

***“THE USAGE OF SCHOOL FACILITIES IN ENGLISH LEARNING PROCES***

***“ (Descriptive Study At SMAN 1 Kepahiang).***

## **THESIS**

**This thesis is submitted to fulfill the requirement  
for ‘sarjana’ degree In English Language Education**



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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

*Wasaalam mu`alaikum, wr.wb*

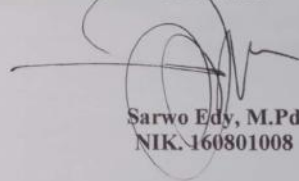
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## PREFACE

First of all, thanks to Allah SWT because of the help of Allah, writer finished writing the paper entitled "*The Usage of School Facilities in English Learning Process. (Descriptive Study at SMAN 1 Kepahiang)*". right in the calculated time.

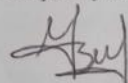
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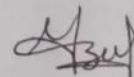
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Curup, 30 July 2020  
The Researcher



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## MOTTO

- *“Patience Is Needed When You Want To Achieve A Success”*
- *Suffice it to say someone knowledgeable if he is afraid of god, and Suffice it to say stupid person if he was proud of his charity “*
- *Do the best and pray. God will take care of the rest.*



## **DEDICATION**

This Thesis is dedicated to :

1. My heartfelt, my Husband, Mr. Tomi Morris, who have been patient and work hard for my life and My Childrend, Fathir Achmad Alfhandi Moris And Aissyah Azzahrani Moris ,who always gives encouragement and prayer to me
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## ABSTRACT

**Yeki Susanteri, 2020.** *The Usage of School Facilities in English Learning Process.*  
(*Descriptive Study at SMAN 1 Kepahiang*)

**Advisor : Jumatul Hidayah, M.Pd**  
**Co-Advisor : Sarwo Edy, M.Pd**

This research investigated about the Usage of School Facilities in English Learning Process in SMA Negeri 1 Kepahiang. This research used descriptive method which is described in qualitative way. The objective of the research is to find out the facilities used by the teachers in English learning process, how the teachers use the facilities, and the problems in using the facilities. The subject of this research were English teachers of SMA Negeri 1 Kepahiang, they were 4 teachers. The techniques for collecting the data were observation and interview. The results of this research are (1) The English teachers teaching English use some facilities such as building school and furniture consists of classroom, library, space facilities, tables, chairs, and writing equipment. Learning tools consists of textbooks which provided by the scold based on Curriculum 2013 from Kemendikbud, and learning media consists of hearing media such as cassette disk that can be connected to load speaker by using laptop as Audio-visual Media or computer audiovisual media; (2) The teachers used the facilities that well based on topic, skill, needed and situation; for examples the teachers used school buildings and furniture properly, learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual are used by the teachers based on the availability, such as loud speaker, laptop, and also students' cell phone. (3) The problems are controlling the students in using the space facility such as outside classroom, the language laboratory could not be used because it transferred into the room of national examination computer based, and the library must be used alternately by the teachers because limited space of the library. In conclusion, the teachers do not have a big problem in using the facilities. If there is a problem, that is a technical problem that can be solved by the teachers.

**Key words : Usage, School Facilities, English, Learning**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

School, in the developed world, is a place where the average person spends a considerable part of his or her life and particularly his or her younger, formative years. Studies have shown that environmental factors, such as lighting, thermal comfort, acoustics, aesthetics and indoor air quality in classrooms and the school built environment in general may affect the health, performance and behavioral attitudes of pupils and teachers, learning outcomes and the whole educational process.

The process of learning is influenced by internal and external factor of students. Internal factor (derived from within the student) that is the physical and spiritual condition of the student. The external factor is the condition of the existing environment around the students, both the family environment, the community and where she or he is educated. As Sabri explained, there are five factors that influence the implementation of education, namely educators or teacher, students, educational facilities, infrastructures and the environment.<sup>1</sup> It means that educational facilities is one of the factors that influence the implementation of education or learning process. In other word, the teaching and learning process will run smoothly if it is supported by appropriate facilities.

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<sup>1</sup> Sabri, M. Alisuf. *Pengantar Ilmu Pendidikan*, (Curup: Lembaga Percetakan dan Penerbitan (LP2) STAIN Curup, 2012), p.27

According to E. Mulyasa education facilities are the tools and media that directly used and support the process of education, such as a desk, chair, tools and learning media.<sup>2</sup> In addition, Hamdani stated that learning infrastructure is a facility that indirectly support the process of education and teaching such as school building, classroom, educator room, administration room, library, laboratory, workshop space, production room, cafeteria and playground.<sup>3</sup> In short, facility and infrastructure in school are a combination of tools that makes the educational goals and objectives possible to achieve. Because they fully support the teaching and learning process, and if the process is supported it is very possible that teaching and learning process can be succeeded.

In addition, the Indonesian regulation number 19, 2005 about national standard for education in concern of facilities, nationally in chapter VII section 42, explicitly stated that; first, every level of education must have facilities which include furniture, media, books, and any other learning sources, also equipment that may sustain the continuous of learning process. Second, every level of education must have the infrastructure includes classroom, teacher office, library, laboratory, workshop, cafeteria, production room, power installation, gym, playground, praying space, and any other infrastructure that might be needed for continuous purposes. Third, the variety of labory equipment; science laboratory, language laboratory, computer laboratory, and any other equipment as stated is based on the ratio of the

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<sup>2</sup> Mulyasa. *Manajemen Berbasis Sekolah*, (Bandung : Remaja Rosdakarya, 2004), p.49

<sup>3</sup> Hamdani. *Dasar-dasar Kependidikan*, (Bandung: CV. Pustaka Setia, 2011), p.191



students.<sup>4</sup> It means that the school facilities should be provided based on the needed of the students and also the ratio of the students in order learning process runs well. other than that educational infrastructure owned by an educational institution is part of an effort to achieve educational goals general and specific learning objectives take place effective and efficient. Infrastructure greatly affects students' abilities learn. This shows that the role of facilities and infrastructure very important in supporting the quality of student learning.

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphazied. The dictum that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers. Learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged.<sup>5</sup> From this explanation, it can be said that to increase the quality of education, schools need to be facilitated itself with appropriate and also sufficient

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<sup>4</sup> *Op.Cit*

<sup>5</sup> Farrant, J. S. (1991). Principles and practice of Education (Tenth Impression Singapore Longman)

facilities and infrastructure to ensure the learning process is fully supported and the objective of the education can be achieved.

Beside the facilities, the role of teachers is also very influential on the success of students learning, because teachers are responsible for the implementation of education. In the law of national education system on the chapter 10 on article 39th explains that: Educators or teachers are the one who in charge of planning and implementing the learning process, assessing learning outcomes, and do the guidance. Because the teachers are professional, then they must have the ability to use the facilities in learning situation.

From statement above, the researcher concludes that even though the educational unit has a complete facilities, but if the educator does not have the ability to use the faciulities then the goal will not be maximally achieved. Moreover, in learning English, having complete facilities for learning is not a guarantee that educational objectives can be achieved. Since English teachers must have to master the technology so that facilities can be used properly so that the goals can be achieved optimally. For example, in listening skill, if the facilities are not in adequate situation, then how it could be possible to run the process of teaching and learning, because listening skill requires facilities for the sound that can be heard by the students. However, the success of failure of teaching and learning activities depends on the availibility of facilities and also the creativity and ability of educators or teachers in mastering them.

Related to the explanation above, the researcher have done pre observation in kepahiang, they are four senior high school here. After do done pre observation it was concluded that SMAN 1 Kepahiang has complete facilities among the other. Where this school has an infocus on the each class, has complete facilities such as libraries, textbooks, school building, and laboratory. Libraries is one of facilities that can be used for reading books or learning process. This school also provides English textbooks completely for the students based on 2013 curriculum. Then, this school has buildings that contribute to good academic performance as they enhance effective teaching-learning activities. The school buildings are in aesthetic conditions, playground, lavatory, etc. Besides, the language laboratory in this school is very complete and provides all the equipment for learning English. Includes that, SMAN 1 Kepahiang has the most achievements compared to the high school in kepahiang and this school is a favorite high school in kepahiang which is marked by the number of students enrolling in this school.

There were four English teachers in SMAN 1 Kepahiang, all of the teachers have ability in using school facilities in teaching and learning process. The teachers used the existing facilities in SMAN 1 Kepahiang maximally especially in learning English. When the researcher asked the teachers about using school facilities, one of the teachers said:

*“Yes, there are many facilities here that can be used in learning English. They are laboratory, books, buildings, libraries and others. And we use the facilities based on the needs.”*

From the statement above, this school has the facilities that supports teaching and learning English and the teachers use them based on the needs. The researcher also interview some students in this school whether the teacher use school facilities in teaching learning English, most of the students explained that in learning English the teacher often takes them to the language laboratory and uses the projector or sound system. Besides that, there also some other said that the teachers used environment (outdoor) to study English, and sometimes the English teachers also use textbooks properly for each class. It can be concluded that the teachers use the facility as maximally as they can. To improve the quality of education at all levels the teachers as educators need to be creative and also capable to use any facility that may support the learning and teaching process. It means that the teachers should have capability in using facilities that provided at school. As the researcher found, the English teachers in SMAN 1 Kepahiang are able to use facilities at school. They used language laboratory, library, textbooks, and school building based on their needs to their teaching especially in English subject.

From the explanation above, the researcher concludes that in SMAN 1 Kepahiang the facilities are complete especially to support teaching and learning English, and the English teachers also can use the facilities based on the needed that show the teachers have capability in using the facilities. Therefore, the researcher is interested to investigate about the usage of school facility in learning English and also the impact to the students. Thus, the researcher picked the title *The Usage of School Facilities in English Learning Process (Descriptive Study at SMAN 1 Kepahiang)*

## **B. Research Questions**

Based on the background above, the researcher has two research questions as follow:

1. What facilities are available in English learning process in SMAN 1 Kepahiang?
2. How do the teachers use the facilities in English learning process in SMAN 1 Kepahiang?
3. What are the problems faced by the teachers in using learning facilities in learning process?

## **C. Objective of the Research**

The objectives of this research are:

1. To find out the facilities are available in English learning process in SMAN 1 Kepahiang
2. To find out how the teachers use the facilities in English learning process in SMAN 1 Kepahiang
3. To find out the problems faced by the teachers in using learning facilities in learning process.

## **D. Delimitation of the Research**

In this research, the researcher focused on the school facilities used by the English teachers in SMAN 1 Kepahiang. The researcher limited the area of investigation only on two areas. First, the use of facility in teaching English. Second, how the teachers use the facilities in English learning process.

## **E. The Significance of the Research**

### 1. Theoritically

Theoritically, understand about the usage of school facilities is important, especially for teachers, because to teach English is not always about stick with the books. The teachers also need to take advantage of modern facilities in order to keep up, in this case is to present the new way to teach, in order to enhance the students' interest, to make teaching and learning process become more interesting, and more than that for the teachers, is to be update and understand that teaching is not always about textbook, it is wider.

### 2. Practically

Practically, understand about the use of school facilities will give the teacher a new point of view that teaching English can be fun. It also will give the teachers opportunities to learn about the implementation of using these facilities towards the students. Because just like books, facility can be adjusted with certain consideration based on what the students need.

## **F. The Definition of Key Term**

1. Usage As stated by Oxford Living Dictionaries online, usage is the action of using something or the fact of being used.<sup>6</sup> It can be summarized, that usage means the action of using. In this research, usage refers to school facilities in SMAN 1 Kepahiang.

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<sup>6</sup> Oxford Living Dictionaries online, Usage Definition, from <http://en.oxforddictionaries.com/definition/usage>, accessed Sunday, March 18th 2019

## 2. Facility

Facility refers to something that permits the easier performance of an action, or course of conduct. In short, facility means as a tool or a device that may help the user to achieve whatever objectives that have been set. In this research, facility related to school facilities in SMAN 1 Kepahiang.

## 3. Learning Process

Learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning.<sup>7</sup> It means that learning is a process that may make a good improvement or a good change. In this research, learning refers to English learning as a process to make students aware and also understand about the subject.

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<sup>7</sup> Connie Malamed. *10 Definitions of Learning*, from <http://thelearningcoach.com/learning/10-definitions-learning/>, accessed Sunday, March 18th 2018

## CHAPTER II

### LITERATURE REVIEW

#### A. EDUATION

##### 1. The Definition of Education

Education is an effort to guide and develop the nature of humanity, phisically and also as a part of a soul, through step by step. With that being said, the maturity ends in growth optimalization, only can be achieved if it happens step by step, process by process, to direction where it meets its final objective<sup>8</sup>. But, the process that is wanted in educational term is the process that has purpose and also right direction, that is to lead the pupils into their true and optimal gift. Whereas, the objective that needs to be achieved is the personality that forms as a whole and overall human being that capable socially, and also as a worshiper of God, serve to his will.<sup>9</sup> It means that education is a process to guide pupils into all aspect of life.

In act number 02/1989 that concerns about National System of Education, verse 01, is explained that education is a consious effort to prepare the students through counceling, teaching, or tutoring in order to

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<sup>8</sup> Muzayyin Arifin, **Filsafat Pendidikan Islam**, (Jakarta: PT Bumi Aksara, 2003), p. 12

<sup>9</sup> *Ibid*, p. 12



discover their role in the future.<sup>10</sup> In conclusion, education is needed by people to find their role in the future.

From several definitions above it can be concluded that, education is a knowledge transformation, that involves culture, and also values that develop in certain generation so they can be transformed to the future generation in order to prepare them to become individuals who ready to socialize, and be useful to others.

## 2. Teaching English

Teaching is the process of knowing and skill transferring to the students. In other word, teaching is intended to organize or arrange environment as good as possible to create opportunity for learner to learn effectively. This phenomenon is based on the fact that teaching guides learners to gain the knowledge. “teaching is guidance of learning activities, teaching is for the purpose of aiding the pupil to learn”.<sup>11</sup> The teacher should guide the students in each activity to achieve the purpose of learning.

In teaching and learning activity process whether informal and formal there are two components that involved directly, namely teacher as a material presenter and the students as a learning subject. The term of teaching in this case refers to an activity where the activity has a purpose to give experiences

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<sup>10</sup> Muhaimin, **Paradigma Pendidikan Islam**, (Bandung: PT Remaja Rosdakarya, 2002), p. 37

<sup>11</sup> Hamalik, Oemar. 1992. *Psikologi Belajar Mengajar*. Jakarta: Sinar Baru Algasindo, p. 58

and changing. Gage in Dahar states that teaching activity cannot be distinguished to learning activity in which it is a process of behavior change.

Essentially, the success of teaching and learning process is influenced by the interaction between the teacher and the students accrued in the classroom. The teacher is one of important factor the influenced student's successes in learning English. It means that the role of the teacher in teaching learning process cannot be changed by machine, radio, tape, television, and computer as the other high technology. We still need the human elements for the students such as attitude or personality, motivation, and scoring system etc.<sup>12</sup> As the main input for the students in the classroom, the teachers should do several effects in order to make the explanation understandable.

In teaching learning process, a teacher must have various methods and the teacher should choose methods and materials, according the needs of learners of students, the preference of teacher and the constraints of the school or educational setting and they are responsibility for priding a safe environment. So that students can learn efficiently and effectively. The component of education also supports to increase of teaching learning process. According to Django Tarigan, "there are seven components in teaching and learning English. It consists of students, teacher, purpose,

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<sup>12</sup>Cece Wijaya and Tabrani a Rusya. 1995. *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar*. Bandung: Remaja Persada Karya, p. 5

material, method, media and evaluation”. In conclusion, two of components in teaching and learning English are material and media which included in the facilities of learning. The researcher concludes that school facilities are very important in teaching and learning process especially in teaching English because all of facilities can be used by the teacher and the students inside or outside the classroom.

### **3. Facility**

#### **a. The Definition of Facility**

Generally, facility and infrastructure are the supportive medias in order to enhance the possibility of successful goal in public service, because if those elements are not available, there is only small chance to achieve the results as planned. Depdiknas (cited in Barnawi & M. Arifin), has distinguished between educational facility and infrastructure. Educational facility is all tools, requirements, and furnitures that are directly used in school. While, educational insfrastucture is a basic device that indirectly supports the learning process in school<sup>13</sup>. In this research, school facilities meant are all the tools, requirements, and furnitures that can be used in teaching and learning English.

According to Thalib Kasan, educational facility is a media that directly related to the objective of education, namely: classroom, books,

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<sup>13</sup> Barnawi & M. Arifin, **Manajemen Sarana dan Prasarana Sekolah**, (Yogyakarta: Ar-Ruzz Media, 2012), p. 47-48

library, laboratorium, and so on.<sup>14</sup> It means that the objective of education could not be achieved if there is no facility that supports education.

Educational facility is a supportive facility in teaching & learning process. According to the drafting team of educational media, Departement of Education and Culture, explained that educational facility:

“...is all facility that is needed in teaching & learning process, it includes the portable and non-portable so the educational goal can run smoothly, in order, effective and also efficient”<sup>15</sup>

From statement above, it can be said that educational purpose can be achieved effectively and efficiently by having facilities in teaching and learning process. In other words it can be concluded that the completeness of school facilities is very necessary so that the objectives and learning outcomes can be achieved maximally. Meanwhile, according to the decision of the minister of education and culture Number. 024/2007, educational facility is divided into three major groups, they are:<sup>16</sup>

#### 1) School's building and furnitures

The success of any educational endeavor rest on the availability of physical facilities especially the school building. Writing on its

<sup>14</sup> Tholib Kasan, **Teori dan Aplikasi Administrasi Pendidikan**, (Kajarta: Studia Press, 2009). p. 91

<sup>15</sup> Suharsimi Arikunto, **Organisasi dan Administrasi Pendidikan Teknologi dan Kejuruan** (Jakarta: PT. Raja Grafindo Persada, 1993), p. 81-82

<sup>16</sup> *Ibid*, p. 51

importance, Olutola in Joseph noted that the availability of the school building and other plans contribute to good academic performance as they enhance effective teaching-learning activities.<sup>17</sup> It means that a good academic performance could be happened by existing facilities at school.

Throwing more light on this, the Encyclopedia of Educational Research recorded that the total environment within a school building should be comfortable, pleasant and psychological uplifting. It should provide a passive physical setting that is educationally stimulating, it should produce a feeling of well-being among its occupants, and it should support the educational process.

School buildings are very vital input to educational system; emphasizing that even though they do not teach but their use may facilitate or impede learning. However, school building is not as one of the critical variables affecting school academic achievement because no evidence to show that an expensive school building would necessarily improve academic achievement.

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<sup>17</sup> Owoeye, Joseph Sunday. 2011. **School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria**. Access on 14th May 2018 from [www.ccsenet.org/ass](http://www.ccsenet.org/ass) Asian Social Science Vol. 7, No. 7; July 2011

## 2) Learning tools which include, books and laboratory

### a) Textbooks

Textbook constitutes an important tool for academic achievement. Many writers have variously highlighted the contribution of textbooks to academic achievement. Studies have revealed in some instances, that textbooks provide the only source of information for students as well as the course of study for the subject. Earlier in his own contribution, Altbach opined that “nothing has ever replaced the printed word as the key element in the educational process and, as a result, textbooks are central to schooling at all levels”.<sup>18</sup> In conclusion, textbooks provide the source of information for students in learning English in SMAN 1 Kepahiang, which can not be replaced and the textbooks are as the central of learning English.

### b) Laboratory

Laboratory has been conceptualized as a room or a building specially built for teaching by demonstration of theoretical phenomenon into practical terms.<sup>19</sup> It could be described in learning English as a place where theoretical work is practicalized whereas practicals in any learning experience involves students in activities

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<sup>18</sup> *Ibid*

<sup>19</sup> *Ibid*

such as listening section, watching video or movies, and carrying out field work. Laboratory helps to provide a forum where in the learner is given the exercise to subjects, his beliefs, ideas, statements, theoretical propositions etc.

- 3) Learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual.

Learning media provided for the effectiveness of the teaching and learning process in the classroom can be grouped into four kinds, namely as follows:

- a) Projected Media,

Such as: a. overhead projector, is a tool that works to project visual materials created on transparent sheets. b. slide, is a tool used to present images or object shots are projected in one by one. c. filmstrip projector, this tool is almost the same as a slide but the difference is in sequential movie strips in one unity.

- b) Non-projected Media,

Such as images, graphics, models, and concrete objects. Charts used as instructional media include flow chart, organizational chart, classification chart, time chart, and table chart. While the graphics that can be used as teaching media

such as line graphs, circle graphics, graphics images, and bar graphs.

- c) Hearing media, such as cassette tapes, and radio.
- d) Audio-visual Media, such as television and movies.

In the reality, it is not the instructional media that determines the learning outcomes. In fact, the successful of using media in the learning process to improve the outcomes depends on (1) the content, (2) how to explain it, and (3) the characteristics of the content recipient. Thus, in choosing and using the media, it is necessary to consider these three factors to provide maximum results.

From the definitions above it can be summarized that facility and infrastructure in education are supportive device that are needed in teaching-learning process in order to achieve the purpose of education, as efficient & effective as possible.

Learning and teaching basically are a communication process, or in other word a process of transferring message from the sender to the receiver. Message, and the sender, through the media and the receiver are components of communication process. The message that needs to be transported is the essential of learning in curriculum, the source of message could be teachers, students, authors, and the producers of media, and the channel



could be educational media and the receivers are the teacher and also the pupils.<sup>20</sup>

Additionally, learning media is a organized path to deliver and channel the message in order to make the learning environment become condusive, where the receiver can performed the earning-teaching process effectivelly.<sup>21</sup> Another definition explained, that learning media is all requirements and phisical tools that may implemented the teaching process and also facilitize the student in oder to get the goal of education.<sup>22</sup>

The purpose of using learning media is to make the learning & teaching process become more effective and also efficient. The analysis of the function of learning media is focused on two angles, first from media foundation and the second from usege foundation.

#### **b. Components of School Facilities**

There are three major components. These are:

##### **1. Infra structural facilities**

Infrastructural facilities include buildings such as administrative block, (which comprises the principals' office, vice principal and

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<sup>20</sup> Arief S dkk, **Media Pendidikan**, (Jakarta: PT. Raja Grafindo Persada), p. 11-12

<sup>21</sup> Yudhi Munadi, **Media Pembelajaran Sebuah Pendekatan Baru**, (Ciputat: Gaung Persada Pers, 2008), p. 09

<sup>22</sup> Dina Indriana, **Ragam Alat Bantu Media Pengajaran**, (Jogjakarta: Diva Pres), p. 16

staff rooms, classroom) laboratory, stores, sick-bay, records office, school shop, library, music room, cafeteria, Intro technology laboratory, security post, staff quarters' and school farm as well as storage house, electricity, water supply, sport field.

## 2. Instructional facilities

Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio V.CD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts.

## 3. School physical environment

The constituents of school physical environment include building and scrape parking lot, playground, sport field, agricultural farm, fire extinguisher, school bus, car park and sand bath. Also, school facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, and plumbing materials like water taps, bore hole – electrical telecommunication like speakers, radios, network system, security and fire suppression systems.

### **c. Importance of School Facilities**

The character of school facilities determines, to a considerable extent, the types and quality of curricular and co-curricular activities that take place in it. The nature and size of the school building determine the shape and size of the classrooms. The shape and size of the classrooms with their equipment, furniture and the types and variety of educational materials available affect the ways in which learners can be organized for instruction, the possible methods of teaching that can be adopted by teachers and the types of learning activities that the students can be engaged in. If home economics, technical education, music and fine arts, for instance, are part of the curriculum, the appropriate rooms and workshops must be provided with the relevant equipment and materials. Otherwise, the implementation of those aspects of the curriculum will be greatly impaired. Practical lessons cannot be organized for science students in schools without science laboratories, or in schools with science laboratories but without the relevant materials and equipment.

The issue of school facilities has only been partially provided in some schools, but nothing has been done in many schools. school facilities also presented for categories of resources and facilities which are used for teaching and learning. These are;

1. Reading materials

2. Audio-Visual materials
3. Demonstration and experimentation materials
4. School community resources including personnel.

Thus, most of the authorities cited above, have given ideas that can help us to understand the embracing nature and the potency of the concept of teaching facilities in school, for effective teaching and learning.

Teaching facilities are facilitators of teaching learning activities when properly used. Agun said teaching facilities are designed, produced, and used for the following reasons:

1. The achievement of specific curriculum objectives textbooks and supplementary facilities
2. To encourage and promotes self-instruction i.e programmed learning package
3. For enrichment of learning
4. To aid teachers presentation of the learning task
5. To arouse interest and motivate learners. Most of his ideas about the uses of teaching facilities are in agreement with the principles of learning and motivation theoretical framework.

Moreover, Alcon (2007) also enumerated fourteen uses or benefits of a wise use of various teaching facilities. These are listed below:

1. They provide for a direct interaction of students with the realities of their social and physical environment.
2. They promote greater acquisition and longer retention of factual knowledge
3. They provide objectivity for the study of a delicate
4. They provide increased, interest in learning
5. They simulate interest of voluntary reading
6. They allow all members of a group the opportunity to share a joint experience.
7. They get and hold attention
8. They reinforce verbal message
9. They bring experts and variety of resources to the classroom.
10. They provide for a direct interaction of students with the relatives of their social and physical environment.
11. They provide integrated experience that vary from concrete to abstract
12. They are valuable for all age and ability groups
13. They facilitate attitudes and behaviour changes
14. They illustrate and clarify nonverbal symbols and images quantitative relationship, complex relationship, abstract concepts, spatial relations and specify details.

The uses and impact of teaching facilities enumerated above clearly direct one to Knezevich's statement that the administrative

leadership carried the responsibilities for obtaining and allocating teaching facilities necessary to promote educational programme development.

Based on explanation above, the researcher analyzed the school facilities that SMAN 1 Kepahiang provides for the teachers in teaching and learning process. It means that, the school facilities of SMAN 1 Kepahiang that can be used by the English teacher in teaching English.

## **B. REVIEW OF RELATED FINDING**

Related in this research, especially about school facilities which have done by the following researchers, namely: *First*: Arnt Ove Hopland in “2011” in his research entitled, “*School Facilities and Student Achievement: Evidence from the TIMSS*”, in the conclusion he explained that, his paper is the first paper which studied the issues related to school building conditions due to ongoing debate about related concern in several countries. His paper itself focuses on the link between the quality of school facilities and student achievements in eight countries and is based on data from the TIMSS database.

Second, is from Bassma Basheer Nomass, is his paper entitled “*The Impact of Using Technology in Teaching English as a Second Language*”. He explained in his analysis of the result that, the study showed that most of the students prefer the use of technology, especially computers, in developing their second language skills. However, it seems that the technical capabilities of their

college are almost poor, and there were a weak tendency for encouraging students to use technology in the classroom lesson. In conclusion, the technology in learning second language is needed but due to lack of capabilities and weak tendency it is hard to achieve the improvement.

The last research, is by Marko Kuuskorpi in his paper entitle "*The Future of the Physical Learning Environment: School Facilities that Support the User*". In conclusion, Mark explained that all of his participants recognised that significant changes must be implemented to the physical learning environment to better support users' needs, on the other word the changes should be match up.

As for, the previous related studies focusing on problems such as whether the schools facilities influence students' achievement, match up the students' need, and give the good impact for improvement or not. In this research, the researcher focused on finding out how far the usage of facility and infrastructure in English subject, nad what are the impacts towards the students.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Method**

This research used descriptive method, which described in qualitative way. Descriptive is a method that used by the researcher to describe the situation happened especially about facilities used in SMAN 1 Kepahiang. Qualitative is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior.<sup>23</sup> One of the characteristics of qualitative research is studying the real-world situations, as they are unfolded naturally. Therefore she observes the activities of the teachers in English learning process, which is an example of daily activities of the teachers in teaching English in SMAN 1 Kepahiang, which are similar or the same as the real situation in the world.

#### **B. Subject of the Research**

The researcher choose the subject of this research through total sampling. Total sampling means that all of the sample are taken as the subject of this research to support the researcher to get the data about the facilities used by the English teachers, how the teacher used the facilities and the problems faced by the teaches in using the facilities. So the researcher used total sampling to choose the subject of this research,

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<sup>23</sup> C.R. Kothari. *Research and Methodology: Methods and Techniques (Second Revised Edition)*. New Delhi, New Age International Publisher: 2004. p.3



they were the teachers of SMAN 1 Kepahiang who are teaching English, there were four English teachers that would be the subject of this research to support the data needed by the researcher.

### **C. Techniques of Collecting Data**

#### **1. Observation**

The researcher used observation to know the real conditions about the school facilities used by the teachers in English learning process in SMAN 1 Kepahiang. "Observation is systematic record – keeping and perception to accurate symptoms"<sup>24</sup>. In this research, the researcher use nonparticipant observation. According to Amirul hadi and H. Haryono, "Nonparticipation observation means the researcher does not follow directly as participant and separately as observer"<sup>25</sup>. So, in this research the researcher is only as observer that observes the activity of using school facilities in SMAN 1 Kepahiang in English learning process.

#### **2. Interview**

The researcher would like to do interview by asking some questions to the lecture. Gay states that interview is most appropriate for asking questions that cannot effectively be structured into a multiple choice format, such as question of

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<sup>24</sup> Hadi, Amirul and Haryono, H. 1998. *Metodologi Penelitian Pendidikan*. Jakarta: Pustaka Setia

<sup>25</sup> *Ibid*

a personal nature or questions that require length responses.<sup>26</sup> Interview used in this research was semi-structured interview. Catherine says that in semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.<sup>27</sup> To do this interview, for teachers, they were given several questions about the techniques in assessing the students and the implementation. The Interview is aimed to know the teacher assessment in the student special educational needs classroom. After interview the subject of the research, the researcher found that the teacher assessment in the student special educational needs classroom.

#### **D. Instruments of the Research**

To get more data about this research, the researcher also use two instruments, such as:

##### **1. Checklist**

Research instrument is very important to obtain the result of this research. In this research the researcher will use checklist to find the data about facilities used by the teachers in teaching English. The researcher just write check (✓) on the table provided and then analyze it based on the facilities used by the teachers in teaching English. This checklist is suitable to gain the data especially in collecting and classifying the data based on the problems. In short, in this research, the researcher comprehended the data and analyzed it based on the

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<sup>26</sup> Lorraine Rumble Gay, *Educational Research Competencies for Analysis and Application*, (New Jersey, 2000), p.291

<sup>27</sup> Dawson. *Op.Cit.* Page.28

theory without involving another person. Before the researcher gets into the checklist, the research provided some information related to checklist which consists of school facilities, in order to make understanding for the readers. The checklist could be seen on the table below:

**Table 1.1**  
**Checklist Guidance**

| No | Indicator                                     | Sub Indicator   | Checklist | Note |
|----|---|---|-----------|------|
| 1. | School building and furniture<br>a. Classroom | The basic classroom should have at least 72 Square feet (6.70 Square meters)  |           |      |
|    |   | Classrooms have windows that allow for that lighting adequate for reading books and for providing an outside outlook room and have comfortable                |           |      |
|    |   | Classrooms have adequate doors so that students and teachers can Get out of the room immediately in case of danger, and can be properly locked when not used. |           |      |
|    | b. Office                                     | A room or other area where a school's employees perform administrative work in order to support and realize objects and goals of the school                   |           |      |
|    | c. Library                                    | The minimum area of the library space is equal to one and a half times the space area class.  |           |      |
|    |   | Collection of sources of information and similar resources, selected by experts and made accessible to a  |           |      |

|  |                      |  |  |  |
|--|----------------------|--|--|--|
|  |                      | defined community for reference or borrowing, often in a quiet environment conducive to study  |  |  |
|  | d. Space facilities  | The circulation room is equipped with sufficient lighting and ventilation  |  |  |
|  |                      | Special use facilities includes several room use categories that are sufficiently specialized in their primary activity. Areas and rooms for military training, athletic activity, media production, clinical activities, and animal and plant shelters are included here. |  |  |
|  | e. Chair             | The chair must be strong, stable, secure and easy transferred by Learners .  |  |  |
|  |                      | Size according to age group learners and support formation of good posture   |  |  |
|  | f. Tables            | The design of the table allows the learner's feet enter freely under the table.  |  |  |
|  |                      | A furniture with a flat top and one or more legs, providing a level surface on which objects may be placed, and that can be used for such purposes as eating, writing, working, or reading book at school.   |  |  |
|  | g. Writing equipment | Strong, stable and safe. Minimum size 90 cm x 200 cm. Placed in that position allows all students see it clearly.  |  |  |
|  |                      | An object used to produce writing. Writing consists of different figures, lines, and or forms.   |  |  |

|   |   |  |  |  |
|---|---|--|--|--|
| 2 | Learning tools which include, books and laboratory  | <p>a. Textbooks</p> <p>Textbook constitutes an important tool for academic achievement. Textbooks provide the only source of information for students as well as the course of study for the subject.</p>  |  |  |
|   | b. Other sources  | Some sources that provided by school except textbook, such as newspaper, magazine, etc.  |  |  |
|   | c. Language laboratory  | <p>A classroom equipped with tape recorders or computers where people can practice listening to and talking foreign languages.</p> <p>The language laboratory room can accommodate a minimum of one group learn.</p> <p>Classrooms have windows that allow for that lighting adequate for practice</p> |  |  |
|   | d. Computer laboratory  | <p>Room or space equipped with computers (networked or not) devoted to pedagogical use in a school including school libraries.</p> <p>The computer laboratory room is equipped with computer facilities for units / 2 participants students, plus 1 unit for teachers, a strong chair setra table</p>  |  |  |
| 3 | <p>Learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual.</p> <p>a. Projected media</p> | <p>An old-fashioned overhead projector or a laptop computer and a data projector, the teacher build effective projected materials for your classroom</p>   |  |  |

|  |                        |   |  |  |
|--|------------------------|---|--|--|
|  |                        | Sound quality can be heard well from all over the room  |  |  |
|  | b. Non-projected media | Physical items that student can see or touch directly and does not involve projection. They include still pictures, drawings, charts, graphs, cartoon, real objects, models, dioramas, field trip and display surfaces among others |  |  |
|  | c. Hearing media       | The media that can be heard by the students and teacher in the classroom or others room at school   |  |  |
|  | d. Audio-visual Media. | Electronic media possessing both a sound and a visual component, such as slide-tape presentations, films, television programs, corporate conferencing, church services, and live theater productions                                |  |  |

## 2. Interview Guidance

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.<sup>28</sup> It will be used when the researcher interviews the teachers. It is used in order to attain standardized comparable data from each respondent. All interviews must be conducted in essentially the same manner.<sup>29</sup> The researcher will use interview guidelines that consists some questions about what is the reason from the teacher when they assessing their students. The researcher also will investigate some information about the teacher assessment it will be used for giving scoring in holistic and analytical method. The

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<sup>28</sup> *Ibid*

<sup>29</sup> *Ibid*

interview guidance was made by using the theory of Arikunto.<sup>30</sup> The interview question is open interview, so the respondents give free answers that have relation with interview guidance.

**Table 1.2**  
**Interview Guidance**

| <b>Variable</b>   | <b>Indicator</b>                                      | <b>Questions</b>  |
|-------------------|---|---|
| School Facilities | 1. School building and furniture                      | <ol style="list-style-type: none"> <li>1. What school buildings do you use except for classroom while teaching English?</li> <li>2. How do you use those buildings?</li> <li>3. Do you have problems in using those buildings?</li> <li>4. What kind of problems do you usually face while using those buildings?</li> <li>5. What school furniture do you use while teaching English?</li> <li>6. How do you use the school furniture?</li> <li>7. Do you have problems in using the school furniture?</li> <li>8. What kind of problems do you commonly face while using the school furniture?</li> </ol>   |
|                   | 2. Learning tools which include, books and laboratory | <ol style="list-style-type: none"> <li>1. Do you use textbook in teaching English?</li> <li>2. What textbook do you use?</li> <li>3. How do you use the textbook?</li> <li>4. Do you have problems in using the textbook?</li> <li>5. What kind of problems do you usually face while using the textbook?</li> <li>6. Do you use language laboratory in teaching English?</li> <li>7. How do you use the language labo</li> <li>8. ratory?</li> <li>9. Do you have problems in using the language laboratory?</li> <li>10. What kind of problems do you commonly face while using the language laboratory?</li> <li>11. Do you use other laboratories such as computer</li> </ol> |

<sup>30</sup> *Op.Cit.*, Suharsimi Arikunto p. 81-82

|  |  |   |
|--|--|---|
|  |  | <p>laboratory or others in teaching English?</p> <p>12. How do you use those laboratories for teaching English?</p> <p>13. Do you have problems in using those laboratories? What kind of problems do you commonly face while using those laboratories?</p>   |
|  | <p>3. Learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual.</p> | <p>1. Do you use learning media such as overhead projector, slide, or filmstrip projector in teaching English?</p> <p>2. How do you use those media?</p> <p>3. Please mention other media that you use (if any)!</p> <p>4. Do you have problems in using them?</p> <p>5. What kind of problems do you usually face while using those media?</p> <p>6. Do you use non-projected media such as images, graphics, models, or concrete objects in teaching English?</p> <p>7. How do you use those non-projected media?</p> <p>8. Please mention other non-projected media that you use (if any)!</p> <p>9. Do you have problems in using those non-projected media?</p> <p>10. What kind of problems do you generally face while using those non-projected media?</p> <p>11. Do you use hearing media such as cassette tapes or radio in teaching English?</p> <p>12. How do you use those hearing media?</p> <p>13. Do you have problems in using those hearing media?</p> <p>14. What kind of problems do you commonly face while using those hearing media?</p> <p>15. Do you use audio-visual Media such as television and movies in teaching English?</p> <p>16. How do you use those audio-visual media while teaching English?</p> <p>17. Do you have problems in using those audio visual media? What kind of problems do you usually face while using those audio visual media?</p> |



## E. Data Analysis

In this research, the process of analyzing the data begins when the researcher collects the data. Analysis of the data when the data collection is done in a way to sort out which data is important or not. The measure of whether the data is important or not refers to the contribution in answering the research focus.<sup>31</sup> In fact, Creswell said that qualitative researchers should already think and analyze when the qualitative research begins.<sup>32</sup>

According to Kellinger, “analysis means the categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions”<sup>33</sup>. According to Hancock, so the researcher analyzed the data by the following procedure:

1. Collecting the data from the students by using observation. The researcher observed the school facilities in SMAN 1 Kepahiang that used by the English teacher in teaching English. After that the researcher also collected the data from interview to the English teacher about how the teacher use the school facilities in teaching English.
2. The researcher noted the school facilities that used by the teacher in teaching English in the checklist instrument to find out the school facilities used. Then the researcher listened to the tape recorder of interview and made the transcription into her notebook, while listening again to the tape.

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<sup>31</sup>*Ibid*

<sup>32</sup>*Ibid*

<sup>33</sup> Kasiram, M.2008. *Metodologi Penelitian*. Malang: UIN-Malang Press. p.128

3. Identifying the school facilities that used by the teacher in teaching English by collecting and selecting the school facilities used based on the result of observation on the checklist. The researcher also identified how the teachers used the school facilities by collecting the information on the transcription of interview result
4. After that both the data that had been identified were then analyzed.
5. Then the researcher described the researcher's analysis based on the research questions. First, describing the school facilities that used by the teacher in teaching English. Second, describing how the teachers use the school facilities in teaching English.
6. Take some conclusions based on the result of analyzing and describing.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter describes the finding and discussion about facilities used by the teachers in teaching English, how the teachers used the school facilities and the problems faced by the teachers in using learning facilities in learning process in SMA N 1 Kepahiang.

#### **A. FINDING**

The researcher did observation and interview in collecting the data, the researcher found the following findings:

##### **1. The Facilities Used by The Teachers in Teaching English**

Based on the observation that done by the researcher on 12<sup>th</sup> January 2020, the researcher found that there are some school facilities that used by the English teachers in teaching English, they are:

###### **a. Infra structural facilities**

Infrastructural facilities include buildings such as administrative block, (which comprises the principals' office, vice principal and staff rooms, classroom) laboratory, stores, sick-bay, records office, school shop, library, music room, cafeteria, Intro technology laboratory, security post, staff quarters' and school farm as well as storage house, electricity, water supply, sport field.

From explanation above, the infrastructural facilities that used by the teachers are building and furniture, and laboratory. There are some school buildings and furniture that used by the teacher in teaching English. They are classroom, library, space facilities, tables, chairs, writing equipment, and School hall. Then SMA Negeri 1 Kepahiang also has language laboratory as infrastructural facility that can be used by the teachers in teaching English especially to develop student's listening skill. Then, the other infrastructural facility can be used is library. As one of building that provides many books for students to study.

b. Instructional Facilities

Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio VCD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts. Then, books are important instructional facility that support teaching and learning process. Government policy on school facilities vary, while in some schools, parents buy the textbooks needed for studies, and in some schools, government buys or provides the textbooks and gives them free to students. In SMA N 1 Kepahiang, the school provides laboratory equipment, technological equipment, wall clock, puzzles, television, radio, VCD player, and picture charts that can be used by the English teacher in teaching English.

Learning media is one of media as instructional facilities that used by the teacher in teaching and learning. The teachers use learning media in teaching English like hearing media such cassette disk. Then, Audio-visual Media, the teachers use laptop or computer as audiovisual media.

c. School physical environment

The constituents of school physical environment include building and scrape parking lot, playground, sport field, agricultural farm, fire extinguisher, school bus, car park and sand bath. Also, school facilities include mechanical material like technological machines, generator, photocopier machines, computer machines, and plumbing materials like water taps, bore hole – electrical telecommunication like speakers, radios, network system, security and fire suppression systems. In SMA Negeri 1 Kepahiang, the school has provided the school physical environment such as electrical telecommunication like speakers, radios, network system and security. There are also building and scrape parking lot, playground, sport field, agricultural farm, and car park.

From the explanation above, the researcher find that the facilities that more used by the teachers in teaching English are the instructional facilities which support the teaching English material to students. Meanwhile, the infrastructural facilities and school physical environment are as a carrying capacity in teaching

English, such as class buildings, laboratories, and tools in each room are places that facilitate teachers to be used in learning.

## **2. How The Teachers Use The School Facilities**

The researcher did interview to the English teachers in SMA N 1 Kepahiang to know how the teachers use the school facilities. The researcher found that the each English teacher has different way in using school facilities, especially in teaching English.

### **a. Infrastructural Facilities**

In SMA Negeri 1 Kepahiang, the teachers use school building and furniture in teaching English such as classroom, library, space facilities and school hall. For instance, the teachers use the classroom in teaching English by creating good atmosphere in the classroom in order students are comfort in learning English. The basic classroom should have at least 72 Square feet (6.70 Square Meters) of windows for natural light. These classrooms should have views overlooking life and an exit door to the outside learning environments. And SMA Negeri 1 Kepahiang has eleven classrooms in each level, and the size of each classroom has standard size as mentioned above. Each classroom also has views overlooking life and an exit door to the outside learning environments with good natural light.

The teachers also use library in teaching English by asking the students to look information about a topic in the library personally or in a group work. Sometimes the teachers also use school hall for certain topic like practicing short drama or a dialog. Collection of sources of information and similar resources, selected by experts and made accessible to a defined community for reference or borrowing, often in a quiet environment conducive to study. In SMA Negeri 1 Kepahiang, the library has collection of sources of information and similar resources, selected by experts and made accessible to a defined community for reference or borrowing, often in a quiet environment conducive to study. It can be seen that the library building has various of textbooks and other supporting books. The library has a width of approximately 10 feet, but will vary in depth from 20–30 feet. The depth is based on the size necessary for the laboratory and the cost-effectiveness of the structural system.

Besides, the teachers also use some furniture in teaching English. They are tables, chairs, and writing equipment. The teachers use tables and chairs which provided in the classroom for students and also for teacher. Each student has their own table and chairs so they can study comfortably. Beside that in all room there are also has table and chairs for example in libraries, laboratorium and other places. The writing equipment like board marker, erasers and white board also are also used by the teacher in teaching English when the teacher need to write some information while explaining. Writing equipment is

whiteboard and markers provided in each class so that it can be used by the teacher and students when learning takes place.

b. Instructional facilities

The instructional facilities are often used by the teacher to help in teaching English. In SMA N 1 Kepahiang, the school provides laboratory equipment, technological equipment, wall clock, puzzles, television, radio, VCD player, and picture charts that can be used by the English teacher in teaching English. Learning media is one of media as instructional facilities that used by the teacher in teaching and learning.

The teachers use learning tools include books and laboratory. The teachers use text books which provided by school as the main source of teaching English. The textbooks have been designed for curriculum 2013. The teachers use English text book for teacher, and the students use English text books for students. The teachers use the textbook to support teaching and learning English in the classroom. By asking the student look for important information on the textbook, answering question based the information got from the text book, and many more. The teachers sometime use other source such as magazine or newspaper in teaching English, by looking for a brochure in English, an article in English, an example of job vacancy, and many others. In addition, the teachers use language laboratory to test their listening skill. The teachers ask the



students to use a headphone to listen a monolog or dialog, then answer questions, give conclusion, or look for information of the dialog or the monolog.

Then, the teachers use learning media such as cassette disk. The teachers play the cassette disk to be heard by the students as a hearing media to practice their listening skill. The teachers also use audio-visual media like a laptop. The teacher teaching vocabulary, identifying a story, or looking for important information of a story by playing a movie.

c. School physical environment

As mentioned before, SMA Negeri 1 Kepahiang has a good physical school environment that makes teachers and students comfortable. In addition, it supports teaching and learning activities. However, the physical environment of this school is only as a carrying capacity in learning, not a major facility in supporting teaching by teachers in delivering material.

### **3. The Problems Faced by The Teachers in Using Learning Facilities**

Based on the result of interview, the teachers have problem in using school building such as library and school hall. The problem is the teacher could not use the library every time they want, because many teachers use this school building. Because it is as one of school facilities that really needed by students. Because library provides all books of all subject not only English lesson. The school hall

could not use every time, sometimes the school hall is used to held a meeting or others agenda.

Next, the teacher's problem is in using learning tools such as text books and language laboratory. The teachers of English are six teachers. They have to use the text book consecutively. When the teachers have the same time in the same grade the teacher should give information each other if they want to use text books or language laboratory.

## **B. DISCUSSION**

### **1. The Facilities Used by The Teachers in Teaching English**

Based on the finding above, In SMA Negeri 1 Kepahiang, there are some facilities that can be used by teachers in teaching English to support teaching and learning process. These facilities help the teacher in teaching easily. As the previous chapter explain that there are three major components of school facilities. They are infra structural facilities, instructional facilities, and school physical environment. From the components above, there are infrastructural facilities and instructional facilities.

#### **1. Infrastructural facilities**

In SMA Negeri 1 Kepahiang, the building that often used by the teacher in teaching English is classroom. The teacher used the classroom as

one of the facilities that can make the teacher manage the activities during the day. Based on the observation that done by the researcher the classrooms that used by the teachers are in a good atmosphere. This school consists of twelve classes for first grade, twelve classes for second grade, and twelve classes for third grade. Each of classroom is completed with “infocus” and sound system which can make the teachers easier in connecting the material that has been designed in their computer. There is also sound system that can be used by the teacher in using audio or audio-visual media in teaching English.

Teacher A said:

*“We have enough classrooms to run teaching and learning activities in a good condition, and the most often we used is classrooms”*

Based on the statement above, it means that the classroom is one of facilities that used by teachers to run the teaching and learning process. It is also supported by the statement of Teacher B:

*“The classrooms we have is adequate to make learning activities run well. The classrooms have enough space to accommodate students in learning English”*

It means that the classroom support for the number of students who are studying in the classroom. The teacher C also added:

*“We more often use classroom in teaching and learning English. We seldom use library or other place to study”*

Based on the interview to all teachers, they agreed that they more often use classroom than other buildings by considering that the other

buildings are used for others concerns. It is also proved by the answer of teacher D:

*“Yes, we do use more classrooms for learning English, considering the class is quite adequate and can be used well. In the classroom, students are also more disciplined compared to learning outside the classroom”*

From all statements of the teachers above, about the classroom as one of buildings that they often use for learning English. The researcher concludes that the classroom is one of buildings that has the benefits for the students and teachers in learning English. All the English teachers said that the classroom is the only one building that more used for learning, because the classroom is quite adequate to be used well. this is in accordance with the theory which says that the building is Throwing more light on this, the Encyclopedia of Educational Research recorded that the total environment within a school building should be comfortable, pleasant and psychological uplifting. It should provide a passive physical setting that is educationally stimulating

The teacher also used library which is as one of facilities which provides at school. In the library the English teachers usually ask the students to look for information related to the topic of learning that learned by the students that day by reading relevant books. In the library of SMA Negeri 1

Kepahiang, there are many English books that can be read by the students to look for important information that they need. As the teacher A said:

*“The library as a means for students who want to have supporting books for their needs in learning English. And we occasionally also use the library building to learn English at certain times and certain materials.”*

The researcher can conclude that the teacher use library to study English based on the materials needed, for example when the students asked to look for information from the relevant book about the topic given, the library can make the students easier to look for the information because many books provided in the library. Meanwhile, the teacher B said:

*“yes, we use the library to study only once in a while, because the library also doesn't have enough space to accommodate too many students. In addition, the library is also sometimes used by other teachers. So there is a need for coordination with each other”*

She really seldom to use library because of the accommodation of the library and also the difficulty of coordination to all the teachers who want to use the library. In addition, the teacher C added:

*“We do not often use the library, because students can find sources through their cellphones. The students here may bring cell phones for learning only”*

It means that, the teacher prefer to ask the students use their cellphone in the classroom to find information they need. But it does not meant the teacher does not use library at all in learning English. Teacher D also seldom

to use library in teaching English, she just suggests the students to go to library if they need more sources to study English. She prefer using classroom to using library in teaching English, because controlling the students in the classroom is easier than in the library. As she said when the researcher on the interview:

*“I direct students to use the library as a facility for students who want to find certain information or do their assignment. But for learning, the students are more controlled in the classroom”*

From the teacher's answer, it can be said that this school provides English textbook and dictionaries that can be used by the students in studying English. The library really supports the students to look for the book that support them in studying. The students can get many information from the books that provided in the library.

Then, the other infrastructural facility that support the teacher in teaching English is language laboratory. The teachers used language laboratory in teaching English especially to develop the student's listening skill. A *language laboratory* is a dedicated space for foreign *language* learning where students access audio or audio-visual materials. They allow a teacher to listen to and manage student audio, which is delivered to individual students through headsets or in isolated 'sound booths. Language laboratory is also used by the teacher when the teacher teach English for listening skill and speaking skill. The principle of a language laboratory

essentially has not changed. They are still a teacher-controlled system connected to a number of student booths, containing a student's control mechanism and a headset with a microphone. Digital language laboratories had the same principle. Software can be installed and accessed on any networked PC anywhere on the school. Software-only systems can be located in one room, from room-to-room.

Based on the result of interview, the school has good language laboratory, so that the teacher can use the language laboratory as well based on their need in teaching the English material.

## 2. Instructional Facilities

The major facilities that used by the teachers in teaching English are instructional facilities. Instructional facilities are teaching materials and equipment, that comprises laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio V.CD plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts and also learning media as a tool for the teacher in teaching English.

### a. Writing equipment

Writing equipment is the tool that used by the teacher to write in teaching English. The teacher also used writing equipment in teaching English. They are board marker, eraser, white board, pen, and book. The

writing of equipment that used by the teachers based on their need. Teacher A said that she used all equipment like board marker, white board, eraser when she is teaching in the classroom, as her answer on the interview:

*“Writing equipment that I use in teaching are board marker to write on the white board while explaining the material to the students, erasers that provided in the classroom, pen to note important information about the students and evaluation. Then book that support for the materials that day”*

Teacher B has same answer:

*“Sure, we have to prepare writing equipment such as an attendance book to check the student’s present. Pen or pencil, and also in teaching process we need board marker to write on the white board”*

Then, teacher C also used writing equipment that she need when she teaches in the classroom:

*“ I use pencil or pen as writing equipment to use, because it is needed to write the student’s attendance, the scores of the students, and some notes about the results of student’s learning”*

In addition, the short answer from teacher D who directly said that in teaching learning she use book, pencil or pen in teaching English:

*“yes, I use writing equipment like book, pen or pencil, in teaching and learning process”*

The researcher concludes that writing equipment must be prepare by the teacher to help the teacher to write such student’s attendance, the result of student’s learning, and many others. Learning tools which include books and laboratory



b. Textbooks

The textbooks are also used by the teacher in teaching English as a main source of the English lesson. The books are provided by the school. The textbooks are the English books which have been designed for curriculum 2013. The textbooks consist of two kinds, textbooks for students and textbooks for teachers. The text books are used by the English teachers to teach based on the instruction of curriculum 2013. The teacher A said on the interview when the researcher ask about textbooks used in teaching English:

*“We have special book from Kemendikbud that has been provided. So I use this text book for all the students. When studying English I distribute the textbooks to the students, and if the time is over I take the books back”*

Teacher B also said:

*“About the textbook, we only use the textbook of Kemendikbud based on the Curriculum 2013. All students used same books. But if they want to have other sources they can go to the library”*

From that statement it can be concluded that the text books are fixed. But the students can look for other sources in the library. In addition, the teacher C has other text book as relevant textbook to support regular text book that she use. On her answer, she said:

*“Actually I have 20 English text books of Curriculum 2013 to distribute to the students in learning English which from Kemendikbud . But I also have my own book to support the book from Kemendikbud, such as from publisher Erlangga, that also good to use.”*

The teacher D also said,

*I used the text book provided from Kemendikbud which has been provided by school, and all students use this book in learning English”*

In conclusion, the text books that provided in the school are English text books of Curriculum 2013 from Kemendikbud that used in learning English, meanwhile the other textbooks are as supporting books.

c. Other sources (magazine, newspaper, and etc.)

The teacher teach English by using other source such as magazine and newspaper for certain topic. In this case, the magazine and newspaper should be bought by the students, because the school does not provided the magazine or newspaper in English. From the result of interview, all the teachers answer that they never use magazine or newspaper in teaching English because they difficult to find the magazine or newspaper in English.

d. Learning media.

The teachers use learning media as follow:

1. Hearing media, such as cassette tapes, and radio

In teaching English, the teachers use hearing media such cassette disk. The cassette disk can be played in teaching the students listening. Based on the teacher answer, the teachers invite the students to use their cellphone in teaching English especially in listening skill. As the Teacher A said:

*“Because all the students may use they cellphones in studying, so we use cellphones as hearing media especially in teaching the students listening skill”*

It means that cellphones help the students and teacher in learning English especially in listening skill. In addition, the teacher B said:

*“Actually, we have infocus in the classroom to teach English by using laptop, and also loud speaker as the hearing media that can be used.”*

From the statement above, it can be said that she use load speaker as hearing media that she can use in the classroom. The teacher C also added:

*“Sometimes we use load speaker in the classroom in listening skill, sometime I also ask my student to use their cellphone as their hearing media, and they can listen by their own headset.”*

Teacher C use both loud speaker and cellphone as hearig media that can be used to support the students in learning English. Then, teacher D said:

*“For sure, I more like use load speaker in the classroom that can be connected to my laptop as the hearing media when I teach listening”*

From the explanation above, the researcher concludes that the hearing media that used by the teacher especially for teaching listening skills are cell phone and load speaker. Because both of them are available at school, easy to use, and help student’s listening well.

## 2. Audio-visual Media, such as television and movies

The teachers use laptop as audiovisual media. Laptop or computer is the most often used by the teacher in teaching English especially when the teachers want to show the material about a certain topic that has been

designed in order the students can be easier to understand the material. From the result of interview, all the teachers said that they only used laptop or computer as audio visual media in teaching English.

## **2. How The Teachers Use The School Facilities in English Learning Process**

Educational purpose can be achieved effectively and efficiently by having facilities in teaching and learning process. Besides, the teachers also should use the facilities well to run the teaching and learning activities well. major facilities that support the teachers in teaching English are instructional facilities. Instructional facilities are facilities that used by the teachers in teaching English to deliver the English material to the students. The instructional facilities that used by the teacher in teaching English are:

### **a. Learning tools which include, books and laboratory**

#### **1. Textbooks**

In teaching English, the teacher use learning tools well. First, English textbooks are used by the teacher in delivering the material to the students. These textbooks help the students easier in learning English, because they are completed with the material and exercises. It means that the textbook constitutes an important tool for academic achievement. Many writers have variously highlighted the contribution of textbooks to academic achievement. In conclusion, textbooks provide the only source of information for students as

well as the course of study for the subject. The textbooks provide the source of information for students in learning English in SMAN 1 Kepahiang, which can not be replaced and the textbooks are as the central of learning English.

The following are some ways of using textbooks in teaching English by the teachers:

- a) Rather than reading through the textbook as a class or having students read it on their own, have students read in pairs. The teacher have them answer questions, complete a graphic organizer, or prepare a mini presentation. Make it fun by choosing the partners randomly. Use an app, draw names from a hat, etc.
- b) The teachers let the students decide how they want to interact with the text by giving them choices. Provide different ways that they can respond to the material. Some examples could include writing a fake journal entry, filling out a graphic organizer, or creating quiz questions about the material with an answer key. Make a list for students to choose from, and then set them free to select one.
- c) Give students background information before reading the material. Assist them in making meaningful connections to the text, and help them understand how it applies today. What will students find interesting? Are there themes that students can relate to currently? Is there anything happening in the news that relates to it? Help students see these connections to make the material more interesting.

- d) Taking notes on textbooks is a slow and monotonous process for many students. Make this task more interesting and memorable by working together. There are online resources and apps that students can use to collaborate on the note-taking process. Students can work together to create notes and write about the connections to their lives to share with the rest of the class.
- e) Students probably do not spend as much time reading as they do watching movies and YouTube or Vine clips. So the teachers let students create their own movies or video clips based on the reading material. The teacher splits students into groups, and ask them to write a script to teach the rest of the class about a particular section in the textbook.
- f) Give students time to prepare for a game by reading and studying the textbook. Then, test them on what they learned by playing games as a class. It can be a great motivator to get your students to read the material.

## 2. Language Laboratory

The teachers also used language laboratory in teaching English especially in speaking and listening skill. The language laboratory has been conceptualized as a room or a building specially built for teaching by demonstration of theoretical phenomenon into practical terms. It could be described in learning English as a place where theoretical work is practicalized whereas practicals in any learning experience involves students in activities

such as listening section, watching video or movies, and carrying out field work. Laboratory helps to provide a forum where in the learner is given the exercise to subjects, his beliefs, ideas, statements, theoretical propositions etc. SMA N 1 Kepahiang has one language laboratory, so the teachers could use the language laboratory in teaching English. The teachers used the language laboratory especially in teaching listening and speaking skill.

Here are the steps of teacher using language laboratory in teaching English:

a) Knowing the students

In order to use language laboratory for English lessons, it is much essential to become familiar with the student's familiarity with tools provided. Some of them maybe know how to operate personal computer, laptop, or tape recorder to be connected directly with the teacher's instruction. Sometime, that there will be some of them feel uncomfortable and highly anxious to operate it as they do not have and use these tools due to their economical status. It is better and required for the teacher to observe the student's characteristic on their familiarity in using electronic devices.

b) Conducting needs analysis at the beginning of academic year

Needs analysis in this case refers to a survey relating to the selection of appropriate technological tools used in language laboratory based on student's characteristics. The results of this needs analysis will enable a teacher to better judge how much technological tools to infuse into a lesson.

Moreover, teacher needs to think how much scaffolding and communicative instruction a teacher needs in order to support student learning.

c) Selecting materials

The teacher carries out the instructional process in language laboratory needs to consider the target material that fits with the student's characteristic. Not all the materials can be learned using technological tools in language laboratory. As teachers, need to be aware of selecting materials that fit the students in terms of their learning potential and technology literacy. There should be particular material that may appropriate to be taught in conventional classroom instead of using language laboratory.

d) Maximizing roles of teacher

When the instructional process is carried out in the language laboratory, a teacher has to act not only as a center of learning, but also acts as many actors. A teacher may become an instructor, facilitator, advisor, classroom controller, language laboratory manager, or even as technician. It is inevitable that the more a teacher employs instructional process in language laboratory, the less-teacher centered and the more students-centered will become. In other words, a teacher needs to be aware that their tasks are not easy to monitor the student's activities.

e) Checking the technological tools in the language laboratory regularly

To reduce such unavoidable frustration, a teacher needs to check both the hardware and software in advance before inviting students to learn in



language laboratory. As a result, the teacher can detect the readiness of electronic devices to be used by students. One of the efforts to do this is arranging a regular schedule of language laboratory investigation. It can be done weekly or monthly depending on the situation of language laboratory itself.

b. Learning media (visual-aid audiovisual)

There are many types of audio-visual materials in teaching. Some of which are used by teacher in teaching English as follow:

1. Filmstrips

Film is media consisting of hearing and seeing processes in nature. Film can also give the teachers a traditional and structured discussion. It is simple by using film in teaching. It can be set based on what the teacher wants. Film is readily accessible in that it can be bought, rented, or borrowed from libraries, schools, or private institution. In SMA Negeri 1 Kepahiang, the teacher used filmstrip based on the needed of material that will be delivered to the students, for example the students are asked to watch a short film about Folktale of Indonesia, then the students try to get the important information from the film, identify the characters on the film, and many others.

## 2. Slide

Slide means the slide that has been designed by the English teachers that will be presented to the students about particular material. The slide is designed to make the students more interesting by giving animation and also audio on the slide. This slide can be displayed in the classroom or language laboratory.

## 3. Video Compact Disc (VCD)

The other types of audio-visual aids are video compact disc. It is also similar to film that consists of hearing and seeing activities in nature. But, it also has some differences. Unlike an event recorded on film, video tape can be played back immediately for analysis. It can be set fast. Video compact disc has a lot of advantages of being portable, cheap, and visible in a lighted room. In recent years, the use of video in English classes has developed rapidly as a result of the increasing emphasis on communicative techniques. Many students like it because video is interesting, challenging, and stimulating to watch. Video can promote comprehension in learning. Indeed, in a video, the viewer is seeing the results of the writing, not just reading or hearing them as in print and radio. The video compact disc used by the teacher in SMA Negeri 1 Kepahiang when the teacher want to teach certain

topic such as a drama about expressions in English like asking and giving opinion, complaining, admitting mistake and so on

#### 4. Internet and YouTube

Internet and YouTube are also one of the audio visual aids types. Most of people in the world now know that internet is useful for education in some case, especially for students when they get some online task from teachers. Through internet, students can do browsing activities as much as possible they want to watch. For instance, when the students want to watch advertisement products in google, automatically they get it fast. They just determine the key word typed in google search engine. They can read and hear some a new language program. In SMA Negeri 1 Kepahiang the English teachers often ask the students to find the information about the material in internet and you tube. Because many contents of you tube and internet are about learning English.

#### 5. Television

Instruction was found to be just as effective as regular classroom instruction in teaching training subject. Today, many programs on TV have developed from year to year whether educational channel programs or commercial ones. Indeed, on TV serves a lot of advertisement that can be seen directly. It also has some advantages in practice. Through TV, the students can know some

issues being occurred in real life on TV news. They also get knowledge in some case. In teaching English for example, the teacher asks the students to look for information about an update issue in the television to support their writing text such News Item.

## 6. Infocus

In SMAN 1 Kepahiang the teachers also use learning media provided for the effectiveness of the teaching and learning process in the classroom such as slide, is a tool used to present images or object shots are projected in one by one because in each classroom is provided “infocus”. Furthermore, the teachers also use hearing media like cassette disk to practice the student’s listening by using the teacher’s laptop or computer which connected to the load speaker that provided in the classroom. Then Audio-visual Media, such as laptop or computer to play movies or other video related to the certain topic in teaching English. As one of the teacher’s answer on the interview said:

*“Sometimes we use load speaker in the classroom in listening skill, sometime I also ask my student to use their cellphone as their hearing media, and they can listen by their own headset.”*

From the explanation above, it can be concluded that facility and infrastructure in education are supportive device that are needed in teaching-learning process in order to achieve the purpose of education, as efficient & effective as possible. So the teacher find the way to use cell phone as hearing media because all the students may use cellphone to learn.

### 3. The Problems Faced by The Teachers in Using Learning Facilities

Based on the result of the interview to the English teachers. The researcher concludes that the teachers do not have serious problems in using the facilities. SMA N 1 Kepahiang is one of favorite schools that completed good facilities. If there is a problem, it was technical problem. For example, the teachers have problem in using school building such as library and language laboratory. The problem is the teacher could not use the library every time they want, because many teachers use this school building. As the teacher B said:

*“Yes, we use the library to study only once in a while, because the library also doesn’t have enough space to accommodate too many students. In addition, the library is also sometimes used by other teachers. So there is a need for coordination with each other”*

Because it is as one of school facilities that really needed by all students and all teachers. Because library provides all books of all subject not only English lesson.

Next, the teacher’s problem is in using learning tools such as text books and language laboratory. The teachers of English are four teachers. They have to use the text book consecutively. When the teachers have the same time in the same grade the teacher should give information each other if they want to use text books. As the teacher A said:

*“The text book can be used by all the students, but sometimes we have to share one book to two students to use together because limited of book and other teacher also used the book”*

Then the language laboratory could not use temporarily, because the language laboratory is used to held national examination computer based. The teacher also have problem when they use space facility such as school environment or outside the classroom. As mentioned by teacher D on the interview:

*“I have difficulty to control the students if they have asked to study outside, when they have been outside, it can be possible some students will be out of controlled whatever they have done”*

In conclusion, the teachers do not have crucial problem in using learning facilities, because they can look for the solution for each problem. And the teachers have been prepared all the things to use before entering classroom to teach. It can be said that these are common problem that can be solved by the teachers as long as the teachers especially English teachers want to cooperate each other to get the best way in using facilities in teaching evenly.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter describes about the conclusion and suggestion. Based on the finding and discussion in the previous chapter. The researcher can get:

#### **A. CONCLUSION**

The English teachers teaching English use some facilities such as building school. Buildings and furniture consists of classroom, library, space facilities, tables, chairs, and writing equipment. Learning tools consists of textbooks and language laboratory, and learning media consists of hearing media such cassette disk and Audio-visual Media such as laptop or computer audiovisual media. Then, the teachers used the facilities that mentioned on the previous chapter well based on topic, skill, needed and situation. For example, the teachers used school buildings and furniture properly, learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual are used by the teachers based on the availability, such as loud speaker, laptop, and also students' cell phone. The problems are controlling the students in using the space facility such as outside classroom, the language laboratory could not be used because it transferred into the room of national examination computer based, and the library must be used alternately by the teachers because limited space of the library. In conclusion, the teachers do not have a big problem in using the facilities. If there is a problem, that is a technical

problem that can be solved by the teachers. The teachers do not have a big problem in using the facilities. If there is a problem, that is a technical problem that can be solved by the teachers.

## **B. SUGGESTION**

After the researcher did this research and got the result, the researcher would like to suggest:

### **1. The Students**

For the students of SMA N 1 Kepahiang to keep studying and learn more about English by using the facilities that school provided well. To support in learning English the students should be smart in using the facilities well in order to maximize learning effectively.

### **2. The Teachers**

The teachers have to use the school facilities well based on the need and also situation. The teacher also should be able to operate the facilities because the facilities can help the teacher easier in delivering material of English lesson to the students. Then, the school is expected to support the teaching and learning facilities by providing many other interesting English books, dictionaries, magazine and newspaper in English.

### **3. The Researcher**

The researcher also suggests the further research to conduct a research in this area with different case, such as the effectiveness of using school facilities.



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# **APPENDIXES**



PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 KEPAHIANG**  
Jl. Pasar Ujung Kel. Ps. Ujung Kepahiang 39372  
Email: smansakph@yahoo.com | website : www.smansa-kph.sch.id

**SURAT KETERANGAN**

No : 420/ 175/421.3/SMAN 1/MN/07/2020

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Kepahiang Kabupaten Kepahiang  
Provinsi Bengkulu menerangkan bahwa,

Nama : YEKI SUSANTERI  
NIM : 13552012  
Jenjang : Starata 1 ( S.1 )  
Universitas : Institut Agama Islam Negeri Curup (IAIN) CURUP  
Fakultas : Tarbiyah Institut Agama Islam Negeri Curup (IAIN) CURUP  
Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 1 Kepahiang dari Bulan Januari s.d Maret  
2020 dengan judul Skripsi: **"The Usage of school facilities in English learning process  
(Descriptive Study At SMAN 1 Kepahiang)**

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya,  
terima kasih.

Dikeluarkan : Di Kepahiang

Pada tanggal : 21 Juli 2020

Kepala Sekolah,

SMA N  
KEPAHIANG

**Andri Heryanto S.Pd. M.Pd**

NIP-198205222005021001



Lampiran : Satu Berkas  
Prihal : Permohonan Izin Penelitian  
Kepada Yth  
Bapak Rektor IAIN Curup  
Di-  
Tempat

Assalamu'alaikum Wr. Wb

Sehubungan telah diterimanya judul skripsi oleh pihak IAIN Curup. Saya bertanda tangan di bawa ini:

Nama : YEKI SUSANTERI  
NIM : 13552012  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : **The Usege Of School Facilities In English Learning Process (Descrptive Study At SMAN 1 Kepahiang )**

Dengan ini mengajukan surat keterangan penelitian penulisan skripsi, guna memperlancar dalam proses bimbingan.

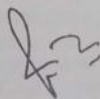
Demikian surat ini saya buat, besar harapnya saya semoga bapak dapat mengabulkannya. Atas perhatian bapak saya ucapkan terima kasih

Curup, Januari 2020  
Pemohon,

Yeki Susanteri  
NIM.13552012

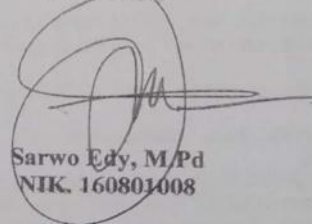
Mengetahui

Advisor



Jumatul Hidayah, M. Pd  
NIP. 19780224 200212 2 002

Co-Advisor



Sarwo Edy, M.Pd  
NIK. 160801008



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Ajamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 70 Tahun 2020  
Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

- Menetapkan  
Pertama : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002  
2. **Sarwo Edy, M.Pd** 19160801008

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Yeki Susanteri**

N I M : **13552012**

JUDUL SKRIPSI : **The Usage Of School Facilities In English Learning Process (Descriptive Study at SMAN 1 Kepahiang).**

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
pada tanggal, 07 Januari 2020

Validation of Checklist

School : SMAN 1 Kepahiang

Headmaster : Andri Heryanto, S.Pd.,M.Pd

| No | Indicator                                     | Sub Indicator   | Check list  | Note  |
|----|---|---|---|---|
| 1  | School building and furniture<br>a. Classroom | The basic classroom should have at least 72 Square feet (6.70 Square meters)  | √   | There is 11 Classes in each level. each class is very large and can accommodate 32 students   |
|    |   | Classrooms have windows that allow for that lighting adequate for reading books and for providing an outside outlook room and have comfortable                | √   | Very bright classrooms have windows that can be opened so that air circulation can be adjusted for student convenience  |
|    |   | Classrooms have adequate doors so that students and teachers can Get out of the room immediately in case of danger, and can be properly locked when not used. | √   | each class has a wide and sturdy door   |
|    |   | b. Office   | A room or other area where a school's employees perform administrative work in order to support and realize objects and goals of the school | √   |
|    | c. Library                                    | The minimum area of the library space is equal to one and a half times the space area class.  | √   | In SMAN 1 Kepahiang has a library building that have various of textbooks and other supporting books. The library has a width of approximately 10 feet. but will vary in depth from 20–30 feet. |

|  |                     |   |   |  |
|--|---------------------|---|---|--|
|  |                     | Collection of sources of information and similar resources, selected by experts and made accessible to a defined community for reference or borrowing, often in a quiet environment conducive to study.   | √ | The library has various types of textbooks from various sources and can be borrowed by every student   |
|  | d. Space facilities | The circulation room is equipped with sufficient lighting and ventilation   | √ | The circulation room is equipped with sufficient lighting and ventilation  |
|  |                     | Spacial use facilities includes several room use categories that are sufficiently specialized in their primary activity. Areas and rooms for military training, athletic activity, media production, clinical activities, and animal and plant shelters are included here.                | √ | There are many space of facilities in SMAN 1 Kepahiang, there are library, facilities room, prayer room, halls, laboratories and others. There is hall that is used for meetings or staging plays or farewells |
|  | e. Tables           | A furniture with a flat top and one or more legs, providing a level surface on which objects may be placed, and that can be used for such purposes as eating, writing, working, or reading book at school.  | √ | Each student has their own table and chairs so they can study comfortably. Beside that in all room there are also has table and chairs for example in libraries, laboratorium and other places.                |
|  | f. Chairs           | a type of <a href="#">seat</a> . Its primary features are two pieces of a durable material, attached as back and seat to one another at a 90° or slightly greater angle, with usually the four corners of the horizontal seat attached in turn to four legs— or other parts of the seat's | √ | Each student has their own table and chairs so they can study comfortably. Beside that in all room there are also has table and chairs for example in libraries, laboratorium and other places.                |

|  |   |   |                                     |  |
|--|---|---|-------------------------------------|--|
|  | <p>g. Writing equipment</p>   | <p>underside attached to three legs or to a shaft about which a four-arm turnstile on rollers can turn—strong enough to support the weight of a person who sits on the seat</p> <p>Strong, stable and safe. Minimum size 90 cm x 200 cm. Placed in that position allows all students see it clearly.</p> <p>An object used to produce <u>writing</u>. Writing consists of different figures, lines, and or forms.</p>                                   | <p>√</p> <p>√</p>                   | <p>There are blackboards in all rooms and classes that can be used when the teacher will provide information to students</p> <p>Writing equipment is whiteboard and markers provided in each class so that it can be used by the teacher and students when learning takes place.</p>   |
|  | <p>Learning tools which include, books and laboratory</p> <p>a. Textbooks</p> <p>b. Other sources</p> <p>c. Language laboratory</p> | <p>Textbook constitutes an important tool for academic achievement. Textbooks provide the only source of information for students as well as the course of study for the subject.</p> <p>Some sources that provided by school except textbook, such as newspaper, magazine, etc.</p> <p>Language laboratory room can accommodate minimum one group of learn</p> <p>A <u>classroom</u> equipped with tape recorders or <u>computers</u> where people</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>Textbooks for all subjects provided by the school ( curriculum K13) starting from first grade until xii grade.</p> <p>Of course in SMA 1 Kepahiang have Other sources (magazine, newspaper, etc)</p> <p>The language laboratory is very wide, so it can be used by at least 32 students in every class</p> <p>Yes, SMA 1 Kepahiang has complete Language laboratory equipment for</p> |



|  |   |   |                   |  |
|--|---|---|-------------------|--|
|  |   | <p>can <u>practice listening</u> to and <u>talking</u> foreign languages.</p>   |                   | <p>students to practice Listening or speaking skill. And used by teacher according to the schedule that has been hamlet.</p>   |
|  | d. Computer laboratory  | <p>Room or space equipped with computers (networked or not) devoted to pedagogical use in a school including school libraries.</p> <p>The computer laboratory room is equipped with computer facilities for units / 2 participants students, plus 1 unit for teachers, a strong chair setra table</p> | <p>√</p> <p>√</p> | <p>Yes SMAN 1 Kepahiang have Computer laboratory</p> <p>The computer laboratory is equipped with 60 computers for students and one unit for teachers in giving lessons</p> |
|  | <p>Learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual.</p> <p>e. Projected media</p> | <p>An old-fashioned overhead projector or a laptop computer and a data projector, the teacher build effective projected materials for your classroom.</p> <p>Sound quality can be heard well from all over the room</p>   | <p>√</p> <p>√</p> | <p>Each class have Projected media such as infocus</p> <p>equipped with good loudspeakers so that all students can hear the sound well</p>                                 |
|  | f. Non-projected media  | <p>Physical items that student can see or touch directly and does not involve projection. They include still pictures,</p>  | <p>√</p>          | <p>Some time teacher used Non-projected media Such as images, graphics, models,</p>  |

|  |   |  |   |  |
|--|---|--|---|--|
|  |   | drawings, charts, graphs, cartoon, real objects, models, dioramas, field trip and display surfaces among others  |   | include flow chart atc   |
|  | g. Hearing media, such as cassette tapes, and radio | The media that can be heard by the students and teacher in the classroom or others room at school  | √ | Each class have Projected media such as speaker                        |
|  | h. Audio-visual Media.                              | <a href="#">Electronic media</a> possessing both a <a href="#">sound</a> and a <a href="#">visual</a> component, such as <a href="#">slide-tape</a> presentations, <a href="#">films</a> , <a href="#">television programs</a> , corporate conferencing, church services, and live theater productions | √ | Sometime teacher used Audio-visual Media, such as laptop or hand phone |

### Validation of Interview Guidance

**School** : SMAN 1 Kepahiang

**Teacher** : ERNI YULIANTI

| Variable          | Indicator                        | Questions  |
|-------------------|----------------------------------|--|
| School Facilities | 2. School building and furniture | <p>1. What school buildings do you use except for classroom while teaching English?<br/> <u>Answer</u> : “ <i>a Hall and library</i>”</p> <p>2. How do you use those buildings?<br/> <u>Answer</u> : “ <i>sometimes if there is a learning has more information, I will take the student to the library</i>”</p> <p>3. Do you have problems in using those buildings?<br/> <u>Answer</u> : “ <i>Yes I Have</i> “</p> <p>4. What kind of problems do you usually face while using those buildings?<br/> <u>Answer</u> : “ <i>sometimes when i will use the library room, the space is being used by students from other classes so that we automatically can not use the room</i>”</p> <p>5. What school furniture do you use while teaching English?<br/> <u>Answer</u> : “ <i>the school furniture that i used is Table, chairs, whithboard</i>”</p> <p>6. How do you use the school furniture?<br/> <u>Answer</u> : “ <i>I use the school furniture when I teach my Students in class room</i> “</p> <p>7. Do you have problems in using the school furniture?</p> |

|                          |  |   |
|--------------------------|--|---|
|                          |  | <p><b><u>Answer</u></b> :” <i>no, because there is so many furniture in this school</i>”</p> <p>8. What kind of problems do you commonly face while using the school furniture?<br/> <b><u>Answer</u></b> : “ <i>Nothing problems</i> “</p>   |
| <p>School Facilities</p> | <p>2. Learning tools which include, books and laboratory</p> | <p>1. Do you use textbook in teaching English?<br/> <b><u>Answer</u></b> : <i>yes of course</i></p> <p>2. What textbook do you use?<br/> <b><u>Answer</u></b> : “<i>textbook that I used is a book has been prepared from school ( English Curriculum K13 Revised), Besides that, there are also other supporting books</i>”</p> <p>3. How do you use the textbook?<br/> <b><u>Answer</u></b> : “<i>every time when i teach my student, I will shere the textbooks for each studen, then after learning is finished, the textbooks are collected again.</i>”</p> <p>4. Do you have problems in using the textbook?<br/> <b><u>Answer</u></b> : “ <i>No, but sometimes the student don’t used textbooks because they have other supporting books, but it is can suppot the learning process</i>”</p> <p>5. What kind of problems do you usually face while using the textbook?<br/> <b><u>Answer</u></b> : “<i>not really seriously</i>”</p> <p>6. Do you use language laboratory in teaching English?<br/> <b><u>Answer</u></b> : “ <i>yes, I use language laboratory based on the skill that I teach that day</i>”</p> |

|                   |                               |   |
|-------------------|-------------------------------|---|
|                   |                               | <p>7. How do you use the language laboratory?<br/> <u>Answer</u> : “ <i>I use language laboratory because this room is useful for students to practice their English</i>”</p> <p>8. Do you have problems in using the language laboratory?<br/> <u>Answer</u> : <i>There is no problem in using laboratory, but I have to control my students when they use all equipment in the laboratory.</i></p> <p>9. What kind of problems do you commonly face while using the language laboratory?<br/> <u>Answer</u> : <i>Nothing</i></p> <p>10. Do you use other laboratories such as computer laboratory or others in teaching English?<br/> <u>Answer</u> : <i>Yes. I use computer laboratory</i></p> <p>11. How do you use those laboratories for teaching English?<br/> <u>Answer</u> : <i>I use computer laboratory based on the schedule and the material I have for my students</i></p> <p>12. Do you have problems in using those laboratories?<br/> <u>Answer</u> : <i>Yes</i></p> <p>13. What kind of problems do you commonly face while using those laboratories?<br/> <u>Answer</u> : <i>If the other students want to use it too in the same time</i></p> |
| School Facilities | 3. Learning media that can be | 1. Do you use learning media such as overhead projector, slide, or filmstrip projector in teaching English?   |

|  |  |  |
|--|--|--|
|  | <p>grouped as visual-aid audiovisual and non-visual-aid audiovisual.</p> | <p><b><u>Answer</u></b> : <i>yes of course</i></p> <p>2. How do you use those media?<br/> <b><u>Answer</u></b> : “ <i>if the learning process is about listening or have media, I used the laptop and infocus that ani in each class “</i></p> <p>3. Please mention other media that you use (if any)!<br/> <b><u>Answer</u></b> :” <i>other media that I used speaker, telaphone.”</i></p> <p>4. Do you have problems in using them?<br/> <b><u>Answer</u></b> : “ <i>No, Because the students have more experience in using sophistacated equipment such as internet or download something for english laerning process.”</i></p> <p>5. What kind of problems do you usually face while using those media?<br/> <b><u>Answer</u></b> : “ <i>it is no significant problems”</i></p> <p>6. Do you use non-projected media such as images, graphics, models, or concrete objects in teaching English?<br/> <b><u>Answer</u></b> : “ <i>Yes of course “</i></p> <p>7. How do you use those non-projected media?<br/> <b><u>Answer</u></b> : “ <i>depending on the topic to be discussed, for example the topic of learning about gendre of text, I use images that i take from internet”</i></p> <p>8. Please mention other non-projected media that you use (if any)!<br/> <b><u>Answer</u></b> : “ <i>non-projected media that I used is images, grafic”</i></p> <p>9. Do you have problems in using those non-projected media?<br/> <b><u>Answer</u></b> :” <i>it is no significant problems,</i></p> |
|--|--|--|

|  |  |  |
|--|--|--|
|  |  | <p style="text-align: center;"><i>couse I can download from internet “</i></p> <p>10. What kind of problems do you generally face while using those non-projected media?<br/> <u>Answer</u> : <i>it is no significant problems,</i></p> <p>11. Do you use hearing media such as cassette tapes or radio in teaching English?<br/> <u>Answer</u> : <i>“yes of course</i></p> <p>12. How do you use those hearing media?<br/> <u>Answer</u> : <i>depending on the topic to be discussed, for example the topic about listening I use hearing media ( speaker ) that i conet with my laptop, or i transfer the material that i have prepared to students’ cellphone, and yhey listen through eirphone</i></p> <p>13. Do you have problems in using those hearing media?<br/> <u>Answer</u> : <i>“ it is no significant problems, because in each class already provided media for loudspeakers and infocus”</i></p> <p>14. What kind of problems do you commonly face while using those hearing media?<br/> <u>Answer</u> : <i>“there is no”</i></p> <p>15. Do you use audio-visual Media such as television and movies in teaching English?<br/> <u>Answer</u> : <i>“sometimes....yes”</i></p> <p>16. How do you use those audio-visual media while teaching English?<br/> <u>Answer</u> : <i>“depending on the topic to be discussed, i use laptop or i transfer the material to the my</i></p> |
|--|--|--|

|  |  |  |
|--|--|--|
|  |  | <p style="text-align: right;"><i>students mobilephone”</i></p> <p>17. Do you have problems in using those audio visual media?<br/><b><u>Answer</u></b> : <i>there is no”</i></p> <p>18. What kind of problems do you usually face while using those audio visual media?<br/><b><u>Answer</u></b> : <i>there is no”</i></p> |
|--|--|--|



### Validation of Interview Guidance

**School** : SMAN 1 Kepahiang

**Teacher** : Fera Eriviana

| Variable          | Indicator                        | Questions  |
|-------------------|----------------------------------|--|
| School Facilities | 1. School building and furniture | <p>1. What school buildings do you use except for classroom while teaching English?<br/> <u>Answer</u> : “ a Hall and and multimedia laboratory”</p> <p>2. How do you use those buildings?<br/> <u>Answer</u> : “ sometimes if the topic is about speaking or listening,I will take the student to the multimedia laboratory”</p> <p>3. Do you have problems in using those buildings?<br/> <u>Answer</u> : “ Yes I Have “</p> <p>4. What kind of problems do you usually face while using those buildings?<br/> <u>Answer</u> : “sometimes when i will use the multimedia room, the space is being used by students from other classes so that we automatically can not use the room, or sometimes there is broken equiment or thr students do not understand how to use equiment’</p> <p>5. What school furniture do you use while teaching English?<br/> <u>Answer</u> : “ the school furniture that i used is Table, chairs, whithboard</p> <p>6. How do you use the school furniture?<br/> <u>Answer</u> : “I use the school furniture when I teach my Students in class room “</p> |

|                          |   |   |
|--------------------------|---|---|
|                          |   | <p>7. Do you have problems in using the school furniture?<br/> <u>Answer</u> :” <i>no, because there is so many furniture in this school</i>”</p> <p>8. What kind of problems do you commonly face while using the school furniture?<br/> <u>Answer</u> : “ <i>Nothing problems</i> “</p>   |
| <p>School Facilities</p> | <p>2.Learning tools which include, books and laboratory</p> | <p>1. Do you use textbook in teaching English?<br/> <u>Answer</u> : <i>yes of course</i></p> <p>2. What textbook do you use?<br/> <u>Answer</u> : “<i>textbook that I used is a book has been prepared from school that textbook from the ministry of education ( English Curriculum K13 Revised), Besides that, there are also other supporting books. Acctually i Have three supporting books one of them is Erlangga, is’s a very good to supporting learning</i>”</p> <p>3. How do you use the textbook?<br/> <u>Answer</u> : “<i>every time when i teach my student, I will shere the textbooks for each studen, then after learning is finished, the textbooks are collected again.</i>”</p> <p>4. Do you have problems in using the textbook?<br/> <u>Answer</u> : “ <i>No, but sometimes the student don’t used textbooks because they have other supporting books, but it is can suppot the learning process. The student have supporting book that they borrow from the library</i>”</p> <p>5. What kind of problems do you usually face while using the textbook?<br/> <u>Answer</u> : “<i>not really seriously</i>”</p> |

|  |  |  |
|--|--|--|
|  |  | <p>6. Do you use language laboratory in teaching English?<br/> <b>Answer</b> : “ <i>yes, I used language</i> ”</p> <p>7. How do you use the language laboratory?<br/> <b>Answer</b> : “ <i>I use language laboratory when the topic is about the speaking or listening. So i will take the student to the language laboratory</i>”</p> <p>8. Do you have problems in using the language laboratory?<br/> <b>Answer</b> : “ <i>sometimes yes</i> “</p> <p>9. What kind of problems do you commonly face while using the language laboratory?<br/> <b>Answer</b> : <i>sometimes there is broken equiment or thr students do not understand how to use equiment, sometimes the space is being used by students from other classes so that we automatically can not use the room, but in each class have infocus and speaker, so if the laerning process have media i used laptop or telephone</i></p> <p>10. Do you use other laboratories such as computer laboratory or others in teaching English?<br/> <b>Answer</b> : <i>no , I do not used other laboratories</i></p> <p>11. How do you use those laboratories for teaching English?<br/> <b>Answer</b> : <i>I do not used other laboratories</i></p> <p>12. Do you have problems in using those laboratories?<br/> <b>Answer</b> : <i>I do not used other laboratories</i></p> <p>13. What kind of problems do you commonly face while using those laboratories?</p> |
|--|--|--|

|                   |   |  |
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|                   |   | <b><u>Answer</u></b> : <i>I do not used other laboratories</i>   |
| School Facilities | 3. Learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual. | <p>1. Do you use learning media such as overhead projector, slide, or filmstrip projector in teaching English?<br/><b><u>Answer</u></b> : <i>yes of course</i></p> <p>2. How do you use those media?<br/><b><u>Answer</u></b> : <i>“ if the learning process is about listening or have media, I used the laptop and infocus that ani in each class “</i></p> <p>3. Please mention other media that you use (if any)!<br/><b><u>Answer</u></b> : <i>” other media that I used speaker, telaphone.”</i><br/><i>Acctually we have e-learning techniques, so the students have their own accounts so the assignments or learning can be sent by the teacher to eact of these childrenl’s accounts.’</i></p> <p>4. Do you have problems in using them?<br/><b><u>Answer</u></b> : <i>“ No, Because the students have more experience in using sophistacated equipment such as internet or download something for english laerning process.”</i></p> <p>5. What kind of problems do you usually face while using those media?<br/><b><u>Answer</u></b> : <i>“ it is no significant problems”</i></p> <p>6. Do you use non-projected media such as images, graphics, models, or concrete objects in teaching English?<br/><b><u>Answer</u></b> : <i>“ Yes of course “</i></p> <p>7. How do you use those non-projected media?<br/><b><u>Answer</u></b> : <i>“ depending on the topic to be</i></p> |

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|  |  | <p><i>discussed, for example the topic of learning about genre of text, I use images that i take from internet”</i></p> <p>8. Please mention other non-projected media that you use (if any)!</p> <p><b><u>Answer</u></b> : “ <i>non-projected media that I used is images, grafic”</i></p> <p>9. Do you have problems in using those non-projected media?</p> <p><b><u>Answer</u></b> :” <i>it is no significant problems, cause I can download from internet “</i></p> <p>10. What kind of problems do you generally face while using those non-projected media?</p> <p><b><u>Answer</u></b> : <i>it is no significant problems,</i></p> <p>11. Do you use hearing media such as cassette tapes or radio in teaching English?</p> <p><b><u>Answer</u></b> : “<i>yes of course”</i></p> <p>12. How do you use those hearing media?</p> <p><b><u>Answer</u></b> : <i>depending on the topic to be discussed, for example the topic about listening I use hearing media ( speaker ) that i conet with my laptop, or i transfer the material that i have prepared to students’ cellphone, and yhey listen through eirphone</i></p> <p>13. Do you have problems in using those hearing media?</p> <p><b><u>Answer</u></b> : “ <i>it is no significant problems, because in each class already provided media for loudspeakers and infocus”</i></p> <p>14. What kind of problems do you commonly face while using those hearing media?</p> |
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|  |  | <p><b><u>Answer</u></b> : <i>“there is no”</i></p> <p>15. Do you use audio-visual Media such as television and movies in teaching English?<br/> <b><u>Answer</u></b> : <i>“sometimes....yes”</i></p> <p>16. How do you use those audio-visual media while teaching English?<br/> <b><u>Answer</u></b> : <i>“depending on the topic to be discussed, i use laptop or i transfer the material to the students accounts so they can do the task from they mobilephone”</i></p> <p>17. Do you have problems in using those audio visual media?<br/> <b><u>Answer</u></b> : <i>there is no because the students have good experience in using sophisticatend equipment such as for learning”</i></p> <p>18. What kind of problems do you usually face while using those audio visual media?<br/> <b><u>Answer</u></b> : <i>there is no”</i></p> |
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### Validation of Interview Guidance

**School** : SMAN 1 KEPAHANG

**Teacher** : Fitrisia

| Variable          | Indicator                        | Questions   |
|-------------------|----------------------------------|---|
| School Facilities | 1. School building and furniture | <p>1. What school buildings do you use except for classroom while teaching English?<br/> <u>Answer</u> : “ a Hall, parking area or any place that are related to the theme that will be discussed”</p> <p>2. How do you use those buildings?<br/> <u>Answer</u> : “ related to the theme for example we discussed about drama or role play, we go to a Hall”</p> <p>3. Do you have problems in using those buildings?<br/> <u>Answer</u> : “ Yes I Have “</p> <p>4. What kind of problems do you usually face while using those buildings?<br/> <u>Answer</u> : “ sometimes when i will use the a Hall, the space is being used by students from other classes so that we automatically can not use the room, or we have difficulty to do the class management”</p> <p>5. What school furniture do you use while teaching English?<br/> <u>Answer</u> : “ the school furniture that i used is Table, chairs, whithboard</p> <p>6. How do you use the school furniture?<br/> <u>Answer</u> : “ I use the school furniture when I teach my Students in class room “</p> |

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|                          |  | <p>7. Do you have problems in using the school furniture?<br/> <u>Answer</u> :” <i>no, because there is so many furniture in this school</i>”</p> <p>8. What kind of problems do you commonly face while using the school furniture?<br/> <u>Answer</u> : “ <i>Nothing problems</i> “</p>   |
| <p>School Facilities</p> | <p>2. Learning tools which include, books and laboratory</p> | <p>1. Do you use textbook in teaching English?<br/> <u>Answer</u> : <i>yes of course</i></p> <p>2. What textbook do you use?<br/> <u>Answer</u> : “<i>textbook that I used is a book has been prepared from school, textbook from ministry of education ( English Curriculum K13 Revised), Besides that, there are also other supporting books</i>”</p> <p>3. How do you use the textbook?<br/> <u>Answer</u> : “<i>every time when i teach my student, I will shere the textbooks for each studen, then after learning is finished, the textbooks are collected again.</i>”</p> <p>4. Do you have problems in using the textbook?<br/> <u>Answer</u> : “ <i>No,</i></p> <p>5. What kind of problems do you usually face while using the textbook?<br/> <u>Answer</u> : “<i>not really seriously</i>”</p> <p>Do you use language laboratory in teaching English?<br/> <u>Answer</u> : “ <i>yes, I use language laboratory based on the skill that I teach</i></p> <p>7. How do you use the language laboratory?<br/> <u>Answer</u> : “ <i>I use language laboratory because this room is useful for students to practice their English</i>”</p> |



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|                   |   | <p>8. Do you have problems in using the language laboratory?<br/> <b>Answer</b> : <i>There is no problem in using laboratory, but I have to control my students when they use all equipment in the laboratory.</i></p> <p>9. What kind of problems do you commonly face while using the language laboratory?<br/> <b>Answer</b> : <i>Nothing</i></p> <p>10. Do you use other laboratories such as computer laboratory or others in teaching English?<br/> <b>Answer</b> : <i>Yes. I use computer laboratory</i></p> <p>11. How do you use those laboratories for teaching English?<br/> <b>Answer</b> : <i>I use computer laboratory based on the schedule and the material I have for my students</i></p> <p>12. Do you have problems in using those laboratories?<br/> <b>Answer</b> : <i>Yes</i></p> <p>13. What kind of problems do you commonly face while using those laboratories?<br/> <b>Answer</b> : <i>If the other students want to use it too in the same time</i></p> |
| School Facilities | 1. Learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual. | <p>1. Do you use learning media such as overhead projector, slide, or filmstrip projector in teaching English?<br/> <b>Answer</b> : <i>yes of course</i></p> <p>2. How do you use those media?<br/> <b>Answer</b> : <i>“ if the learning process is about listening or have media, I used the laptop and infocus that ani in each class “</i></p> <p>3. Please mention other media that you use (if any)!<br/> <b>Answer</b> :” <i>other media that I used speaker,</i></p>   |

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|  |  | <p><i>telephone.”</i></p> <p>4. Do you have problems in using them?<br/> <u>Answer</u> : “ <i>No, Because the students have more experience in using sophisticated equipment such as internet or download something for english laerning process.</i>”</p> <p>5. What kind of problems do you usually face while using those media?<br/> <u>Answer</u> : “ <i>it is no significant problems</i>”</p> <p>6. Do you use non-projected media such as images, graphics, models, or concrete objects in teaching English?<br/> <u>Answer</u> : “ <i>Yes of course</i> “</p> <p>7. How do you use those non-projected media?<br/> <u>Answer</u> : “ <i>depending on the topic to be discussed, for example the topic of learning about gendre of text, I use images that i take from internet</i>”</p> <p>8. Please mention other non-projected media that you use (if any)!<br/> <u>Answer</u> : “ <i>non-projected media that I used is images, grafic</i>”</p> <p>9. Do you have problems in using those non-projected media?<br/> <u>Answer</u> :” <i>it is no significant problems, couse I can download from internet</i> “</p> <p>10. What kind of problems do you generally face while using those non-projected media?<br/> <u>Answer</u> : <i>it is no significant problems,</i></p> <p>11. Do you use hearing media such as cassette tapes or radio in teaching English?<br/> <u>Answer</u> : “<i>yes of course</i>”</p> |
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|  |  | <p>12. How do you use those hearing media?<br/> <b><u>Answer</u></b> : <i>depending on the topic to be discussed, for example the topic about listening I use hearing media ( speaker ) that i conet with my laptop, or i transfer the material that i have prepared to students' cellphone, and they listen through eirphone</i></p> <p>13. Do you have problems in using those hearing media?<br/> <b><u>Answer</u></b> : <i>“ it is no significant problems, but sometimes the student find it difficult to write what they hear”</i></p> <p>14. What kind of problems do you commonly face while using those hearing media?<br/> <b><u>Answer</u></b> : <i>“there is no significant problems because the student heve good experience to using sophisticated equipment”</i></p> <p>15. Do you use audio-visual Media such as television and movies in teaching English?<br/> <b><u>Answer</u></b> : <i>“sometimes....yes”</i></p> <p>16. How do you use those audio-visual media while teaching English?<br/> <b><u>Answer</u></b> : <i>“depending on the topic to be discussed, i use laptop or i transfer the material to the my students mobilephone”</i></p> <p>17. Do you have problems in using those audio visual media?<br/> <b><u>Answer</u></b> : <i>there is no”</i></p> <p>18. What kind of problems do you usually face while using those audio visual media?<br/> <b><u>Answer</u></b> : <i>there is no”</i></p> |
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### Validation of Interview Guidance

School : SMAN 1 KEPAHANG

Teacher : PARIDA

| Variable          | Indicator                        | Questions   |
|-------------------|----------------------------------|---|
| School Facilities | 1. School building and furniture | <p>1. What school buildings do you use except for classroom while teaching English?<br/> <u>Answer</u> : “ a Hall, library or any place that are related to the theme that will be discussed. Sometimes if the theme about film we go to bengkulu to review about film”</p> <p>2. How do you use those buildings?<br/> <u>Answer</u> : “ related to the theme for example we discussed about drama or role play, we go to a Hall”</p> <p>3. Do you have problems in using those buildings?<br/> <u>Answer</u> : “ Yes I Have “</p> <p>4. What kind of problems do you usually face while using those buildings?<br/> <u>Answer</u> : “sometimes when i will use the a Hall, the space is being used by students from other classes so that we automatically can not use the room, or we have difficulty to do the class management”</p> <p>5. What school furniture do you use while teaching English?<br/> <u>Answer</u> : “ the school furniture that i used is Table, chairs, whithboard</p> |

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|                          |  | <p>6. How do you use the school furniture?<br/> <u>Answer</u> : <i>“I use the school furniture when I teach my Students in class room “</i></p> <p>7. Do you have problems in using the school furniture?<br/> <u>Answer</u> : <i>” no, because there is so many furniture in this school”</i></p> <p>8. What kind of problems do you commonly face while using the school furniture?<br/> <u>Answer</u> : <i>“ Nothing problems “</i></p>   |
| <p>School Facilities</p> | <p>2. Learning tools which include, books and laboratory</p> | <p>1. Do you use textbook in teaching English?<br/> <u>Answer</u> : <i>yes of course</i></p> <p>2. What textbook do you use?<br/> <u>Answer</u> : <i>“textbook that I used is a book has been prepared from school, textbook from ministry of education ( English Curriculum K13 Revised), Besides that, there are also other supporting books” example this book ( detik detik menghadapi ujian nasional bahasa inggris ) this book have good content.</i></p> <p>3. How do you use the textbook?<br/> <u>Answer</u> : <i>“ every time when i teach my student, I will shere the textbooks for each student, then after learning is finished, the textbooks are collected again. Or if students wants to have the textbooks, they can borrow to the library.”</i></p> |

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|  |  | <p>4. Do you have problems in using the textbook?<br/> <u>Answer</u> : “ <i>No,</i></p> <p>5. What kind of problems do you usually face while using the textbook?<br/> <u>Answer</u> : “<i>not really seriously</i>”</p> <p>6. Do you use language laboratory in teaching English?<br/> <u>Answer</u> : “ <i>yes, I used language laboratory</i>”</p> <p>7. How do you use the language laboratory?<br/> <u>Answer</u> : “ <i>I used language laboratory according to the material to be studied, for example for listening or speaking lessons, i will take students to the language laboratory.</i>”</p> <p>8. Do you have problems in using the language laboratory?<br/> <u>Answer</u> : <i>no significant problem</i></p> <p>9. What kind of problems do you commonly face while using the language laboratory?<br/> <u>Answer</u> : <i>actually no significant problem, just organizing students is usually a little time consuming. but sometimes I teach the student in classroom because in each class have infocus and speaker, so if the learning process have media i used laptop or telephone.</i></p> <p>10. Do you use other laboratories such as computer laboratory or others in teaching English?<br/> <u>Answer</u> : <i>I do not use computer laboratory</i></p> |
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|                          |  | <p>11. How do you use those laboratories for teaching English?<br/> <u>Answer</u> : <i>I do not have problems</i>”</p> <p>12. Do you have problems in using those laboratories?<br/> <u>Answer</u> : <i>I do not have problems</i></p> <p>13. What kind of problems do you commonly face while using those laboratories?<br/> <u>Answer</u> : <i>I do not have problems</i></p>   |
| <p>School Facilities</p> | <p>3. Learning media that can be grouped as visual-aid audiovisual and non-visual-aid audiovisual.</p> | <p>1. Do you use learning media such as overhead projector, slide, or filmstrip projector in teaching English?<br/> <u>Answer</u> : <i>yes of course</i></p> <p>2. How do you use those media?<br/> <u>Answer</u> : “ <i>if the learning process is about listening or have media, I used the laptop and infocus that ani in each class “</i></p> <p>3. Please mention other media that you use (if any)!<br/> <u>Answer</u> :” <i>other media that I used speaker, telaphone.”</i></p> <p>4. Do you have problems in using them?<br/> <u>Answer</u> : “ <i>No, Because the students have more experience in using sophistacated equipment such as internet or download something for english laerning process.”</i></p> <p>5. What kind of problems do you usually face while using those media?<br/> <u>Answer</u> : “ <i>it is no significant problems”</i></p> <p>6. Do you use non-projected media such as</p> |

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|  |  | <p>images, graphics, models, or concrete objects in teaching English?<br/> <u>Answer</u> : “ <i>Yes of course</i> “</p> <p>7. How do you use those non-projected media?<br/> <u>Answer</u> : “ <i>depending on the topic to be discussed, for example the topic of learning about genre of text, I use images that i take from internet</i>”</p> <p>8. Please mention other non-projected media that you use (if any)!<br/> <u>Answer</u> : “ <i>non-projected media that I used is images, grafic</i>”</p> <p>9. Do you have problems in using those non-projected media?<br/> <u>Answer</u> :” <i>it is no significant problems, cause I can download from internet</i> “</p> <p>10. What kind of problems do you generally face while using those non-projected media?<br/> <u>Answer</u> : <i>it is no significant problems,</i></p> <p>11. Do you use hearing media such as cassette tapes or radio in teaching English?<br/> <u>Answer</u> : “<i>yes of course</i>”</p> <p>12. How do you use those hearing media?<br/> <u>Answer</u> : <i>depending on the topic to be discussed, for example the topic about listening I use hearing media ( speaker ) that i conet with my laptop, or i transfer the material that i have prepared to students' cellphone, and they listen through eirphone</i></p> <p>13. Do you have problems in using those hearing media?<br/> <u>Answer</u> : “ <i>it is no significant problems, but</i></p> |
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|  |  | <p style="text-align: right;"><i>sometimes the student find it difficult to write what they hear</i></p> <p>14. What kind of problems do you commonly face while using those hearing media?<br/> <u>Answer</u> : <i>“there is no significant problems because the student have good experience to using sophisticated equipment”</i></p> <p>15. Do you use audio-visual Media such as television and movies in teaching English?<br/> <u>Answer</u> : <i>“sometimes....yes”</i></p> <p>16. How do you use those audio-visual media while teaching English?<br/> <u>Answer</u> : <i>“depending on the topic to be discussed, i use laptop or i transfer the material to the my students mobilephone”</i></p> <p>17. Do you have problems in using those audio visual media?<br/> <u>Answer</u> : <i>there is no”</i></p> <p>18. What kind of problems do you usually face while using those audio visual media?<br/> <u>Answer</u> : <i>there is no”</i></p> |
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| No | Tanggal            | Hal-hal yang Dibicarakan           | Paraf Pembimbing I | Paraf Mahasiswa |
|----|--------------------|------------------------------------|--------------------|-----------------|
| 1. | 7/2020<br>Januari  | Buat Bab I sd Bab III              |                    |                 |
| 2. | 26/2020<br>Januari | Koreksi instrumen untuk penelitian |                    |                 |
| 3. | 9/2020<br>Februari | Lakukan penelitian                 |                    |                 |
| 4. | 3/2020<br>Maret    | Buat BAB IV                        |                    |                 |
| 5. | 12/2020<br>April   | perbaiki BAB IV                    |                    |                 |
| 6. | 15/2020<br>Mei     | Koreksi BAB I sd V                 |                    |                 |
| 7. | 1/2020<br>Juni     | perbaiki Abstrak                   |                    |                 |
| 8. | 30/2020<br>Juni    | slap sidang                        |                    |                 |

| No | Tanggal            | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|----|--------------------|--------------------------|---------------------|-----------------|
| 1. | 7/2020<br>Januari  | Buat Bab I sd 3          |                     |                 |
| 2. | 26/2020<br>Januari | perbaiki instrumen       |                     |                 |
| 3. | 9/2020<br>Februari | Penelitian               |                     |                 |
| 4. | 3/2020<br>Maret    | Buat BAB IV              |                     |                 |
| 5. | 12/2020<br>April   | perbaiki Background      |                     |                 |
| 6. | 15/2020<br>Mei     | Buat BAB V               |                     |                 |
| 7. | 1/2020<br>Juni     | Koreksi Bab I sd V       |                     |                 |
| 8. | 30/2020<br>Juni    | sidang                   |                     |                 |

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Yeki Susanteri  
 MAHASISWA : Tadris Bahasa Inggris  
 NIM : 1355 2012  
 PEMBIMBING I : Jumatul Hidayah, M.Pd  
 PEMBIMBING II : Sarwo Edy, M.Pd  
 JUDUL SKRIPSI : The usage of school facilities in English learning process (Descriptive study at SMAN 1 Kepahang)

- Kartu konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 dan pembimbing 2;
- Diajukan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang disediakan;
- Agar ada waktu cukup untuk memperbaiki Skripsi sebelum di ujian di hadapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Yeki Susanteri  
 MAHASISWA : Tadris Bahasa Inggris  
 NIM : 1355 2012  
 PEMBIMBING I : Jumatul Hidayah, M.Pd  
 PEMBIMBING II : Sarwo Edy, M.Pd  
 JUDUL SKRIPSI : The usage of school facilities in English Learning process (Descriptive study at SMA 1 Kepahang)

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi IAIN Curup.

Pembimbing I :   
 Pembimbing II :

Jumatul Hidayah, M.Pd NIP. 19780224 200212 2 002  
 Sarwo Edy, M.Pd NIP. 160801008