less abstract notions such as ‘pets’; people too can be used to good effect – ‘King Henry VIII’, for example. Sometimes a list is created;

sometimes each offering is discussed. Sometimes the ideas are classified in some way or added to a chart. There are likely to be as many ways of dealing with an activity like this as there are teachers and all are likely to be equally valid. They all serve the same purpose, which is to bring to the forefront of the mind of the individual child, or even to what could be considered a notional group consciousness, what it is that is known about a topic which is about to be introduced and

(Pritchard, 2009:104).

## **2) Behaviourism**

Behaviourism is based around the central notion of a reaction being made to a particular stimulus. This apparently simple relationship has been used to describe even the most complex learning situations. At its simplest, we can observe behaviour, which we can refer to as 'learnt behaviour', in a wide range of diverse situations. Behaviourism is a theory of learning focusing on observable behaviours and discounting any mental activity. Learning is defined simply as the acquisition of new behaviour. Behaviourists call this method of learning 'conditioning'. Two different types of conditioning are described and demonstrated as viable explanations of the way in which animals and humans alike can be 'taught' to do certain things. First there is classical conditioning.

(Pritchard, 2009).

## **3) Learning Style**

It is apparent to many of those who have considered learning, even if only in passing, that we learn in different ways from each other and we often choose to use what

has become known as a 'preferred learning style'. The literature on the subject is vast and a full review of what has been written would take in many other related areas which deal with the same, or at least very similar and very closely related, ideas. Cognitive style, for example, is an area of psychology which investigates the preferred style of thinking and problem-solving an individual may have.

The term 'learning preferences' is also widely used to refer to what we shall here refer to as 'learning style'. The literature provides many useful definitions of learning styles and related ideas which we could consider. To look briefly at one or two will act as a useful starting point. Learning style is defined variously as:

- 1) a particular way in which an individual learns;
- 2) a mode of learning – an individual's preferred or best manner(s) in which to think, process information and demonstrate learning;
- 3) an individual's preferred means of acquiring knowledge and skills;
- 4) habits, strategies, or regular mental behaviours concerning learning, particularly deliberate educational learning, that an individual displays.

Cognitive style is also defined in a range of different ways, as:

- 1) a certain approach to problem-solving, based on intellectual schemes of thought;
- 2) individual characteristics of cognitive processing which are peculiar to a particular individual;
- 3) a person's typical approach to learning activities and problem-solving;
- 4) strategies, or regular mental behaviours, habitually applied by an individual to problemsolving.

As we can see, there are many overlapping features contained within these definitions. So, a learning style is a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner. Learning preferences refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom. This idea will be explored later (Pritchard, 2009: 41). The term 'learning preferences' has been used to refer to the conditions, encompassing environmental, emotional, sociological and physical conditions, that an individual learner would choose, if they were in a position to make a choice (Dunn et al. 1989). Choice is another slant on the notion of preferred learning styles which has a bearing on how learning progresses. This is, perhaps, more to do with the more general area of cognitive preferences, but is still important in this context.

If a particular approach to learning is encouraged by a teacher, there is a possibility that some pupils will work and learn less effectively than others in the class. For this reason, an awareness of learning styles is important for teachers. Learning style awareness should make an impact on pedagogy – the ways in which teachers choose to teach – and should help teachers to a better understanding of the needs of learners, as well as to an awareness of the need to differentiate materials, not only by level of difficulty but also by learning style.

The literature dealing with learning styles has something else to say which should be of interest to teachers. It is suggested that learners who are actively engaged in the learning process will be more likely to achieve success (Dewar 1996; Hartman 1995;

Leadership Project 1995). Once learners become actively engaged in their own learning process, they develop a sense of being in control. This has been shown to improve self-esteem and motivation. A learner's awareness of learning preference and an understanding of the learning process, as well as metacognitive engagement, can lead to improved learning outcomes.

Learning styles are not fixed traits which an individual will always display. Learners are able to adopt different styles in different contexts. For most of us, one or two styles are preferred above the others. Honey and Mumford (1986) suggest that we need to be able to adopt one of four different styles in order to complete any given learning task satisfactorily. An inability or reluctance to adopt any particular style has the potential to hamper our ability to learn effectively (Pritchard, 2009: 42).

The next description of learning styles comes from a different, but obviously related, area of human research, namely Neuro-Linguistic Programming (NLP). Neuro-Linguistic Programming is concerned with how we communicate and how this affects our learning. Over many years, and through many research projects, including close and detailed observation of the way we communicate, three particular learning styles – visual, auditory and kinaesthetic – have been identified.

### **Visual learners**

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.



### **Auditory learners**

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.

### **Kinaesthetic learners**

Kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities. While we all use all three styles of learning to some extent, some learners rely heavily on one of them. An over-reliance on one style, and an inability or unwillingness to adopt another style where it might be appropriate, can be limiting in some learning situations and can mean that learning might be hindered.

An extension of the NLP description of learning styles has been developed by Fleming (2001). Fleming tells us that when we gather information from the world around us, which includes the information that we need for learning, we make use of all of our senses. Some of us, though, employ one sense more than others. The V-A-R-K system assesses how much people rely on: 1) visual; 2) auditory; 3) reading; and 4) kinaesthetic.

Furthermore, learning activities in the classroom can be influenced by learning types has by the learner. The Myers-Briggs Type Indicator (MBTI) system is a means of establishing an individual's personality profile and is used widely in aptitude testing for

employment. Designed as a tool for investigating the many different strands of personality type, the MBTI also has something for teachers to be aware of. The MBTI describes four personality types which can be interpreted along the lines of some of the other learning style descriptions.

The Myers-Briggs Model (Briggs and Myers 1975; or Briggs et al. 1980, for example) classifies individuals according to their preferences on scales derived from the theories of psychological types developed by Carl Jung. According to the model, learners may be: 1) extroverts – who are happy to try things out and who focus on the world of people; 2) introverts – who are more likely to think things through and to focus on the world of ideas; 3) sensors – who tend to be practical, detail-oriented, and who focus on facts and procedures; 4) intuitors – who are imaginative, concept-oriented and focus on meaning; 5) thinkers – who are sceptical, and make decisions based on logic and rules; 6) feelers – who are appreciative and tend to make decisions based on personal and more humanistic considerations; 7) judgers – who set and follow agendas, and seek closure and completeness even without having the full picture; or 8) perceivers – who adapt to changing circumstances and will defer completion until more is known (Pritchard, 2009: 45).

The Myers-Briggs Type Indicator type preferences can be combined to give 16 different learning style types. For example, one learner may be an E-S-T-P (extrovert, sensor, thinker, perceiver) and another may be an I-N-F-J (introvert, intuiitor, feeler, judger). Across all 16 types, there is a wide range of different types of learner, all of which can be found, in different proportions, in our classrooms. One element of the Myers-Briggs work that has become more commonly used is the introvert–extrovert continuum.

According to the descriptions set out by the Myers-Briggs work, the following attributes and strengths relate to each of the different types defined. (Pritchard, 2009: 46-50).

### **Extrovert learners**

Extrovert learners like to:

- \_ talk to understand new information and ideas;
- \_ work in groups;
- \_ try something first and think about it later;
- \_ see the results from a project;
- \_ see examples of how other people are doing the work.

### **Strengths**

Extroverts learn best when they can work with a friend and learn by trying something themselves instead of watching or listening to others. When they have difficulty with understanding, they benefit by talking about their ideas with others.

### **Introvert learners**

Introvert learners like to:

- \_ study alone;
- \_ listen to others talk and think about information privately;
- \_ think about something first and try it later;
- \_ listen, observe, write and read;
- \_ take time to complete assignments.

## **Strengths**

Introverts learn best when they can find quiet places to work and have enough time to reflect on, redraft and improve their work. Introverts often like to make connections between school work and their personal interests.

## **Sensing learners**

Sensing learners:

- \_ like clear goals;
- \_ are careful and pay attention to details;
- \_ like taking one step at a time;
- \_ have a good memory for facts;
- \_ pay more attention to practical tasks and ideas.

## **Strengths**

Sensing learners learn best when they can ask their teacher to explain exactly what is expected and when they can focus on skills and tasks that are important in their lives. They like to use computers, watch films or find other ways to see, hear and touch what they are learning.

## **Intuitive learners**

Intuitive learners:

- \_ like reading and listening;
- \_ like problems that require the use of imagination;
- \_ like variety;
- \_ are more interested in big ideas than in little details;
- \_ like starting on new projects rather than finishing existing ones.

## **Strengths**

Intuitive learners learn best when they can find ways to be imaginative and creative in school. They prefer to follow their instincts and understand the big picture before they begin school tasks.

## **Thinking learners**

Thinking learners:

- \_ want to be treated fairly;
- \_ like teachers who are organised;
- \_ want to feel a sense of achievement and skill;
- \_ use clear thinking to work out problems;
- \_ like clear and logical direction.

## **Strengths**

Thinking learners learn best when they have limited time to do their work and are able to put information in a logical order that makes sense to them. They succeed when they can focus on what they already know in order to make connections to new information.

## **Feeling learners**

Feeling learners:

- \_ like to have a friendly relationship with teachers;
- \_ learn by helping others;
- \_ need to get along with other people;
- \_ like to work with groups;

\_ like tasks with which they have a personal connection.

### **Strengths**

Feeling learners learn best when they can work with a friend, find opportunities to choose topics they care about and help others.

### **Judging learners**

Judging learners:

- \_ like to have a plan and stick to it;
- \_ work in a steady, orderly way;
- \_ like to finish projects;
- \_ take school seriously;
- \_ like to know exactly what is expected of them.

### **Strengths**

Judging learners learn best when they have short-term goals, when they are able to make a plan of action and find out from the teacher exactly what is expected.

### **Perceiving learners**

Perceiving learners:

- \_ are open to new experiences in learning;
- \_ like to make choices;
- \_ are flexible;
- \_ work best when work is fun;
- \_ like to discover new information.

## **Strengths**

Perceiving learners learn best when they find new ways to do routine tasks in order to generate interest and to discover new information and ideas. They prefer being involved in projects that are open-ended without definite cut-off points and deadlines.

Studies show that many teachers are of the intuitive type, preferring abstract and theoretical ideas. This learning style preference is often reflected in how they plan for learning in their classrooms. The needs of their pupils, who will have a range of different learning types, are often neglected. We will return to this notion later. Yet another description of learning style is found in Kolb's Learning Style Model, which classifies individuals over two continuous dimensions as having a preference for:

- 1) The *concrete experience* mode or the *abstract conceptualisation* mode (the dimension concerning how the learner takes in information).
- 2) The *active experimentation* mode or the *reflective observation* mode (the dimension concerning how the learner internalises information).

## **4) Learning Activity**

Learning activities in the classroom will be based on the learning style of each learner has. It means that there is the relationship between the learning style with the learning activities. This relationship can be explained by discussing the relationship of Learning styles and multiple intelligences the following discussion (Pritchard, 2009: 50-53).

## **Learning styles and multiple intelligences**

Gardner and Hatch conclude that it may be worthwhile for teachers to 'detect the distinctive human strengths and use them as a basis for engagement and learning'

(Gardner and Hatch 1990). They describe this process, unsurprisingly, in terms of multiple intelligences, which we have considered in the previous chapter, and in doing so, demonstrate the many overlaps between multiple intelligence theory and the area of study on which this chapter focuses, namely learning styles. If we look in turn, in Table 1, at each of the intelligences and consider the way in which those learners with particular strengths in the area in question might best learn, we can devise a set of ideas which could be of practical use in the planning of learning activities.

There was a great deal of research carried out in the later part of the twentieth century (Dunn et al. 1982; Dunn et al. 1986; Lemmon 1985; MacMurren 1985) concerned with identifying the relationship between academic achievement and individual learning style. The research has fairly consistent support for the following ideas: 1) Pupils do learn in different ways to each other. 2) Pupil performance in different subject areas is related to how individuals learn. 3) When pupils are taught with approaches and resources that complement their particular learning styles, their achievement is significantly increased.

The third of these points has importance for teachers if they are to develop approaches to teaching all pupils that will ensure that the greatest number of learners in their classes benefit from their teaching. Another interesting but, in the light of what has gone before, possibly quite obvious pointer from research is that children are far more likely to complete their homework if 'its design takes into consideration students' learning styles and study habits' (Dunn et al. 1989). By learning about the learning style preferences of learners, teachers put themselves in a far stronger position when they come to the task of planning learning approaches and classroom activities that are most likely



to take advantage of pupils' individual learning styles, which will in turn help them to achieve their learning goals.

**TABLE 1: Learning Activity Preferences for the Different Intelligences**

Intelligence	Learning activity Preferences
<p><b>Linguistic/verbal learner:</b> intelligence related to language and to the written and spoken word</p>	<p>Likes to: read, write and tell stories, work with riddles. Is good at: using descriptive language, memorising places, dates and trivia. Learns best by: saying, hearing and seeing words.</p>
<p><b>Logical/mathematical learner:</b> intelligence related to reasoning, numbers, abstractions and patterns</p>	<p>Likes to: do experiments, work things out, work with numbers, ask questions and explore patterns and relationships. Is good at: maths, reasoning, logic and problem-solving, working from concrete to abstract. Learns best by: categorising, classifying and working with abstract patterns and relationships.</p>
<p><b>Spatial/visual learner:</b> intelligence related to anything visual and the creation of mental images</p>	<p>Likes to: draw, build, design and create things, daydream, look at pictures and slides, watch films and play with machines. Is good at: imagining things, sensing changes, mazes and puzzles, and reading maps and charts. Learns best by: visualising, dreaming, using the 'mind's eye' and working with pictures.</p>
<p><b>Bodily/kinaesthetic learner:</b> intelligence related to physical movement and actions located in the brain's motor cortex (where movement is controlled)</p>	<p>Likes to: move around, touch, 'tinker', talk, use body language and perform. Is good at: physical activities and crafts. Learns best by: touching, moving, interacting with space and processing knowledge through bodily sensations.</p>
<p><b>Musical learner:</b> intelligence related to sounds and auditory patterns, to rhythm, beat and tempo</p>	<p>Likes to: play musical instruments, sing, drum. Likes the sound of the human voice. Is good at: listening, inventing tunes, keeping time (tempo),</p>

<p><b>Interpersonal learner:</b> intelligence related to relationships with others and various means of communication</p> <p><b>Intrapersonal learner:</b> intelligence related to self- reflection and self-awareness</p> <p><b>Naturalistic learner:</b> intelligence related to observation and awareness of the natural world and the patterns to be found there</p>	<p>discriminating between different sounds. Learns best by: listening, especially if things are set to music or are rhythmical.</p> <p>Likes to: have lots of friends, talk to people, solve problems and join groups. Is good at: understanding other people's feelings, leading others, organising and communicating. Learns best by: sharing, comparing, relating and talking.</p> <p>Likes to: work alone and pursue own interests, daydream. Is good at: understanding self, focusing inwards on feelings and dreams, following instincts, pursuing interests/goals and being original. Learns best by: working alone, individualised projects, self-paced instruction and having own space.</p> <p>Likes to: work outdoors, or at least close to the natural environment. Is good at: collecting and classifying, identifying natural artefacts. Learns best by: working outdoors, relating classroom ideas and activities to the natural world.</p>
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It is very important that opportunities are given to learners of all types to take part fully in the planned learning activities in classrooms and that they should have full access to the curriculum, whatever their learning style preference might be.

### 5) In the Classroom

In some ways, the suggestions that might be added at the end of this part of learning style are 'Multiple Intelligences'. It has been discussed that there is the links between multiple intelligences and learning styles, and it is reasonable to repeat the points: 1) Be aware that individuals have different strengths and are likely to perform very differently according to the nature of the style of the tasks with which they are

presented, 2) Give opportunities for learning in a range of different ways; sitting and listening may suit some children, but others will find this particularly difficult; conversely others will not respond well to individual work. Be flexible in teaching approaches, 3) Give opportunities for learners to respond in a range of different ways; writing prose responses is not the only way to record events; indeed there are many ways other than writing that new learning can be dealt with, 4) Be prepared to reward responses to work that do not necessarily conform to the traditional expectation of 'school work', 5) Help learners realise that there is more than one way to approach and solve a learning problem, and that one approach is almost certainly as valid as another if it leads to the required outcome.

## **6) English Skill**

Generally, there are four skills or domains in English (Echevvaria, Vogt, & Short, 2004 in Cho9final), they are:

- 1) Reading: students are able to comprehend written or printed material/information, such as letter, numbers, figures, and signs.
- 2) Writing: students are able to communicate information in written or printed words;
- 3) Listening: students are able to actively comprehend oral language from a native or speakers
- 4) Speaking: students are able to say words, talk, express idea, and converse in a various setting. (CH09).

Besides its skills or domains, English are built of a large number of components, including (but not limited to) the following:

- 1) Vocabulary - number and quality of items known; ability to use items correctly and appropriately
- 2) Grammar - knowledge of morphology and syntax; ability to apply knowledge correctly and appropriately
- 3) Oral production - the ability to create utterances comprehensible to native speakers
- 4) Listening comprehension - the ability to comprehend utterances produced by native speakers
- 5) Written production - the ability to manipulate symbols (letters, characters) and produce language structures comprehensible in a visual context, and to express feelings, concepts and ideas in writing
- 6) Reading comprehension - the ability to comprehend language symbols and structures in a visual or tactile context, and to understand feelings, concepts, and ideas expressed in writing

Within each of these areas any number of items might be identified by the teacher as the object of a specific lesson. The ultimate goal of ESL teaching is mastery of the English language; however, prior to becoming fluent in their use of English, students must first acquire a clear understanding of and proficiency in each of the areas outlined above. (Tambini, 2015). The domains in English as stated in English skills should be mastered by the students in learning English, meanwhile, the others such as vocabulary and grammar is also important for the learners to be learned in order to acquire English as the foreign language well.

In 2013 Curriculum of English subject for SMA students, the skills and the components of English are taught integratedly. So that, in the teaching and learning process and activities, the teacher should be able to apply the integrated method and

techniques of teaching. The teacher is also needed to be able to use the appropriate media for the appropriate materials of teaching.

## **7) 2013 Curriculum**

2013 Curriculum has been applied by some school in Indonesia since 2013. In this curriculum there are some aspect that should be applied. There are three learning domains of the learners that should be improved, as seen in the following table. In order to achieve the goals of learning in those three domains, the teacher should apply the scientific approach in the teaching and learning activities in the classroom. This scientific approach is explored by applying the 5 (five) steps in the students' activities, they are: 1) to observe (*mengamati*), 2) to ask, 3) to try, 4) to analyze, and 5) to communicate, as seen in the following table:



## STANDAR KOMPETENSI LULUSAN (SKL) - RINGKAS

DOMAIN	SD	SMP	SMA-SMK
SIKAP	<b>Menerima + Menjalankan + Menghargai + Menghayati + Mengamalkan</b>		
	PRIBADI YANG BERIMAN, BERAKHLAK MULIA, PERCAYA DIRI, DAN BERTANGGUNG JAWAB DALAM BERINTERAKSI SECARA EFEKTIF DENGAN LINGKUNGAN SOSIAL, ALAM SEKITAR, SERTA DUNIA DAN PERADABANNYA		
KETERAMPILAN	<b>Mengamati + Menanya + Mencoba + Menalar + Menyaji + Mencipta</b>		
	PRIBADI YANG BERKEMAMPUAN PIKIR DAN TINDAK YANG PRODUKTIF DAN KREATIF DALAM RANAH ABSTRAK DAN KONKRET		
PENGETAHUAN	<b>Mengetahui + Memahami + Menerapkan + Menganalisa + Mengevaluasi +Mencipta</b>		
	PRIBADI YANG Menguasai Ilmu Pengetahuan, Teknologi, Seni, Budaya dan Berwawasan Kemanusiaan, Kebangsaan, Kenegaraan, dan Peradaban		

Gradasi antar Satuan Pendidikan memperhatikan;

1. Perkembangan psikologis anak
2. Lingkup dan kedalaman materi
3. Kesenambungan
4. Fungsi satuan pendidikan
5. Lingkungan

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Method of the Research**

The method of this research is qualitative approach in form ethnography in case study method at SMAN 1 Kota Solok. This research was conducted in order to explore the English teaching and learning activities in the classrooms—in the first, second, and third grade students of SMAN 1 Kota Solok. This school was selected as the setting exploring to the activities done by the students and the teachers in the classroom.

#### **B. Participant of the Research**

The participants of this research are the VIII grade students of, they were 32 students, and also 3 English teachers at SMAN 1 Solok.

#### **C. Instrument of the Research**

There are two types of instruments used in this research, they are observation sheet and interview. Observation sheet was used to collect the data from the classroom condition during the teaching and learning activities. Additionally, interview was used to collect the data both from the students and the teachers about their activities during the teaching and learning activities in the classroom.

#### **D. Technique of Data Collection**

The data on the exploring of the teaching and learning process were collected by having direct observation in the classroom during the teaching and learning activities in English subject. This observation was recorded by having video recording, then the result of the recording was formed in transcript or written form of data. Interview was used to

find out the data on students' and teachers' activities and the effect they feel during and after the teaching and learning process.

#### **E. Technique of Data Analysis**

After the data on English teaching and learning activities were explored by using observation sheet and interview, both the results were analyzed by having the transcription of verbal data to be written data. The transcription a organized based on its classification or indicators. The data from the observation sheet was classified on some indicators: 1) Teaching and learning situation, 2) Students' activeness, Teacher's teaching techniques, strategies, and ways to motivate the students, 4)

#### **D. Setting of the Research**

The research was taken place at SMAN 1 Kota Solok which is located at Jalan Kihajar Dewantara No. 30 Tanah Garam Solok, West Sumatera. The reason of choosing this school as the setting of this research is because of its score in English National Exam (Ujian Nasional Bahasa Inggris). Based on the data getting from *Dinas Pendidikan Kota Solok*, during the last three years or periods of English nasional examination (Ujian Nasional Bahasa Inggris), the score of this school is at the highest level among the 5 (five) senior high schools in Kota Solok. The scores are as follows:

- 1) In 2012/2013 Academic Year the score is 7,65
- 2) In 2013/2014 Academic Year the score is 6,32; and
- 3) In 2014/2015 Academic Year the score is 54,665.

The facts Above makes the researcher was intersted to conduct the research at this school. The researcher wanted to search how the activities of the teaching and learning English explored in the classroom.



There are 6 (six) English teachers in this school. Three of them who teach English at the three level of the classes—grade X, XI, and XII were selected as the subjects of this research. There are 44 classes in this school, there are 1 classes in the Grade X, 14 classes in Grade XI, and 14 classes in Grade XII with the whole number of the students is 1379 students. This school has applied the 2013 Curriculum since 2013.

#### **E. The Data that have been Collected**

The data of this research is collected by using two kinds of instruments; they are observation and interviews. The data that have been collected are about students' and teachers' activities in teaching and learning English in SMAN 1 Kota Solok. In observation activity, the researcher took the data as follow: a) the learning situation, b) the process of learning; c) students' activeness; d) teacher's teaching techniques and strategies, ways to motivate the students; e) classroom interaction; f) Process of learning reading; g) Writing learning process; f) Speaking learning process; and h) the media used by the teacher in teaching activity.

Then, the data from interviews were about a) students' opinion about learning English; b) Students' English achievement; c) Students' activeness in learning; d) Students' motivation in teaching and learning process; e) Students' difficulties in learning English; and f) Students' difficulties in the English skills.

Related information needed goes to the interview on teachers. It is about: a) teachers' opinion about the activity in the classroom, b) teachers' strategy to activate the students in learning activity, c) teachers' effort to complete the materials of teaching, d) teachers' effort to find out the media appropriate with the materials of teaching and students' learning style, and e) the students' interesting, students' motivation, students'

activeness in learning, students' English achievement, activities that support students' English learning activities, and students' difficulties.

#### **F. Instrument of the Research**

The key instrument in this research was the researchers themselves, because this research was in qualitative approach. The instruments used for collecting the data were observation sheet and interview. The researchers observed the teaching and learning activities in English classroom; then interviewed the students and the teacher about the condition happens in teaching learning activities in that class. The guided questions used in interview both for the students and teachers are enclosed in the appendix (See appendix).

#### **G. Technique of Data Collection**

The techniques used for collecting the data of this research is adopted from the data collection suggested by Yasin (2002: 113-130). The techniques that have been done by the researcher were in two phases; the first is in preliminary research and the second in actual research for collecting the real data in the field. In the shake of preliminary research, the researcher did the following things, as:

- 1) Doing preliminary research about the condition and the learning process in the schools;
- 2) Getting the information from *Dinas Pendidikan Kota Solok* about the level of English National Examinatin of the whole senior high schools in Solok, in order to check the highest or the lowest level of the schools in term of the score

in English National Exam. This information is used as the recommendation to choose the setting of the research.

3) Discussing with the lecturer and friends about the conditions in the school;

In the actual research, then, the researcher did the following activities to collect the data of the research:

- 1) Coming to the school
- 2) Observing the teaching and learning activities in several meetings;
- 3) Interviewing the participants; the interviewed has been done thorough *formal interview* in which the researcher asked the participants some questions directly.
- 4) Discussing the result with the teacher;
- 5) Making sure the data have been collected as needed by coming to observe more about students' learning process.

#### H. **Technique of Data Analysis**

For analyzing the data, the researcher did several ways as below:

- 1) Organizing and preparing the data for analyzing;
- 2) Reading all the data;
- 3) Coding the data collected;
- 4) Using coding to generate Description of setting and people; and
- 5) Making interpretation or meaning of the data.

In specific, the data have been analyzed as follow:

- 1) Organizing and preparing the data for analyzing:
  - a. All field notes from observation are prepared.
  - b. All interviews data are prepared.

- c. Data from observation and interview organized to be analyzed based on the research questions.
- 2) Reading all the data:
    - a. The data from field note when observing the students read carefully.
    - b. The data from interviews also read carefully.
  - 3) Coding the data
    - a. Coding the data based on the research questions; which one is for answering question no 1 and no 2.
    - b. The answers from interviewing gave coding related to the research question.
    - c. Observation result gave code related to the research question.
  - 4) Using coding to generate Description of setting and people
    - a. Data coded describe as the setting and the informant of the research.
    - b. Give the descriptive explanation about setting and informan of the research based on code given.
  - 5) Making interpretation or meaning of the data.
    - a. Making interpretation of the data collected that have been coded in order to answer the research questions.
    - b. Data from observation explain descriptively.
    - c. Data from interview explain descriptively.
    - d. Interpret the data.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings and Results

##### a). Findings on Observation Sheet

After conducting the research at SMAN 1 Kota Solok, the researcher found some conditions in this school. There were two classes were observed—class X IPA 5 and class X IPA 6. Based on observation, it is found the data as follows:

No	The observation	Findings and Results
1.	Teaching and learning situation	<ul style="list-style-type: none"><li>✓ The class is in good condition.</li><li>✓ Class is silently when the teacher started the learning process.</li><li>✓ The interaction between teacher and students, and students and students is happen.</li><li>✓ In doing the exercises the students were grouped in some small groups discussions and in some other meetings the students were asked t do the exercises in pairs. They did group discussions and pair woks cooperatively.</li></ul>
2.	Students' activeness	<ul style="list-style-type: none"><li>✓ Most of the students show their activities in the classroom based on their own learning styles. Some of them were taciturn but some others were talkative.</li><li>✓ Most of the students were active, especially in answering teacher's questions about what they have read and what they have watched</li></ul>

No	The observation	Findings and Results
		<p>on the video played by the teacher related to the topic of the materials, but there are some of them kept silent while the teacher asked them some questions.</p> <ul style="list-style-type: none"> <li>✓ Some students arose their hands when the teacher asked them to speak or to ask.</li> <li>✓ Students were active in making exercises given by the teachers.</li> <li>✓ After reading the text on the textbook and after watching the video played by the teacher, the students were asked to answer some questions related to the text and the video played, and most of groups were eagerly to answer those questions.</li> <li>✓ When the students were asked to show the things they have watched in the video which were related to their nerest enviroentment, they showed and explained it creatively, for example when the teacher showed the video about Niagara Fall, after that they were able to show the same thing—the waterfall—which were nearest to them like Harau Waterfall and Lembah Anai Waterfall. They were eager to explain those waterfalls and they were able to use communicative English.</li> <li>✓ In fact it was found that the students were differently in their learning styles. Some of them were Thinking learners, some others were Feeling learners, Extrovet learners, and introvert learners. This condition made the</li> </ul>

No	The observation	Findings and Results
		students' activeness were various and the classroom activities was attractive.
3.	Teacher's teaching techniques, strategies, and ways to motivate the students;	<p>✓ Teachers had tried to apply the method of teaching required by 2013 curriculum. The teachers had applied the 5 (five) concept of Scientific Method guided by 2013 curriculum, where the teachers had made the students did the observation, asking question, analyzing the situation, Exploring, and Communicating. In Indonesia it is called as <i>5-M—Mengamati, Menanyakan, Menganalisis, Mengeksplor, dan Mengkomunikasikan.</i></p> <p>✓ Teacher used <b><i>Conventional–Direct–Recitation Teaching (CDR) model of teaching.</i></b></p> <p>The term “direct” refers to teaching that is teacher-directed and structured, so that the teacher chooses most student activities. The term “recitation” refers to the almost universal pattern whereby the teachers ask questions, and the students respond. A brief activities of the teachers listed its components as follows:</p> <ol style="list-style-type: none"> <li>1) Begin a lesson with a short statement of goals.</li> <li>2) Begin a lesson with a short review of previous, prerequisite learning.</li> <li>3) Present new material in small steps, with student practice after each step.</li> </ol>

No	The observation	Findings and Results
		<p>4) Give clear and detailed instructions and explanations.</p> <p>5) Provide a high level of active practice for all students and obtain responses from all students.</p> <p>6) Guide students during initial practice.</p> <p>7) Provide systematic feedback and corrections.</p> <p>8) Provide explicit instruction and practice for seatwork exercises and, when necessary, monitor students during seatwork.</p> <p>9) Continue practice until students are independent and confident of what constructivist teaching entails.</p> <p>It was identified that there were five variations of teachers’ “direct teaching”:</p> <p>1) the teacher-led meaning;</p> <p>2) the teacher effectiveness meaning, that is, a set of teaching actions derived from empirical research on teacher effectiveness;</p> <p>3) the cognitive strategies meaning, in which researchers developed ways of teaching cognitive strategies – such as summarizing, reading comprehension, and question-generation – and labeled their teaching “direct teaching”;</p> <p>4) The Direct Instructional Systems in Arithmetic and Reading (DISTAR) meaning, which referred to (i) an explicit step-by-step strategy; (ii) development of mastery at each</p>



No	The observation	Findings and Results
		<p>step in the process; (iii) specific strategy corrections for student errors; (iv) gradual transition from teacher-directed activities toward independent work; (v) use of adequate and systematic practice through a range of examples of the task; (vi) many classroom settings in which instruction is led by the teacher, particularly settings in which the teacher lectures and the students sit passively, and (vii) the undesirable-teaching meaning, which refers to direct teaching as “authoritarian,” “regimented,” “fact accumulation at the expense of thinking-skill development,” and “focusing on tests.”</p> <p>5) The use of carefully prepared lessons, designed around a highly specified knowledge base and a well-defined set of skills for each subject. It is related to the central element of the theory underlying Direct Instruction, that is to make the instruction eliminates misinterpretations clear and can greatly improve and accelerate learning.</p> <p>✓ Teachers used the appropriate media to facilitate learning which is related to the students’ learning style. Since there were students which were strength with audio, visual and audio and visula learning style, the teacher had chosen the video as the applicale media in teaching some of the topics of the</p>

No	The observation	Findings and Results
		<p>material. His video can be played because there is the LCD projector in the classroom. It makes easy for the teacher to use video as one of the selected media of teaching.</p> <ul style="list-style-type: none"> <li>✓ Teacher also combined their methods of teaching with the lecturing method, the asking students some questions about what they have learned.</li> <li>✓ Teacher also used pictures as the other selected media in teaching.</li> </ul>
4.	Classroom interaction	<ul style="list-style-type: none"> <li>✓ The interaction between teacher and students reciprocally, as well as students and students in the classrooms.</li> <li>✓ Some of the students were critically asked the teacher about the procedures of making the small group discussion when the teacher asked them about working in group. Some of them wanted to make their own groups, so that the communication between the members of the groups were conducted communicatively.</li> <li>✓ Some of the students were eagerly to ask the teacher about learning materials they did not understand well, as well as some of the exercises that they could not do.</li> <li>✓ Some of the students were eagerly to speak in English, and they were able to speak in English well and communicatively. However some of the students speak in English, and they mixed it with Indonesian language, and it</li> </ul>

No	The observation	Findings and Results
		makes the interaction did well in the classroom.
5.	Process of learning reading	<ul style="list-style-type: none"> <li>✓ In reading activities, some of the students read the text from the printed books, while some others read it from the e-book they have downloaded from the website in their laptop.</li> <li>✓ Related to the difficult words they found while they were reading, the students opened their bilingual dictionary, and some of the sstudents asked the teacher about the meaning of the difficult words, and some others discussed it with their friends.</li> </ul>
6.	Writing learning process	<ul style="list-style-type: none"> <li>✓ When the teacher asked the student to create their own experiences related to the topics that have discussed in the classroom, some of the students who worked in their group were be able to write their experience in good English, then they presented in front of the class in form of both written exercises on the white board and the spoken exercises, while some of other listened it seriously.</li> </ul>
7.	Speaking learning process	<ul style="list-style-type: none"> <li>✓ Some of the students were eagerly to speak about their experiences. Tthey speak and asked many things to their teacher, eventhough, their English is still ungrammatically correct. They were motivated to speak because of the teacher's motivation to give chance for speking for the whole students in the classroom.</li> </ul>

No	The observation	Findings and Results
8.	The media used in the classroom	<p>✓ In class X the teacher worked hard to make the teaching and learning activities by using LCD projector to show the selected video to the students. This video were played for some topics discussed in the classroom. Those video were collected by the teacher from many sources, dominantly from the educated resources. However, in two other classes—class XI and class XII, most of the media used were limited to pictures..</p> <p>✓ Teacher asked the students to search some of the additional materials and make the media based on students' creativity to access the selected website. In this activity, the students were creatively did the searching activities, and then they presented the things they have got from the internet in the classroom.</p>
9.	The textbook used in the classroom	<p>✓ In class X the teacher worked hard to make the teaching and learning activities by using the downloaded textbook for the students, since there was no available books related to 2013 curriculum both in the school library and in the market. Thisdownloaded textbook was copied by the students who did not have the laptop with them, while the students who have the laptop could download it by themselves. However, in two other classes—class XI all of the students did not have textbook, they just have <i>Lembaran Kerja Siswa (LKS)</i> which were copied from the</p>

No	The observation	Findings and Results
		<p>teachers one. Meanwhile, in class XII, the teacher used the textbook which were available in the school library and it was still related to the 2013 curriculum.</p> <p>✓ Besides the downloded textbook, the students at class X also found out other source of related materials from the internet. It makes the students more active and creative during the classroom activities.</p>

From the table above, it can be seen that the teaching and learning activities happens in the three classess observed at SMAN 1 Kota Solok is good, attractive, and various. Both the students and the teacher were active in teaching and learning process. Although not every students are active in asking and giving some questions, or in presenting or performing their speaking writing ability in front of the classroom, their classroom activities were attractive. It was in the various teaching and learning activities. Most of the students were eager to use their English, especially in speaking activity. Although there were also some of them were only kept silent and sit in the chair to wait the instruction from the teacher.

Based on this observation, it can be said that the teacher have tried to work hard in order to make the teaching and learning activities were running well. They have tried to use various methods in teaching English; ti use various media of teaching and to complete the materials of teaching. It can be said that both teachers and students have tried to work hard for facilitating the teaching and learning processess in the classroom.

## b) Findings on the Interview to the Students

Based on the students' answers interviewing the students and the teacher, the data got as follow:

No	Interviews about	Results
1.	Students' opinion about teachers' behaviour in teaching English	<ul style="list-style-type: none"><li>✓ The teacher always teach the materials clearly</li><li>✓ The teacher teach the material structurally and crhronologically</li><li>✓ The teachers were friendly in most of the meetings in the classroom</li><li>✓ The teacher tried to make the class was confortable for learning activities, but sometimes the teacher was angry with the students who did not pay attention to the activities seriously</li><li>✓ The teacher sometimes grouped the students in doing the classroom exercices and sometimes asked the students to work in pairs</li><li>✓ The teacher used to checked the results of the group discussion</li><li>✓ The teacher used to pay attention to the whole students in the classroom, not only to the more clever students</li><li>✓ The teacher sometimes corrected the students pronunciation when they had mistakes</li><li>✓ The teacher did not used English all the time during the classroom activities, but sometimes the teacher used Indonesian language to make the strees on the important part of the materials</li></ul>

No	Interviews about	Results
		<ul style="list-style-type: none"> <li>✓ The teacher did not just explain the materials, but used to give example for the important part of the topic</li> </ul>
2.	Students' opinion about the Resources of Materials and activities in the Classroom	<ul style="list-style-type: none"> <li>✓ There is no textbook given by the teacher, the students were asked to download or copied the one the teacher had</li> <li>✓ The teacher used to used the sources of the material from the selected website</li> <li>✓ The teacher taught the four skills of English integratedly</li> <li>✓ The teacher never use game during the classroom activities</li> <li>✓ The teacher sometimes usevideo and pictures as the media during the classroom activities</li> </ul>
3.	Students' opinion on the chance and opportunity given by the teacher to participate in English activities in the classroom	<ul style="list-style-type: none"> <li>✓ Most of the students were given the chance to participated in the classroom activities</li> <li>✓ The teacher always give the chance to the students to practice their English in the classroom</li> <li>✓ The teacher neve let the low students to learn bythemselves, sometimes other clever students were asked to help the lower ones</li> <li>✓ Writing and speaking skills were practised more in the classroom</li> </ul>
4.	Students' opinion about teachers' motivation	<ul style="list-style-type: none"> <li>✓ Teacher always tell the students that English will be useful for the furute life of the students, so that it makes most of the students were motivated to learn English</li> </ul>

No	Interviews about	Results
		<ul style="list-style-type: none"> <li>✓ While reading the text, the teacher used to check students' comprehension on each paragraph of the text</li> <li>✓ The teacher guides the students while reading the text, usually by asking some related questions to the text</li> <li>✓ Among the four skills in English, reading and speaking were taught more.</li> <li>✓ It seems that speaking and reading skills will be useful for students' future life</li> </ul>

### c) Findings on the Interview to the Teachers

Interview sheet and the answer from the first, second, and third teachers who teach at class X, XI, and XII (The list of questions are in Indonesian Language):

- 1) Apakah dalam pembelajaran bahasa Inggris Ibu/Bapak menggunakan Kurikulum 2013?

Answers: Iya, Kurikulum 2013 telah digunakan dalam pembelajaran Bahasa Inggris. semenjak tahun 2013

- 2) Sejak kapan Kurikulum 2013 digunakan?

Answer: Kurikulum 2013 sudah digunakan semenjak tahun 2013

- 3) Bagaimana penyajian materi pembelajaran? Apakah ke-empat skill berbahasa Inggris disajikan/diajarkan secara terpadu?



Answer: Keseluruhan skill dalam bahasa Inggris diajarkan secara terpadu dalam satu satuan waktu pertemuan di kelas. Berbeda dengan pelaksanaan menurut Kurikulum 2006, dimana pengajaran lebih difokuskan kepada berbagai jenis teks.

Dalam pembelajaran berdasarkan Kurikulum 2013 ini guru menggunakan pendekatan saintifik dengan menggunakan tahapan 5 M, yaitu membuat siswa mampu: 1) mengamati, 2) menanyakan, 3) menganalisis, 4) mengeksplorasi, dan 5) mengkomunikasikan semua materi yang telah disajikan

- 4) Bagaimanakah pembelajaran komponen bahasa Inggris? Apakah pembelajaran Vocabulary, grammar dan komponen bahasa Inggris lainnya diajarkan terpisah atau terintegrasi dalam setiap skill?

Answer: Pembelajaran komponen bahasa Inggris seperti *vocabulary*, *grammar*, *pronunciation*, dan *spelling* dilakukan secara terpadu di dalam setiap topik yang diajarkan, sehingga agak sulit mengecek secara keseluruhan kesalahan-kesalahan yang dibuat siswa.

- 5) Dari sumber mana sajakah materi pembelajaran yang diajarkan diperoleh?

Answer: sumber materi atau bahan ajar lebih dominan diperoleh melalui website tertentu karena keberadaan buku teks yang sangat terbatas. Bagi siswa kelas XI tidak tersedia buku teks sama sekali sehingga guru hanya menggunakan LKS, sedangkan untuk siswa kelas X guru mendownload buku terbitan Kemendikbud terbaru. Sementara itu untuk siswa kelas XII guru masih menggunakan buku yang pertamakali diterbitkan Kemendiknas pada tahun 2013.

- 6) Adakah kesulitan yang dialami/ditemui dalam menyajikan materi pembelajaran dalam sumber yang telah digunakan?

Answer: Iya ada beberapa kesulitan yang dihadapi guru, yang paling mencolok adalah kesulitan dalam hal pengadaan buku pegangan siswa dan ketersediaan fasilitas internet untuk meng-update bahan dan media pembelajaran yang dapat membuat siswa lebih termotivasi untuk belajar Bahasa Inggris.

- 7) Apakah pemilihan sumber materi karena keinginan guru atau memang sudah ketentuan dari pihak sekolah?

Answer: sebenarnya sekolah memang menuntut guru untuk lebih kreatif dalam menyiapkan bahan/ materi dan media ajar, tetapi guru kesulitan dengan kurang memadainya sarana wifi di sekolah. Namun hal ini sebagian besar dapat ditanggulangi guru dengan mempersiapkannya di rumah (bagi guru yang memiliki sarana wifi di rumah).

- 8) Bagaimana dengan penggunaan sumber materi ajar yang sudah disediakan pemerintah?

- 9) Answer: sumber materi ajar yang sudah disediakan pemerintah, seperti buku paket, sangat terbatas keberadaannya di perpustakaan sekolah. Hal ini membuat guru harus mengambil inisiatif dengan meminta setiap siswa meng-copy bahan yang sudah diidownload guru. Masih ada juga siswa yang tidak mampu meng-copy materi tersebut secara keseluruhan, namun mereka masih tetap bisa belajar dengan baik karena adanya kerjasama yang baik di antara siswa di kelas.

- 10) Teknik mengajar apa saja yang digunakan untuk setiap materi dan sumber materi yang harus diajarkan?

Answer: teknik mengajar yang sering digunakan memang memberikan penjelasan, namun adakalanya sudah memnuhi ketentuan yang disyaratkan oleh kurikulum dengan membuat siswa melakukan pengamatan, bereksplorasi, dan

menganalisis dalam kelompok-kelompok diskusi. Jadi teknik mengajar yang digunakan tergantung kepada materi yang harus diajarkan.

11) Apakah digunakan teknik mengajar yang sama untuk materi yang berbeda?

Answer: jadi tidak selamanya teknik mengajar yang sama digunakan untuk materi ajar yang berbeda.

12) Bagaimana reaksi dan motivasi siswa pada saat digunakan teknik mengajar tertentu terhadap materi ajar tertentu?

Answer: sebahagian besar siswa mengalami peningkatan motivasi belajar, terutama pada saat guru menggunakan media video dalam pembelajaran. Namun ada juga siswa yang belum meningkat motivasi belajarnya, terutama anak laki-laki.

13) Apakah terdapat peningkatan motivasi belajar siswa dari waktu ke waktu untuk materi yang berbeda?

Answer: memang terdapat peningkatan motivasi siswa dari waktu ke waktu untuk materi yang berbeda. Peningkatan motivasi ini lebih banyak dialami oleh siswa perempuan. Mereka terlihat lebih kreatif dan partisipatif dalam menggunakan bahasa Inggris mereka.

14) Bagaimanakah dengan penggunaan media pembelajaran? Media apa saja yang dipakai?

Answer: Media pembelajaran yang lebih sering digunakan adalah media video dan gambar. Memang di setiap kelas belum tersedia LCD projector, namun guru diberi kesempatan untuk menggunakannya secara bergantian dengan membawa sendiri LCD tersebut dari ruang kantor ke ruang kelas. Hal seperti ini sedikit

membuat guru repot karena harus segera mengembalikannya ke ruang kantor untuk digunakan pula oleh guru lain.

15) Apakah media pembelajaran disediakan oleh sekolah atau dipersiapkan oleh guru?

Answer: ada media pembelajaran yang disediakan sekolah, seperti LCD projector, dan ada juga yang harus disediakan oleh masing-masing guru seperti gambar atau "real objects".

16) Apakah guru menggunakan media yang sama atau berbeda untuk materi yang berbeda?

Answer: iya, guru sebisa mungkin menggunakan media yang berbeda untuk materi ajar yang berbeda, namun penggunaan media video lebih memungkinkan dan lebih sering karena lebih mampu meningkatkan motivasi belajar siswa.

17) Bagaimana pengelolaan kelas oleh guru?

Answer: Pengelolaan kelas dapat dilakukan dengan baik, karena siswa sudah diajak untuk bekerjasama dalam pengelolaan kelas ini, baik dalam hal pengelolaan tempat duduk siswa, pengelompokkan siswa dalam kelompok-kelompok diskusi, maupun dalam mempersiapkan media pembelajaran yang akan digunakan. Siswa juga sudah diajarkan untuk bisa saling berbagi dalam beberapa hal, seperti pemanfaatan sumber bahan ajar, menyelesaikan tugas-tugas kelompok maupun individu, dan dalam memberikan pemeratan memperoleh kesempatan untuk berpartisipasi aktif selama pembelajaran.

By doing the interviews, the data have been got through observation is deeper. For example in the data about students' activeness in the classroom were proved. The

researchers got more data here, because they can reach the real data from the students and the teacher. The teacher said that their students are active in learning process, and from the students they know that they were active in the classroom because they thought that English is very important for their future life. For the students who thought that English is important, they learn it more; and they were active in the classroom, both in learning skills of English and components of it.

## **B. DISCUSSION**

Based on the finding of this research taken by some instruments of the research; observation and interview on teacher and students, there some ideas found and can be discussed. It is found that there is good interaction between teacher and students, and students and students is happen. It can be seen while the students doing the exercises the students were grouped in some small group discussions and in some other meetings the students were asked to do the exercises in pairs. They did group discussions and pair woks cooperatively.

Moreover, in term of teaching components, such as materials, media, and technique of teaching, teacher has tried to use the appropriate and interesting ones to make the students more active in learning English. It means that the teacher has tried to make the students actively and motivated in learning English, since the teacher used interesting media for sharing the materials of teaching. The teacher has used LCD to show the video related to the topic of teaching materials. It makes the students feel that English is easy and interested to be learned.

It is found that teacher has tried to facilitate learning maximally for different types of students' learning style. The students with the visual and audio, as well as audiovisual students were facilitated by the appropriate selected media, technique, and materials of teaching.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This research is purposed to explore the English teaching and learning activities at SMAN 1 Kota Solok as the school which was the highest score in the English National Examination. Based on the data analysis, it has been known that the teaching and learning activities at SMAN 1 Kota Solok was happened in various and attractive activities. Most of the students were active students. However, some of the students still needed the teachers' effort to improve their activeness in learning English.

#### B. Suggestions

It is recommended to the head master of the school to facilitate both the teachers and the students with the relevant textbook with the 2013 curriculum and related media, as well as the wifi facilities in order to make both teachers and students can prepare, present, and perform their teaching and learning activities more active and attractive. In other words, the school should improve their awareness to the students' learning of English, especially to face their future in facing many government programs. The teachers also should have high motivation, good creativities, and high interest to the up to date materials of teaching as well as media of teaching in order to be able to teach the students applicable English for their future life, as what is recommended by 2013 Curriculum.

### SCHEDULE OF THE RESEARCH

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Getting permission from Dinas Pendidikan Kota Solok	v											
2	Getting permission from SMAN 1 Kota Solok		v										
3	Conducting the research and collecting the data in term of classroom observation and interview on the English teachers and			v									
4	Analyzing the data			v									
5	Completing the research report				v								



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## APPENDICES

### Appendix 1: Interview sheet for students grade X, grade XI, and Grade XII

- 1) How is the teachers' behaviour in the classroom?
  - a) Did the teacher use and teach the material clearly?
  - b) Did the teacher teach the material structurally and crhonomologically?
  - c) Were the whole of your English teacher friendly?
  - d) Did you teacher make the class comfortable for learning activity?was you teacher used to be angry when you make mistakes or when you cannot answer their questions?
  - e) Did the teachers group you for doing and discussing the materials and the exercises?
  - f) Were your results of discussion checked by the teacher?
  - g) Did the teacher pay attention to the whole students in the classroom?
  - h) Did the teacher correct your pronunciation whle you are speaking in English?
  - i) Did the teacher use English all the time in the classroom?
  - j) Did the teacher just expalain the material, or did the teacher give the example for making the material clear?
  
- 2) How are the learning materials resources and activities?
  - a) Did the teacher give you the textbook used in the classroom?
  - b) Did the teacher use the source of the materials other than the textbook?
  - c) Did the teacher use the internet as the source of the materials?
  - d) Did the teacher teach you the four skill of English, such as listening, speakind, reading, and writing?
  - e) Did the teacher ever use game for teaching the materials?
  - f) Did the teacher use the media in teaching? What was/were the media used by the teacher in teaching?
  
- 3) Did the teacher give the chance and opportunity to participate in English activities?

- a) Did the teacher give the chance to the whole students to participate in classroom activity while studying in the classroom?
  - b) Did the teacher give the chance to practice your English in the classroom?
  - c) Did the teacher let the low students to learn alone in the classroom?
  - d) If the teacher give the same chance to the whole students to practice English, what skill is practiced more?
- 4) How did the teacher motivates the students in learning English?
- a) How did the teacher motivate you to learn English?
  - b) Did the the teacher guide you while you are reading the text?
  - c) Did the teacher guide you to find out the meaning of the difficult words?
  - d) Among the four skills in English, which one is taught moore? Is it the one you need for your future life?

**Appendix 2: Interview sheet for the first, second, and third teachers who teach at class X, XI, and XII (The list of questions are in Indonesian Language)**

1. Apakah dalam pembelajaran bahasa Inggris Ibu/Bapak menggunakan Kurikulum 2013?
2. Sejak kapan Kurikulum 2013 digunakan?
3. Bagaimana penyajian materi pembelajaran? Apakah ke-empat skill berbahasa Inggris disajikan/diajarkan secara terpadu?
4. Bagaimanakah pembelajaran komponen bahasa Inggris? Apakah pembelajaran Vocabulary, grammar dan komponen bahasa Inggris lainnya diajarkan terpisah atau terintegrasi dalam setiap skill?
5. Dari sumber mana sajakah materi pembelajaran yang diajarkan diperoleh?
6. Adakah kesulitan yang dialami/ditemui dalam menyajikan mater pembelajaran dalam sumber yang telah digunakan?
7. Apakah pemilihan sumber pemilihan materi karena keinginan guru atau memang sudah ketentuan dari pihak sekolah?
8. Bagaimana dengan penggunaan sumber materi ajar yang sudah disediakan pemerintah?
9. Teknik mengajar apa saja yang digunakan untuk setiap materi dan sumber materi yang harus diajarkan?
10. Apakah digunakan teknik mengajar yang sama untuk materi yang berbeda?
11. Bagaimana reaksi dan motivasi siswa pada saat digunakan teknik mengajar tertentu terhadap materi ajar tertentu?
12. Apakah terdapat peningkatan motivasi belajar siswa dari waktu ke waktu untuk materi yang berbeda?
13. Bagaimanakh dengan penggunaan media pembelajaran? Media apa saja yang dipakai?
14. Apakah media pembelajaran disediakan oleh sekolah atau dipersiapkan oleh guru?
15. Media apa saja yang harus dipersiapkan langsung oleh guru?

16. Apakah guru menggunakan media yang sama atau berbeda untuk materi yang berbeda?
17. Bagaimana pengelolaan kelas oleh guru?