

**INDONESIAN TEACHERS TECHNIQUE IN TEACHING
ENGLISH AT CHARIYATHAM SUKSA FOUNDATION
SCHOOL, CHANA, SONGKHLA, THAILAND.**

THESIS

**This Thesis is submitted to fulfill
the requirement for “Serjana” degree
of English Study Program**



By:

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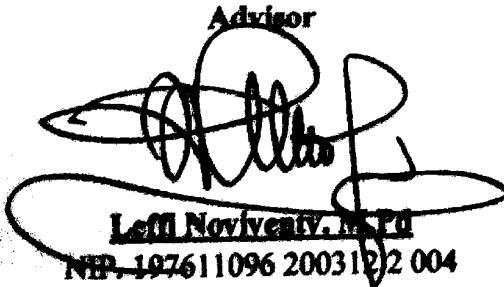
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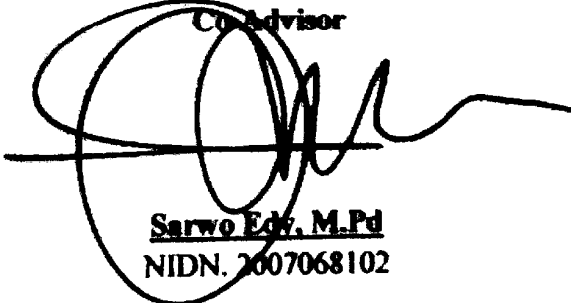
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Demikian permohonan ini kami ajukan, terima kasih.

Wassalamualaikum warahmatullahi wabarokatuh.

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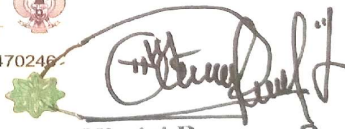
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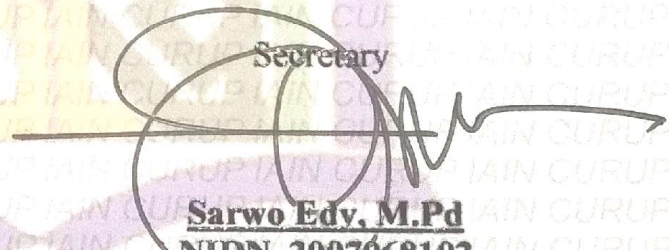
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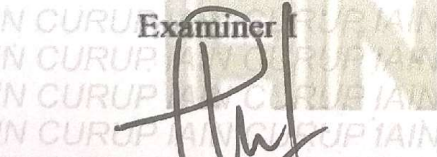
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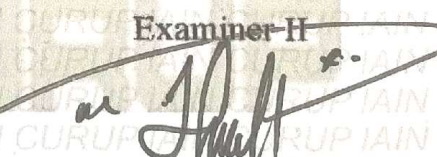
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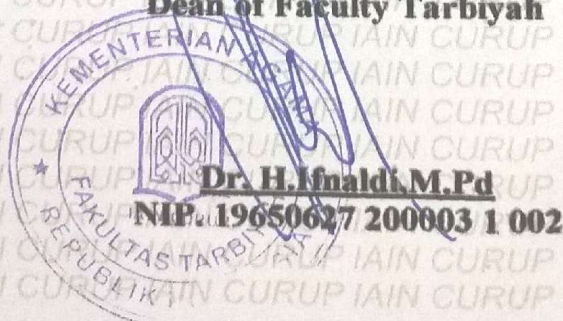
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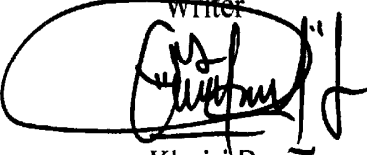
PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled **“Indonesian Teachers Technique in Teaching English at Chariyatham Suksa Foundation School, Chana, Songkhla, Thailand”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1(S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 17th July 2019

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The researcher finished this thesis entitled “**Indonesian Teachers Technique in Teaching English at Chariyatham Suksa Foundation School, Chana, Songkhla, Thailand**”. This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

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Thank u for your support Ibu Negara Api.
3. Special Thanks for my parents, my father Mr Abdul Basith (Alm) and my mom Rummah Asnani, my brothers M. Khoirul Anam, M. Thoyib, Abdul Kholiq and Abdur Rahim Thank U for your support and Du'a

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Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Curup, 17 July 2019

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MOTTO AND DEDICATION

**“DON'T THINK TO BE THE BEST, BUT THINK
DO THE BEST ”**

"Difficulties teach you to be strong, they are stepping stones to greater experience. Perhaps someday you will be thankful for some temporary failure in a particular direction. "

Every miracle has its own way to solve, this research will never accomplish without many people helps. My best thanks to my advisor, Leffi Noviyenty, M. Pd and my co-advisor Mr. Sarwo Edy SPd.i MPd who had given so many contributions for my thesis.

*“Smart Is not the special key in conducting a
research, but discipline, confidence and strong
mental are the key ”*

This thesis dedicates to :

- *My wonderful and beloved family, the greatest man ever my father Mr. Abdul Basith (alm) the most patient and beautiful woman ever, my mother Mrs. Rummah Asnani*
- *My beloved brother, M. Khoirul Anam who always becomes my partner and my bro M. Thoyib who always support me*
- *My great advisor Mrs. Leffi Noviyenty, M.Pd who always give me motivation, suggestion, guidance in finishing my study at IAIN Curup.*
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- *All of students of Tadris Bahasa Inggris of IAIN Curup*
- *My Almamater IAIN Curup.*
- *All of the people around me who gave me the golden precept that I could not be mentioned one by one.*

ABSTRACT

Khoiri B 2019 : **Indonesian' Teachers Technique in Teaching English at Chariyatham Suksa Foundation School, Chana, Songkhla, Thailand.**

Advisor : Leffi Noviyenty, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This thesis was aimed to find out teachers' techniques in teaching English, the problems faced by the teacher in teaching English and Students' perception towards teaching technique used by the teacher in teaching English at Chariyatham Suksa Foundation School. This research is mixed-method which presented in descriptive way to describe it. Teachers from Indonesia who thought in secondary school are conducted informants or subject of this study and the last year students of secondary school of Chariyatham Suksa Foundation School are participants in this research. The researcher used observation, interview and questionnaire to get data that needed. In analysis data, first researcher identifies and checks data that be collected. After that, researcher describes all data that got. Next, researcher classifies data into categories based on research instrument and the last is interpret the data which gotten. The findings revealed that in teaching English. The teacher A used and implemented games, organizational, dialogue/narrative presentation and reading aloud techniques. Then teacher B used and implemented warm up, content explanation, brainstorming, checking, question-answer display technique. Meanwhile, teacher A got problem in lack of interest, lack of concentration in the class, lack of repetition and frequent practice of students, insufficient time, recourse and material and students is defiant, rowdy, or distracting of other. then teacher B got problem on lack of concentration in the class, lack of repetition and frequent practice of the students and Insufficient Time, Resource and Materials. Furthermore, Students' perception towards teaching technique used by the teacher was good. Mostly of the students gave their perception on positive perception.

Keywords: Teaching, Technique and English, Chariyatham Suksa Foundation School.

LIST OF CONTENTS

TITLE PAGE

SUPERVISORS' APPROVAL i

THE OWNERSHIP STATEMENT ii

PREFACE..... iii

ACKNOWLEDGEMENT iv

MOTTO AND DEDICATION..... vii

ABSTRACT..... ix

LIST OF CONTENT x

CHAPTER I. INTRODUCTION

A. Background of the Research 1

B. Research of Questions..... 6

C. Objectives of the Research..... 7

D. Delimitation of the Research 7

E. Significance of the Research..... 8

F. Definition of Key Terms..... 9

G. Systematic of the Research 10

CHAPTER II. REVIEW OF RELATED LITERATURE

A. English in ASEAN

1. English in Thailand..... 11

2. The basic education core curriculum 2008..... 13

3. Other English Language Policies and Program 14

B. Teaching English

1. Definition of Teaching..... 16

2. Aspect of Teaching 19

3. Kinds of Technique..... 22

4. Problem in Teaching English.....	22
C. Students Perception	
1. Definition of Perception.....	37
2. Factors That Affected Perception.....	39
3. Types of Perception	41
4. Perception Indicators	42
5. Forms of Perception.....	43
D. Review of Related Finding.....	44

CHAPTER III : METHODOLOGY OF THE RESEARCH

A. Kinds of the Research	47
B. Subject of The Research	48
C. Techniques of Collecting Data.....	49
D. Research Instrument.....	52
E. Tehniques of Data Analysis	77

CHAPTER IV : FINDING AND DISUSSION

A. Research Findings	82
B. Research Discussion	96

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	121
B. Suggestion	122

REFFERENCE

APPENDIXES

BIOGRAPHY

CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching is the didactic process which both the teacher and student participate in it, and its main goal is to promote and support learning. It is guiding, enabling the learners to learn and setting the condition for learning. According to Brown, teaching is showing or helping someone to learn to do something, giving instruction guiding in study, providing the knowledge and causing to know and understand.¹ In other word, It is concerted of sharing knowledge and experiences to student by giving instruction and information to learn something in order to make the students understand the lesson, which is organized within a discipline in order to stimulus an intellectual growth of a person by another person. It covers the setting and condition or learning environment in teaching process.

There are many aspects should be considered by the teachers to make teaching English process run properly. In teaching English, the teacher must expose the understanding of learners' ability in learning English process. It will determine the philosophy of education, teaching style, approach, method and classroom technique. In line with Oemar Hamalik stated there are seven aspects in teaching process. First, instructional purpose aspect. Second, teaching material aspect. Third, method or strategy learning-teaching aspect. Fourth, instructional media or aspect media. Fifth,

¹ H. Douglas Brown, *principle of language learning and teaching: fourth edition*, (New York: Longman, 2000) P 7.

assessment method aspect is one important aspect. Sixth, facilities supporting time, place equipment aspect. The last, worker aspect. Teacher or lecturer and student are factors determine achieved or not that process.² Based on components above, teaching process will be succeeded as for the teachers have strategy in teaching process. To make the strategy works the teachers need a technique to deliver the material especially in teaching English. The teachers must choose a technique creatively for the students in teaching English as a Foreign Language (EFL).

In teaching process, the teachers need a good technique to deliver material and to build up student's ability easily especially in learning English. According to Brown, Technique is a specific activity manifested in the classroom that are consistent with a method and therefore were in harmony with an approach as well.³ In line with, Dullien and Priewe stated that A teaching technique is implementation and it is something that actually takes place in language teaching or learning in the classroom. It is a detailed list of rules or guidelines for any activity, it is based on the description of steps, and can often be linked to a method or strategy.⁴ Therefore, technique in teaching process is very important aspect for teacher to transfer knowledge to student. So, by employing style of technique will motivate the student to increase their English learning be more effective. Teaching techniques that used by

² Oemar Hamalik in Melya's Thesis, "*Lecturers Strategy in Teaching English for Specific Purpose*" Thesis. (Tarbiyah Faculty IAIN Curup, 2017)

³ H. Douglas, Brown. *Teaching by principle (An Interactive Approach to Language Pedagogy)*, Second edition, (New York: Addison Wesley Longman, 2011) P. 14

⁴ Nakhornsri Supalak, *comparative exploration of learning styles and teaching techniques between Thai and Vietnamese EFL student and instructors*, (king mongkut's University of Technology, Thailand. 2016) P. 10

teachers must be run with what the student's like. As on the theory Richardson and Kring state that understanding which styles of technique certain types of students prefer, can help teachers adjust their approach to best meet the needs of their students⁵. So, by applying a good technique in teaching English. Then, Teaching Techniques applied by teacher depend on teacher competence. the teachers should understand the ability of the students in deciding teaching technique they used. It means that the teacher must consider what they should do, before apply a technique in teaching process.

Yet, based on the data from pre-observation that done by researcher at Chariyatham Suksa Foundation School, Chana, South Thailand researcher found Thai students were not interested to communicate in English. Then, researcher tried to invite them to speak English in daily communication, but they responded it by Thai language, even they tried to answered it by body language. Then, researcher tried to force them to speak English, but they just gave response with an English word they know. However, they understood everything that researcher talked to them. It indicates that they know English, but they don't want to communicate in English.

Furthermore, researcher found that Thai culture in communicating is interesting, because they do not want to communicate with English. they tried to avoid when researcher communicated in English. they responded with Malay, Thai languages, even they communicate by body language. They said that English is not

⁵ Richardson T.R et all, *Preferred Teaching Styles and Modes of Thinking Among University Students in Mainland China Thinking Skills and Creativity*, 1997, Page. 95-107. <http://www.sciencedirect.com/science/journal/18711871> (Retried on Wednesday, 14 January 2019).

their priority because it is not the official use for them, and Arabic is more important for them because it is Islam language. So, English position in Thailand is not important for the people. It caused Thai students are rarely practicing English in daily activities.

On the other hand, we know that in learning English process, practice plays an important role. Practice is given to the students to perform task he will learn language easily. According to behaviourists psychologist the habit is conditioned behaviour. So, learning a language means forming habit of using language. If we want to learn language. We should take it in practice. Acquiring new habit is the result of learning. Learning a second language means forming the habit of using English.⁶

Next, researcher Interviewed an English teacher of Chariyatham sukxa Foundation school about English culture in Thailand, especially in the school. The teacher said that English took place in the curriculum of chariyatham sukxa foundation school since the school held about 15 years ago, but the school did not give much important about English. They ware prefer to learn Arabic because it more appropriate as muslims. However, since the Asian economy Society (MIA) began, mostly of the school tried to open English program. English subject is compulsory in the school. It is set by the government from nursery student, kindergarten primary, secondary and university level. It means that English is more learnt in Thailand than before. At least, they study English about 12 years, but they cannot speak English

⁶ M.F. Patel Praveen M. Jainp, *English Language Teaching (Methods, Tools & Techniques)*, (Sunrise Publishers & Distributors, Jaipur, 2008)p. 46

fluently and smoothly. It happens because the environment does not support them to improve their skill in English.

Meanwhile, the school hires the foreign teacher to teach English in school in order to improve student ability in English. Then, researcher saw teacher from Indonesia, who has a different culture, language and experience in Indonesia and also learn about teaching English in Indonesian culture, taught English subject in Chariyatham Suksa foundation school. We know that in teaching English process as a teacher we need to know all of thing about Students' needs. It influences the technique they used in the teaching English process, because the technique they applied in the class is based on their experience and their knowledge and also students' needs. So, English teacher from Indonesia taught them at least like Indonesian culture.

However, researcher saw other condition when researcher came to the class the students were interested in teaching technique that used by the teacher who taught in English class. Researcher interviewed some students about their perception to teaching technique used by English teacher of Chariyatham Suksa Foundation School. Almost of them gave good response they liked teaching technique of their teachers in English class. As we know that Perception is observation in a brain about object that we observe is result ability to experienced organized.⁷ Their reason was English class is interesting. It caused the teachers combine the technique in teaching

⁷ Sarlito Wirawan Sarwono, *Psikologi Umum*, (Jakarta: Bulan Bintang, 1976), p.675

English process. They said that the teachers play games when the students feel boring. Although, they did not understand very much about English.

Researcher also interviewed English teachers about teaching technique used by English teacher. She gave response that the teachers apply a different technique in the class. Their reason was to make English class interesting, and to avoid students feel bored in the teaching process. However, the teachers explained that they found some problems when they implemented a variation of technique in the class. Such as, the students did not understand the instruction given by the teacher etc.

Based on some reason above mentioned, the researcher is interested to investigate the technique used by the teacher of Chariyatham Suksa Foundation School, Chana, Songkhla, Thailand in teaching English and the problems faced by the teachers in teaching English and how students' perception toward teaching technique used by teacher from Indonesia. The result of this research would present that different culture in teaching English as a foreign language would be different treatment in presenting the materials. The researcher interested to investigate this research entitled **“Indonesians’ Teacher Technique in Teaching English at Chariyatham Suksa Foundation School Chana, Songkhla, Thailand.”**

B. Research Question

Based on the background that has been explained before, the researcher Formulate the questions to obtain the result of this research, they are as follows:

1. What are the techniques used by teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School?

2. What are the problems faced by the teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School?
3. How students' perception towards teaching technique used by the teacher in teaching English at Chariyatham Suksa Foundation School?

C. Object of the Research

Based on the research questions above, the objective of this research are to investigate

1. The technique used by teacher from Indonesia in teaching English at Chariyatham Suksa foundation School.
2. The problem faced by the teachers in teaching English at Chariyatham Suksa foundation School.
3. Student perception toward techniques used by the teacher in teaching English.

D. Delimitation of the Research

The researcher delimits this research to get more specific data. In this research, the researcher focused on the area of investigating techniques used by teacher in teaching English subject at Chariyatham Suksa Foundation School. The limitation of the research is focused on Teacher Problems in teaching english at Chariyatham suksa foundation school. The researcher delimits this study focused on the area of finding out students' perception toward English teachers' technique in teaching English at Chariyatham suksa foundation school,

Therefore, the researcher chose or focus on H. Douglas Brown's theory as a main theory that used in this research, because it is easy to understand, to access and

to apply to the students in the class then other experts. So, the researcher chose H. Douglas Brown's theory as a main theory of this research.

E. Significant of the research

1. For the teacher

After the researcher finished this research about the technique used by teacher in teaching English class at Chariyatham Suksa Foundation School, it can be a reference for the teacher to applied teaching technique that appropriate with the condition of the class in Thailand. It also can be references for the teacher in using teaching technique that parallel with learning style of the Thai students that assist to increase student's ability in learning process. Then, it will be useful for the teachers to apply different technique to the students and how to use it well. The last, it could be a reference for the teacher to anticipate the problems in teaching English in Thailand.

2. For the researcher

The researcher could use this research as the way to know some steps in doing a research and also automatically the researcher will know some techniques in building effective teaching-learning process. it would be useful for the researcher to increase the researcher ability of teaching English. it is expected that the result of this study can provide valuable information about teacher technique in teachng English at Chariyatham Suksa Foundation School. Next, it could be a reference for the other researchers to conduct other researchs in Thailand.

F. Definition of Key Terms

1. Teaching

According to Brown, teaching is showing or helping someone to learn to do something, giving instruction guiding in study, providing the knowledge and causing to know and understand.⁸ In other word teaching is a process of transfer knowledge by the teacher to the students by helping, giving instruction and information to learn something that make student understand the lesson given by the teachers.

2. Technique

Brown stated that technique is specific activities manifested in the classroom that are consistent with a method and therefore were in harmony with an approach as well.⁹ So technique is a way and instrument used by the teacher in the class. So, technique in teaching is crucial for the teacher in order to transfer knowledge to the students. In this research context, technique means as the way and activities done by the teachers in teaching English process, in order to make easy the teacher in delivering materials.

3. Students' Perception

Perception comes from Latin is *percipere* meaningful inference, perception, acceptance, views, understanding.¹⁰ Perception is one of the prycological aspect that are important to human to response to the presence of

⁸ H. Douglas Brown, *op, Cit.* P 7.

⁹ H. Douglas, Brown. *Teaching by principle (An Interactive Approach to Language Pedagogy)*, Second edition, (New York: Addison Wesley Longman, 2011) P. 14

¹⁰ Sarlito Wirawan Op, Cit P. 89

various aspect and symptoms in the vicinity. Perception contains a very broad sense, concering internally and externally

G. Systematic of the Research

This section provides the paper organization from chapter number one until chapter number five. Chapter I is introduction that consist of background of the research, research question, the objective of the research, limitation of the research, definition of key terms, and systematic of the research. Chapter II is literature review and previous related findings. Chapter III deals with Methodology of the research. It consists with kinds of the research, subject of the research, technique of collecting data, research instrument, and technique of data analysis. Chapter IV is research findings and discussion. And chapter V is the conclusion and suggestion that consist of conclusion and suggestion.

BAB II

LITERATURE REVIEW

A. Review Related Theory

1. English in Asian

a. English Thailand

English unquestionably serves an increasingly important role not only as a language of wider communication but as a means of social advancement. In Asia this is especially true as every government member of the Association of Southeast Asian Nations (ASEAN), having adopted English has a lingua franca. It has increased efforts to improve English language teaching (ELT) in order to prepare their citizens for the upcoming merger of the ASEAN Economic Community (AEC) in 2015. The AEC integration is expected to foster an environment in which human resources, professional qualifications, and English fluency will all be critical for the success of citizens of every member nation. Therefore, the demand for good ELT approaches is crucial.¹¹

In Thailand, the teaching of English skills has been deemed by many to be rather ineffective. This has in fact become a hotly debated issue on the Internet. Kongkerd accepts that current pedagogical approaches to English teaching in Thailand are not able to help learners become competent English

¹¹Teng et al. *Teaching and Learning English in Thailand and the Integration of Conversation Analysis into the Classroom* (Faculty of Liberal Arts, Prince of Songkhla University, Hat Yai, Thailand. 2015) P.13

users. According to the National Survey of the Ministry of Education, based on the results of tests carried out in 1997 and 1998, Thai learners' English proficiency was unsatisfactory in the four main skills: writing, reading, listening and speaking. Prapphal found out that the average English proficiency of Thai students was higher than that of Laotians but still lower than that of students of other ASEAN countries.

More recently, another study conducted by an international language training company using data from online English tests revealed that Thais' English proficiency was among the lowest when compared to English learners in other Asian countries. drawing on data from TOEFL Tests (2011-2012), claims that Thai students who have spent twelve years learning English in primary and secondary schools have relatively low English proficiency compared to their ASEAN country counterparts in Indonesia, Malaysia, the Philippines, and Singapore. Khamkhien found that this problem continues to persist. Such dismal assessments lead to doubts about the quality of the approaches to teaching English in Thailand. In an attempt to improve English language instruction, the Thai government instituted a policy to replace traditional teaching methods as found in grammar translation and audio-lingual approaches with those found in the CLT approach.¹²

Despite the fact that the English language has never been given the status of an official language, it has remained one of the dominant foreign

¹²Ibid. P 14

languages in Thailand. This trend continued during the reign of King Chulalongkorn (Rama V) who is credited with the introduction of modern education in the kingdom of Thailand which he accomplished through major reforms. Rama V received his country.

b. The Basic Education Core Curriculum 2008

The NEA's policies were succeeded by the Basic Education Core Curriculum (BEC) in 2008 which effectively replaced the 2001 Basic Education Curriculum following revisions. BEC 2008 was designed to confront the demands of globalization. It focused on preparing Thai students to keep up with the rapid economic, technological, and social transformations that were occurring within the country. The BEC 2008 recommended eight learning areas including a foreign language. While English was approved as a core language, teaching of other foreign languages such as French, German, Chinese, and Japanese were left at each school's discretion.¹³ In comparison to BEC 2001, one can see a shift to include teaching English for communication purposes in addition to being taught as a compulsory subject. The English language section in BEC 2008 focused on four major strands: Language for Communication, Language and Culture, Language and Relationship with other Learning Areas, and Language and Relationship with Community and the World. As a whole, the four strands emphasized that learning of English should facilitate learners'

¹³Amrita Kaur, David Young, and Robert Kirkpatrick, *English Education Policy in Thailand: Why the Poor Results*, (Springer International Publishing Switzerland 2016) page 349

communicative competence, enabling them to exchange and present data and information, express their feelings, opinions, concepts and views on various matters. In line with this, BEC recommended use of appropriate teaching methodologies in accordance with the cultures of native speakers and Thai. It also emphasized the use of English to acquire knowledge from other areas and build relationships with communities around the world for exchange of knowledge, to acquire education and to earn a livelihood (Ministry of Education, 2008)¹⁴.

c. Other English Language Policies and Programs

Besides major reforms and initiatives, there are several mini-programs and strategies that the Thai government has employed to promote the use of the English language throughout the country.

1) International Schools

Since 1957, the Thai government has permitted the opening of international schools in the country. The ministry of education allows Thai nationals to obtain their education through international curricula such as the International Baccalaureate (IB) and the International General Certificate of Education (IGCSE). It also mandates international schools to get accreditation from at least one of the reputable international accrediting agencies such as the Western Association of School and Colleges (WASC), and the Council of International Schools (CIS).

¹⁴Ibid. P 349

2) EP or Bilingual Program

In 1995, an initiative was brought forth by the Office of the Basic Education Commission (OBEC) to establish English programs in public and private Thai schools across the nation. These schools teach four core subjects: science, mathematics, English and physical education using English as a medium of instruction. EP or Bilingual schools usually employ foreign teachers to teach these subjects in English.

3) International Program in Higher Education

In a similar endeavour, the Thai Ministry of Education (MOE) has also made efforts to internationalize higher education allowing public and private universities to run international programs with English as a medium of instruction. Internationalization of higher education in Thailand is one of the strategies for instilling and promoting job-based skills among Thai students with a focus on improving English language abilities¹⁵

4) Road Map for Education Reforms

One of the areas of reform is the promotion of foreign language and teachers' development training. The move involves an initiative known as the Strategic Plan for Reforming the English Learning Process to Accelerate National Competitive Ability (2006–2010). This plan focuses on building the capacity of Thai people in English communication skills to gain

¹⁵ Ibid. P 349

knowledge, increase performance in their profession, and build international competitiveness.

5) Establishment of Support Organizations

The English Language Institution (ELI) was established in 2007 under the Office of the Basic Education Commission (OBEC). Its goal is to collaborate with other agencies to facilitate and promote the English learning process for both students and teachers and to ensure schools meet expected curriculum standards. OBEC has established the English Resource and Instructional Center (ERIC) in order to train and develop teachers in their areas. Similarly, projects such as In-Service Education and Training (INSET) concentrate on training and development programs for teachers to allow them to carry forward the national education agenda. However, success of these projects remains questionable in the Thai educational community.¹⁶

2. Teaching

a. Definition of Teaching

Teaching is the didactic process which both the teacher and student participate in it, and its main goal is to promote and support learning. It is directed to the learning process of teachers while in the classroom, dealing with students, planning lessons, and evaluating them. Brown stated that teaching is showing or helping someone to learn to do something, giving instruction

¹⁶Ibid, P. 350

guiding in study, providing the knowledge and causing to know and understand.¹⁷ additionally, according to William H. Burton said that teaching is efforts in giving stimulus, guidance, instruction to the students in order to learning process.¹⁸

Meanwhile, Brown mentioned that teaching language is delivered and give feedback to a set of principle that form skeleton of an overall approach to language learning and teaching.¹⁹ In this case, teaching language is teaching English as a foreign language. It refers to teaching the English language to students with different first language. In English there are four skills that can not be separated in learning English; speaking, listening, writing, and reading. On the other hand, four skill that the researcher mentioned above, there are some components of skill, such as pronunciation, vocabulary and grammar. So, in the process of teaching English as a foreign language is different with other subjects. Teaching English is not easy as we imagine, especially for people who use English for second or foreign language. Teaching English enable students to learn and follow all activity that related to learn about English itself. Teacher is one important thing in teaching English process. the teachers must show the understanding of students' ability in learning English. It will determine the philosophy of education, teaching style, approach, method and classroom

¹⁷ H. Douglas Brown, *principle of language learning and teaching: fourth edition*, (New York: Longman, 2000) P 7.

¹⁸ M Subana et all, *Strategi Belajar Mengajar Bahasa Indonesia*, (Bandung: Pustaka, 2000) P. 13

¹⁹ H. Douglas, Brown. *Teaching by principles (An Interactive approach to language pedagogy)*. (Prentice Hall Regents Englewood Cliffs, 1994) P. 135

technique. So, the teacher must have good ability and competence in teaching process in order to make the teaching process run properly and the student get a good knowledge from the teacher.

The teachers must be professional in teaching English process. the teachers will be professional if they have some competencies in it. Here are teachers' professional competencies. the first, Field Competencies, they are the main areas of teacher competencies that include academic studies about content. the second, Research Competencies, it includes the competencies of research methods and techniques, designing and carrying out research in teachers' fields. the third, Curriculum Competencies, they are related to the understanding of the curriculum plans for the teaching and learning. The fourth, Lifelong Learning Competencies, it requires that learners take responsibility of their learning. As individuals, teachers are acting for their own learning in the lifelong learning process.²⁰ The fifth, Social-Cultural Competencies, it includes the knowledge about social-cultural background of students and teachers, local, national and international values, democracy and human rights issues, team and collaborative work with others, and social studies. The sixth, Emotional Competencies, they are composed of teachers' and students' values, morals, beliefs, attitudes, anxieties, motivation, empathy and so on. Next, Communication Competencies, it includes communication models, interaction

²⁰Kiyem Selvi, Teachers' Competencies (Faculty of Education, Anadolu University, Eskisehir, Turkey, 2014) P. 171

among teachers, students, social environment and learning topics. Then, Information and Communication Technologies (ICT) Competencies, They are based on using tools and technical equipment for the reaching, disturbing and transferring the knowledge. the last, Environmental Competencies, it can be defined as competencies for ecological and environmental safety.²¹

b. Aspect of Teaching

There are some aspects in the teaching process should be considered by teacher in order to make the teaching learning process succeed. they are:

1. Planning of the teaching

Planning is process of arranging the material of the lesson, using the media, approach or method of the lesson in time allocation to get the goal have determined. The readiness includes many factors such as preferred length and intensity of course, preferred learning arrangement, methodology, learning style and general purpose.²² So, before teacher move into the classroom and start to present the material they have to be ready in planning of the teaching.

2. Material

Besides teacher qualification and school facilities, teaching and learning material is also important factor in determining quality of

²¹ Ibid. p.172

²² David Nunan, *language teaching methodology*, (New York, 1991) p.50

education. material are resources or essential of a teacher in teaching to support teaching and learning process.

3. Media

Media is an ideal way of getting a message across. Videos, photos, maps, diagrams and graphs can convey complex ideas at a glance and can give a written message more impact. Media also encompasses audio and animation. When using any type of media, it is good practice to be mindful of its purpose in relation to your learning and teaching aims.²³

4. Evaluation

The evaluation is part of teaching and learning process and this do for every teacher. Evaluation was term that use for whole study in learning process of gathering information in order to make decision successful outcome have been. Evaluation has become a tradition in teaching and learning process, so the teachers know students' ability in mastering the materials. Evaluation is an important aspect because evaluation is related with the reaches the purpose of teaching-learning process, efficient of instructional procedure.

5. Technique

Technique is the way of teacher do in implementing a method specifically, it is a particular trick, stratagem or contrivance used to

²³ Ibid

accomplish objectively. Technique must be consistent with a method and therefore in harmony with approach as well.²⁴

5.1 Teaching Technique

5.1.1 Definition of Teaching Technique

Teaching is a step or way that the teacher used in teaching English. Dullien and Priewe stated that A teaching technique is implementation and it is something that actually takes place in language teaching or learning in the classroom. It is a detailed list of rules or guide lines for any activity, it is based on the description of steps, and can often be linked to a method or strategy.²⁵ In line with, Brown stated that technique is specific activities manifested in the classroom that is consistent with a method and therefore it is in harmony with an approach as well.²⁶ Furthermore, Hence stated teaching technique is some ways or activities used by teacher in class where the technique must be mastered by teacher or lecturer. Based on these theories above researcher conclude that the technique is the way how the teacher manages the class be attractive and enjoyable to understand the materials.

²⁴ Antony, *Let's Learning English*, (New York: American Boo, 1980) p.20

²⁵ Nakhornsri Supalak, *comparative exploration of learning styles and teaching techniques between Thai and Vietnamese EFL student and instructors*, (king mongkut's University of Technology, Thailand. 2016) P. 10

²⁶Ibid, p. 14

From the explanation above, it can be concluded that in using technique in teaching, a teacher should pay attention to situation, condition, and purpose of learning. Therefore, technique in teaching process is very important aspect for teacher in transfer knowledge to student. So, before teacher apply the technique, the teacher must consider about student needs, situation and the purpose of the teaching process. It will determine student achievement in order to master in the materials.

5.1.2 Kind of technique

In giving the material, the teacher always has special manner, learning English will be successful by using appropriate techniques. there are many techniques in teaching language class. Brown offered a group of technique namely taxonomy of technique. taxonomy is the practice and science of classification of things or concepts, including the principles that underlie such classification. this technique is adopted from G. Crookes and C. Chaudron. it is divided into three main group of technique. they are controlled technique, semi controlled technique and free technique²⁷

²⁷ Brown, op, cit. p. 133

CONTROLLED TECHNIQUES

It is technique that teacher play an important role as a centred, manipulative, structured, predicted student responses, pre-planned objectives and set curriculum. The techniques are:

1. Warm-up: Mimes, dance, songs, jokes, play. This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language.
2. Setting: Focusing in on lesson topic. Teacher directs attention to the topic by verbal or nonverbal evocation of the context relevant to the lesson by questioning or miming or picture presentation, possibly by tape recording of situations and people.
3. Organizational: Structuring of lesson or class activities includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, etc. Crookes & Chaudron refer to class organization as a determining dimension that has a meaningful influence on language learning processes.²⁸

²⁸ Guzman, Francia D and Diana Rocio Romero, *A Descriptive-Interpretative Study About the Dominant Type of Technique (Controlled, Semi controlled and Free) Carry out by Two First Semester*

4. Content explanation: Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.
5. Role-play demonstration: Selected students or teacher illustrate the procedure(s) to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated.
6. Dialogue/Narrative presentation: Reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions (students may be asked to "understand"). Gower et al. stated that establishes first a context for learners to discover or induce rules from their experience of using the target language.²⁹ on the other hand, Djamarah Bahri Syaiful and Zain Aswan Stated that content explanation' objective to present the given material clearly.³⁰
7. Dialogue/Narrative recitation: Reciting a previously known or prepared text, either in unison or individually.

Teachers of the Spanish, English and French Languages Teaching Program, (LA SALLE UNIVERSITY FRANCIA, 2007). P.62

²⁹ Guzman et al, *Op, Cit* P.67

³⁰ Djamarah Bahri Syaiful dan Zain Aswan, 2006, *Strategi Belajar Mengajar*, Jakarta, PT. Rineka Cipta taken from <https://wahidmustaqim.blogspot.com/2014/01/makalah-teknik-pembelajaran.html> on July 12th 2019

8. Reading aloud: Reading directly from a given text. according to Bredekamp, Copple, & Neuman Reading aloud is the foundation for literacy development. It is the single most important activity for reading success.³¹ Sri Utari and Subyakto Nababan stated that some of the advantages of reading aloud technique are training the students read texts quickly. Then, make the students understand the text without wasting too much time into the background of the reading. Next, reading aloud support students' pronunciation skills.³²
9. Checking: Teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity. Brown stated that checking technique can happen when students socialize work or after activities when it is necessary to check students answers to a given exercise. It also includes students' peer correction.³³
10. Question-answer, display: Activity involving prompting of student responses by means of display questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response).

³¹ Bredekamp, et all (, 2000) taken by <https://www.readingrockets.org/article/reading-aloud-build-comprehension> on July 08th 2019

³² Sri Utari et all. *Metodologi Pengajaran Bahasa*. (Jakarta:PT Gramedia Pustaka Utama,1993). P, 167

³³Guzman, et all, *Op,cit* P. 63

Distinguished from referential questions by the likelihood of the questioner's knowing the response and the speaker's being aware of that fact. Then, Suciati and Prasetya stated that some of the advantages of Question-answer display technique are to find out how far the students' understanding the material presented by the teacher. then, these activities stimulate students to think about the material given by the teacher and give the students an opportunity to deliver their problems that have not been understood by them.³⁴

11. Drill: Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached.
12. Translation: Student or teacher provision of L1 or L2 translations of given text.
13. Dictation: Student writing down orally presented text.
14. Copying: Student writing down text presented visually.
15. Identification: Student picking out and producing/labeling or otherwise identifying a specific target form, function, definition, or other lesson-related item.

³⁴ Suciati et all. *Teori Belajar dan Motivasi*. (Jakarta: Universitas Terbuka, 2005) P 78

16. Recognition: Student identifying forms, as in Identification (i.e., checking off items, drawing symbols, rearranging pictures), but without a verbal response.
17. Review: Teacher-led review of previous week/month/or other period as a formal summary and type of test of student recall performance. one of the advantages of review technique is to summary and test students' ability in order to recall students' performance.³⁵
18. Testing: Formal testing procedures to evaluate student progress.
19. Meaningful drill: Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from Information exchange by the regulated sequence and general form of responses.

SEMICONTROLLED TECHNIQUES

In this technique both teacher and student play an important role and both of them are a centered of this technique

20. Brainstorming: A special form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit

³⁵ Douglas, Op, Cit p 74

analysis or interpretation by the teacher. Osborn in Gie stated that Identify problems, Analyze the situation, find new ideas and Analyze ideas are some advantages of brainstorming technique.³⁶

21. Story telling (especially when student-generated): Not necessarily lesson-based, a lengthy presentation of story by teacher or student (may overlap with Warm-up or Narrative recitation). May be used to maintain attention, motivate, or as lengthy practice.
22. Question-answer, referential: Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information). Distinguished from Question-answer, display.
23. Cued narrative/Dialogue: Student production of narrative or dialogue following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialogue (e.g., metalanguage requesting functional acts).
24. Information transfer: Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out

³⁶ Osborn in Gie (1995) taken from <https://www.situsbahasa.com/2011/11/definistujuandanmanfaatteknikbrainstor.html> on July 12th 2019

- diagram while listening to description). Distinguished from Identification in that the student is expected to transform and reinterpret the language or information.
25. Information exchange: Task involving two-way communication as in information-gap exercises, when one or both parties (or a larger group) must share information to achieve some goal. Distinguished from Question-answer, referential in that sharing of information is critical for the task.
 26. Wrap-up: Brief teacher- or student-produced summary of point and/or items that have been practiced or learned.
 27. Narration/exposition: Presentation of a story or explanation derived from prior stimuli. Distinguished from Cued narrative because of lack of immediate stimulus.
 28. Preparation: Student study, silent reading, pair planning and rehearsing, preparing for later activity. Usually a student-directed or -oriented project.

FREE TECHNIQUES

It is group of technique which is student as a centred of this technique, communicative, open-ended, unpredicted response, negotiated objectives and cooperative curriculum.

29. Role-play: Relatively free acting out of specified roles and functions. Distinguished from Cued dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.
30. Games: Various kinds of language game activity not like other previously defined activities (e.g., board and dice games making words). according to Mercie Hall states that games technique is activity that students are in a situation to gain an understanding of a concept that has rules, objectives and elements of pleasure. In this activity the students have an active involvement so that they will understand the concept and longer remember, but it takes a long time.³⁷ Furthermore, Mercie Hall states that there are some advantages of games technique. One of the advantages of games is fun activity. game can motivate students in joining teaching- learning process. It can attract the students' attention.³⁸
31. Report: Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and

³⁷ Lusi Dyah Ayu, Murdibjono, *The Use Of Games In Teaching English At sman 2 pare*, taken from [lousi q@yahoo.co.id](mailto:lousiq@yahoo.co.id) on July 08th 2019 .

³⁸ Ibid

- elaborated on according to student interests. Akin to Composition in writing mode.
32. Problem solving: Activity involving specified problem and limitations of means to resolve it; requires cooperation on part of participants in small or large group.
 33. Drama: Planned dramatic rendition of play, skit, story, etc.
 34. Simulation: Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.
 35. Interview: A student is directed to get information from another student or students.
 36. Discussion: Debate or other form of grouped discussion of specified topic, with or without specified sides/positions prearranged.
 37. Composition: As in Report (verbal), written development of ideas, story, or other exposition.
 38. A propos: Conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.

The Groups of techniques above is taken from Teaching by Principles: An Interactive Approach to Language Pedagogy H. Douglas Brown, 2001 Pearson-Longman. which adopted from G. Crookes and C. Chaudron.

Researcher chose this kind of technique because based on researcher observation researcher saw the teacher in Chariyatham sukra foundation school used a combination technique. and researcher want to investigate the different technique used by both of teachers from Indonesia.

c. Problems in Teaching English

Teaching is not always success for the teachers, especially in teaching English as a second or foreign language. There are a lot of challenges that must be considered by teachers in the teaching-learning process. There are several discussions about problems that come from the students their selves. The problems are commonly become obstacles in teaching English process. There are problems in language teaching-learning process given by Akram Inanlo Khajlo in his research, they are:

1. lack of Interest

This factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something, they will forget it quickly, because they are tired of its repetition.

2. lack of concentration in the class

The second factor is the lack of concentration. When students do not have the concentration cannot learn the material. Concentration depends on these factors: 1. Fatigue and insomnia 2. Environment 3. family

problems. When all these factors are eliminated, the students can do his best to learn the language and gain a good score.³⁹

3. Lack of Repetition and Frequent Practice of Students

Since students are not interested to learn English, so they will be tired of repeating and practicing the language. If the language is taught by the use of audio and video, then the students will learn it within a short period of time. We should use the specific methods or technique which are from the experiences of teachers in order to motivate the students in learning English.⁴⁰ We know that practice plays important role in teaching Learning process. If sufficient practice is given to the students to perform task, he will learn language easily. According to behaviourists psychologist the habit is conditioned behaviour. So, learning a language means forming habit of using language. If we want to learn language. We should take it in practice. Acquiring new habit is the result of learning. Learning a second language means forming the habit of using English.⁴¹

Additionally, Larry M. Lynch stated in his research, there are some problems in teaching-learning process.

²⁵ Akram Inanlo Khajlo, *Problems in Teaching and Learning English for Students*, (Islamic Azad University of Science and Research Tehran, 2013) p. 57

⁴⁰Ibid. p. 58

⁴¹ M.F. Patel Praveen M. Jainp, *English Language Teaching (Metods, Tools & Techniques)*, (Sunrise Publishers & Distributors, Jaipur, 2008) P. 46

1. Lack of learners Motivation

Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning⁴². Some learners are not particularly concerned about their ability in English subject. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown says that motivation and concern are high, then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching-learning English process. Furthermore, Brown defined motivation is the extent to which you make choice about goals to pursue and the effort you will devote to that pursuit.⁴³

The teacher does not have other choice expect try to wake students' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factors that 'energize' the behaviour and give it 'direction' In Atkinson point a view, motivation is term used to describe what energize a person and what directs his activity, and energy and direction are the centre of motivation. Furthermore, Motivation is divided into intrinsic and extrinsic motivation. Intrinsic motivation are ones for which there is no apparent reward except the activity itself. and extrinsic motivation are carried out anticipation of a reward from outside

⁴² Ibid. P. 41

⁴³H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Addison Wesley Longman, Inc. 2001), p. 72

and beyond the self.⁴⁴ The problem here is that how to build both intrinsic and extrinsic motivation from the students. Moreover, each student has his own characteristic so it needs many strategies and approach to make up the motivation.

Teacher can help learners to perceive or develop that motivation by showing, among other things, how clarity of speech is significant in shaping their image and ultimately in reaching some of their higher goals.

2. Insufficient Time, Resource and Materials

English is foreign language and hence cannot be learnt and thought as easily as mother tongue or first language. When It is learnt or thought as a second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process.

3. Discipline

Every culture has a different standard of discipline and consequence for bad behaviour. Making it clear to my students right from the start what the rules of the classroom were and what the consequence for bad behaviour were and consistently following through with punishments well as reward, made the student behaviour in my classroom much better than it was outside of it.

⁴⁴Ibid, p. 76

4. Student is defiant, rowdy or distracting of other.

This will happen, no matter what, in every classroom if the entire class is acting up, it may be the fault of the teacher, boring material or poor classroom management. If it one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and discipline the student if needed. If it continues to happen, further disciplinary action through the schools director could be persue.⁴⁵

Table 2.2

Problem In teaching English

No	Problem in teaching	Explanation
1	lack of Interest	Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher
2	lack of concentration in the class	When students do not have the concentration cannot learn the material. Concentration depends on these factors: 1. Fatigue and insomnia 2. Environment 3. family problems
3	Lack of Repetition and Frequent Practice of Students	According to behaviorists psychologist the habit is conditioned behavior. So, learning a language means forming habit of using language. If we want to learn language. We should use the specific methods or technique which are from the experiences of teachers in order to motivate the students in learning English
4	Lack of learners Motivation	Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning. Brown says that motivation and concern are high, then the necessary effort will be

⁴⁵ Lary M. Lynch, *Three critical problem in English Language Teaching and Learning*, (Colombia, University Professor in Cali. 2008)

		expended in pursuit of goals.
5	Insufficient Time, Resource and Materials	English is foreign language and hence cannot be learnt and thought as easily as mother tongue or first language. When It is learnt or thought as a second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process.
6	Discipline	Every culture has a different standard of discipline and consequence for bad behavior. making rules and made the student behavior in my classroom much better than it was outside of it.
7	Student is defiant, rowdy or distracting of other	This will happen, no matter what, in every classroom if the entire class is acting up, it may be the fault of the teacher, boring material or poor classroom management.

3. Students Perception

a. Definition of Perception

According to Sarlito perception is the ability to organize observation. Perception is a process that starts from a vision to from a response that occurs within the individual so that individuals are aware of everything in the environment through its sense. Perception is one of the psychological aspects that are important to human to respond to the presence of various aspect and symptoms in the vicinity. Perception contains a very broad sense, concerning internally and externally. Various expert has given definition of perception, although in principle at same meaning. In the other word, the term perception is a process of activities of a person in giving the impression, opinion, feeling, and interpretation something

based in information displayed from other sources.⁴⁶ In other words, perception is a process that involves the inclusion of a message or information, thoughts, feelings, experiences to the human brain. It influences individuals participate actively in the process of perception.

Richard in Jalaludin states that there are three types of sense in perception, such as:⁴⁷

a. Visual Perception

Which is perception that is gained by seeing, because it ia form of visual information and stimuli from outside.

b. Auditory Perception

Perception related to the hearing.

c. Speech Perception

Perception which deals with the spoken language. Speech perception is expressed by our verbal ability.

Based on the definition above, the researcher concludes the definition of perception is the ability to give response for understanding something by using organs of sense and process it to give information, interpretation, opinion, suggestion and expectation that based on the individuals' experiences.

⁴⁶ Sarlito Wirawan S, *Op, Cit.* p. 90

⁴⁷ Jalaludin R, *Persepsi Dalam Psikologi*, (Bandung: Remaja Rosdakarya, 2008) p. 52

b. Factors Affected Perception

According to Sobur the factors that influence the perception are basically divided into two types, internally and externally; The term will be explain as follows:⁴⁸

a. Internal Factor

Internal factor is affecting the perception, that the factors contain within the individual, which includes several things, among other are:

1) Physiological

Information in through the senses, then the information obtained will affect and complement effort to give meaning to the surrounding environment. Capacity sense to perceive in each person is different so the interpretation of the environment may also be different.

2) Caution

Individuals need a certain amount of energy spent to pay attention or focus on the physical and mental facilities that exist in an object. Energy each person in different so one's attention to the object is different and this will affect to the perception to the object.

3) Interest

The perception of an object varies depending on how much energy or perceptual vigilance driven to perceive. Perceptual vigilance is the

⁴⁸ Alex Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2003), p. 452

tendency of a person to pay attention to a certain type of stimulus od may be deemed interest.

4) Needs that direction

The factor that can be seen from how strong and individual looking for objects or messages that may provide an answer according to him.

5) Experience and memory

Experience could be said depending on the memory in term of the extent to which one can recall past event to determine the stimuli in the broad sense.

6) Mood

A person's emotional state affects behavior, mood shows how feeling at times that can affect how a person receives, reacts, and remember.

b. External Factor

External factor that influence perception is a characteristic of the environment and objects involved. These elements can change a person's perspective of the worlds around them and affect how a feeling it or accepting it. Meanwhile, external factors that affect the perception is:

1) The size and placement of the object or stimulus

These factors state that the big relationship of an object, the more easily understood. This shape will affect the individual perception and by looking at the shape of an object and size of an individual would be easy to take attention to shape perception.

2) The color of the object

Object that have lighter, it will be easier to understand (to be perceived) as compare to a few.

3) The uniqueness and contrast of the stimulus

Stimulus outer appearance with the surrounding background and entirely beyond suspeision that another individual will attract much attention

4) The intensity and strength of the stimulus

Stimulus from the outside will give more meaning when more frequent attention than those seen only once. The strength of the stimulus is the power of an object can affect the perception.

5) Motion or movement

Individuals will pay much attention to the object that provides motion in its outlook than a stationary object.

It could be concluded that the factors that affecting the perception is internal factor contained within the individual and external factor is a characteristic of the environment and object involved.

c. Types of the Perception

The field of the study that deals with levels of perception is called psychophysics. Experimental psychologist investigated the relationship between the physical properties of stimulus pattern and the perceives effect of stimuli. For

example, they may study the relationship between sound frequency and the perceive pitch of sound. On this source state perception has three level complexities they are as follows:⁴⁹

a. Detection

Detection refers to whether people can sense that they are being stimulated by some forms of energy. For example, a light might be so dim they are barely detecting its presence.

b. Recognition

Recognition means being able to identify as well as detect a particular pattern of stimulation. For example, a person may hear a song and identifies the lyrics of this song.

c. Discrimination

Discrimination means being able to perceive one pattern of stimulation as different from another. For example, a person may hear slight difference between two similar musical tones.

d. Perception Indicators

According to Robbins, there are two types of perception indicators, namely:

1) Reception.

The admission process is an indicator of the perception of the physiological stages, namely the proper functioning of the senses to capture stimuli from the outside.

⁴⁹ Muchtar T W, *Psikologi Sosial, Sastra Ringkasan*, (Jakarta: Balai Pustaka, 2007), p. 14

2) Evaluation

Stimuli from the outside that has captured the senses, then evaluated by the individual. This evaluation is very subjective. Individuals who are assessing an excitatory one as difficult and boring. But other individuals assess the same stimuli as something nice and pleasant⁵⁰

e. Forms of Perception

The general perception is a response based on an evaluation directed toward an object and expressed verbally, whereas other forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus effect. Thus, it can be seen that there are two forms of perception, they are positive perception and negative perception. The terms will be explained as bellow:

1) Positive Perception

The positive perception is perception or view of an object toward situation where the subject perceives likely to receive an object arrested for his personal suit.

⁵⁰ Stephen Robbin, *Prilaku Organisasi*, (Jakarta: Index, 2003) P. 124-130

2) Negative Perception

Negative Perception is perception or view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.⁵¹

B. Review of the Related Findings

The first finding from Susilawati's thesis is descriptive study entitled "Teachers; techniques in improving students' reading comprehension based on communicative approach (A descriptive study in the English teachers at Man Curup in 2008-2009 Academic year)" the purpose of this research is to find out the techniques of communicative approach used by English teachers of MAN Curup in improving students' reading comprehension and to find out teachers difficulties in applying these techniques in teaching reading. The research method of this research is descriptive method. The subject of studied of this research is all the English teachers at MAN Curup. The result shown that in general from 14 techniques that purpose by Penny Ur, Legutke and Thomas and Crstian Nuttal. There are 11 techniques used by English teacher at MAN Curup, there are questioning, summarizing, mistakes in the text, responding, representation of content, information sharing activity, thinking strategies and problem solving, scanning, skimming, role play/stimulation and game.

⁵¹Walgito, Bimo. *Pengantar Psikologi Umum*, (Surabaya: Bina Ilmu. 1989) P.102

Also, from the result of this research, there are some difficulties of teachers at MAN Curup in applying these techniques in teaching reading comprehension.⁵²

The second finding from Imam Muslim in his thesis entitled “An Analysis of English Lecturer’s Technique in Teaching English to Islamic Education (PAI) Study program in STAIN Curup”, this research was aimed to find out what the lecturer’s technique in teaching *Islamic Education (PAI) Study Program* at first semester of STAIN Curup academic year 2017/2018 and to find out how the students’ perception of English lecturer’s technique. The study employed a mixed method research design. The population of this study are the lecturer and all of students of PAI study program consist of 184 students and the sample. The instrument of this research was interview and questionnaire. the result shows in students’ perception toward English lecturer’s techniques were different perception every technique that is used by the lecturer.⁵³

The third finding from Sartika Winda Wati in her thesis untitled “ Teachers’ Teaching Technique in Teaching speaking (a Comparative study of English Teacher at Senior High School No.01 Curup Kota)” the purpose of this thesis is to know the teachers’ teaching technique in teaching speaking and to know the difficulties faced by teacher in applying the technique in speaking class. the subjects of this research are two teacher of SMAN 01 Curup Kota. the methodology is qualitative with observation checklist and interview as instrument to collecting data. The result

⁵²Susilawati, *Teachers’ Tehniques in Improving Students’ Reading Comprehension Based on Communicative Approach*, Published STAIN Curup, 2008, p. 50

⁵³Imam Muslim, *An Analysis of English Lecturer’s Technique in Teaching English to Islamic Education (PAI) Study program in STAIN Curup*, Published Stain Curup 2017

shows that the teacher A used four technique in teaching speaking and teacher B used five technique in teaching speaking. Then, there are some problems faced by both the teacher in teaching speaking class, such as 1. Student less spirit, 2. Some student have less vocabulary, 3. Student nervous 4. student attitude.⁵⁴

Based on the explanation above, this research have different from those research. The differences are, in this research the researcher need to know the technique used by teacher from Indonesia and from Thailand in teaching English at Chariatham sukra Foundation School.. After that, the researcher find out problems faced by the teacher in teaching english process. In this research, the researcher conduct this research on english Teacher of Chariyatham Sukra Foundation School, Thailand.

⁵⁴ Sartika Winda Wati, Teachers' Teaching Technique in Teaching speaking (a Comparative study of English Teacher at Senior High School No.01 Curup Kota), Published STAIN Curup 2013

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

The kind of this research was mixed-methods research. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research.⁵⁵ According to a research design that uses both qualitative and quantitative data to answer a particular question or set of questions. Mixed methods research combines qualitative and quantitative approaches by including both qualitative and quantitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between qualitative and quantitative research methods to understand a phenomenon more fully than is possible using either qualitative or quantitative methods alone.⁵⁶ Developing explanations of social phenomenon. It describes phenomena as they naturally.

It describes the condition of variable in that situation. It means that mixed-methods is a research which is combining two kinds of research where the first thing is the researcher conducted about kinds of technique in teaching English at Chariyatham Suksa Foundation School, problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School and Students’ perception toward

⁵⁵Jhon W. Creswell, *Educational Research, Planing, Conducting and Evaluating Quantitative and Qualitative Research* (Fourth Edition), (Pearson Education, Inc. Boston, 2012) P. 535

⁵⁶Gay L. R, *Education Research: Competencies for Analysis and Application* (Third Edition), (Columbus: Merril Publishing, 1987), p. 481

teaching techniques used by the teachers. Then, researcher presents this research based on the real data which find in the field without some addition or assumption of the researcher and presenting it in the explanation form of descriptive method.

B. Subject of the Research

The subject of the research the first was English teacher who thought English subject at Chariyatham Suksa Foundation School and also students' of Chariyatham Suksa Foundation School. The researcher selected the subject of the research by using purposive sampling. Gay has stated Purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that will be taken as a number of sample and one of type of Purposive Sampling is criterions. Where it is sample that chose to all participants who met defined criteria.⁵⁷ These are some considerations based on this research characteristics such as: The teachers teach English. The second, the teachers teach English in the same class. The third, the teachers come from Indonesia.

Therefore, in this research, there are four English teachers in Chariyatham Suksa Foundation School. They are two teachers from Indonesia and two teachers from Thailand. The teachers taught in primary school and secondary school. Based on the consideration, researcher took two teachers from Indonesia who taught English subject in secondary school.

⁵⁷ Gay L.R, Op, Cit P. 137

The second, in taking data about students' perception toward teachers' technique in teaching English, the samples were all students of last year of secondary school at Chariyatham Suksa Foundation school. It is like last year in senior high school in Indonesia. Researcher took this class because this class had been taught by both of the teachers from Indonesia.

C. Technique of Collecting Data

Technique of collecting data means the way which researcher used to collecting data or information from the participant.⁵⁸ In this research researcher chose observation and interview as techniques of collecting data.

1. Observation

Sutiyadi argues that there are some advantages of using observation, they are: a) In order to get the real condition of activity. b) In order to get more accurate data. c) The researchers are able to choose an appropriate data.⁵⁹ The purpose of observation is to explain the situation that will be analyzed the activities in that area and the relation between the situation and the activities.

The observation in this research was non-participant observation. It means that the researcher did not participate totally in teaching learning English process. the researcher watched independently the activities of teaching learning

⁵⁸ Ibid

⁵⁹ Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif)*, (Yogyakarta: Graha Ilmu. 2006) P. 240

process. The researcher used video recorder to observe techniques used by teacher in teaching learning process in order to get the real data.

2. Interview

The researcher also took an interview in order to get a deep information of the data. In this research, interview means a dialogue process between interviewer and the teachers which held by Messenger and WhatsApp application. The purpose is to get the information about the problem faced by both the teacher in the teaching process. In this research, researcher used semi structured interview. Catherine said 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.⁶⁰ The respondents or the teachers were given some questions about the problem they faced in the teaching English class. It aims to find a deep information about the problem they faced in teaching English class. in the process researcher used an interview guidance and tape recorder. Then, the file recorded was change into transcript text.

3. Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.⁶¹ The questionnaire was refer to quantitative method. The data of this research are collected by distributing some questions. The researcher tried to use questionnaire to get respond from the students about students'

⁶⁰Catherine Dawson, *Practical Research Method*, (Cromwell Press: Wiltshire, 2002) P. 28

⁶¹Ibid., p. 388

perception toward teachers' technique. In this research, questionnaire was very important to get more detail data after the researcher did interview. The questionnaire was given to the students. The questionnaire prepared by researcher the type of the questionnaire is close-ended type.

a. Close-ended type

Close-ended type was used to know students' perception toward teachers' technique that was used in teaching English. Furthermore closed-ended format questionnaire is questions that include multiple choice answers. Multiple choice questions fall under the category of closed format questions. These multiple choices could either be in even numbers or in odd numbers. By including closed format questions in the questionnaire design, researcher can easily calculate statistical data and percentages.⁶²

The questionnaire designed by researcher used *Linkert Scale* measuring with five options, the alternative options are:⁶³

Table 3.0
Likert Scale

Strongly Agree	A gree	Ne utral	Di sagree	Strongly Disagree
5	4	3	2	1

Likert scale is the most common used in measuring attitude, opinion, perception of respondents toward an object.⁶⁴ In this technique,

⁶²Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p. 199

⁶³Ibid., p. 135

the students just answer the question of the questionnaire. The researcher sure the obtain data with the questionnaire is the best way for collecting data because the students easy to give information based on their answers that suitable to the questions in the questionnaire.

D. Research Instrument

Researcher need tools or instrument in order to collect the data from the participant. Research instrument are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose.⁶⁵ Then, From the Lincoln and Guba in Sugiyono “The instrument of choice in naturalistic inquiry is the human, we shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that the instrument can be constructed that is grounded in the data that the human instrument has product”.⁶⁶ So, in this research the main instrument was the researcher himself. In other hand, researcher also helped by some instrument such as document checklist, interview guidance, tape recorder and video recorder in order to complete the data.

⁶⁴ Amirul Hadi et all, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1993) p. 107

⁶⁵ David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, (New Fetter Lane, London : Routledge Falmer, 2003), P 3

⁶⁶ Sugiyono. *Op.Cit.* P. 306

1. Observation Checklist

A checklist used to determine whether an individual behaves in a certain (usually desired) way when asked to complete a particular task. If a particular behavior is present when individual is observed, the researcher places a check mark (√) on the list.⁶⁷ In this research, the checklist applied to identify the techniques used by the teacher in teaching English. researcher made several improvements to get the appropriate checklist in the content and context of it.

In order to construct the checklist, there are following steps; the first, the researcher determined the indicator of each theories in this research is techniques used by the English teachers in teaching English at Chariyatham Suksa Foundation School. As researcher stated above, the main theory of this research is H. Douglas Brown theory namely taxonomy of technique where there are three kinds of technique, they are free technique, controlled and semi controlled technique. After that, the researcher input sentences that included as example of each technique. Then, the researcher gave it to lecturer who appointed as a validator in order to check and classify the accuracy of the sentences. the last, the researcher made several improvements to get the appropriate checklist in the content and context of it.

By following steps above, the researcher could construct the checklist for analyzing the documents from the videos of teacher in teaching English process which taken in 4 times.

⁶⁷ David W and Peter B. Op, Cit. p 116

Table 1
Observation Checklist

No	Name of techniques	Indicators	Items as regards classroom activities	es	o	Notes
1	Role-play	Relatively free acting out of specified roles and functions. Distinguished from cued dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.	<ul style="list-style-type: none"> Students are instructed to freely act out a particular given role in order to practice using English. 			
2	Games	Various kinds of language game activity not like other previously defined activities (e.g., board and dice games making words).	<ul style="list-style-type: none"> Students practice using English through playing some English games as directed by the teacher. 			
3	Report	Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and the report is elaborated according to students' interests. It is akin to composition in writing mode.	<ul style="list-style-type: none"> In speaking practice, students are instructed to work on books and then provide their spoken presentation for the sake of reporting the work result. 			
			<ul style="list-style-type: none"> In speaking practice, students are instructed to reflect on their experiences and then provide their spoken presentation for the sake of reporting the work result. 			
			<ul style="list-style-type: none"> In speaking practice, students are instructed to work on a learning project and then provide their spoken presentation 			

			for the sake of reporting the work result.			
4	Problem solving	Activity involving specified problem and limitations in order to be resolved. It requires cooperation on part of participants in small or large group.	<ul style="list-style-type: none"> Students are assigned to cooperatively work in groups in order to discuss and find a solution of the problems aroused by the teacher. 			
5	Drama	Planned dramatic rendition of play, skit, story, etc.	<ul style="list-style-type: none"> Students are assigned to work in groups in order to learn a given drama or play, and they are further demanded to perform their drama or play. 			
6	Simulation	Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.	<ul style="list-style-type: none"> Students are given some real life issues or experiences, and they are further directed to discuss those issues or experiences with others in groups so that they establish complex interactions with one another. 			
7	Discussion	Debate or other forms of grouped discussion of specified topics, with or without specified sides/positions prearranged.	<ul style="list-style-type: none"> Students are given a topic in order to be discussed. 			
			<ul style="list-style-type: none"> Students are discussing a given topic in either one-way position or two-way position 			
8	Composition	As in Report (verbal), written development of ideas, story, or other exposition.	<ul style="list-style-type: none"> Students are assigned to develop their ideas and write their ideas into some written works in the form of various genres for instance narrative, recount, exposition, and etc. 			
9	A propos	Conversation or other socially oriented	<ul style="list-style-type: none"> Students are given some general topics as regards 			

		interaction/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.	social life, and they are further directed to have conversations with one another or to establish a sort of social interaction with one another.			
10	Warm-up	Mimes, dance, songs, jokes, play. This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language.	<ul style="list-style-type: none"> • Before the learning process is started, the teacher provides students with some warming-up activities for example mimes, dances, jokes, play, and etc. 			
11	Setting	Focusing on lesson topic. Teacher directs attention to the topic by verbal or nonverbal evocation of the context relevant to the lesson by questioning or miming or picture presentation, possibly by tape recording of situations and people.	<ul style="list-style-type: none"> • The teacher directs students' attention to the lesson topic by asking them some questions. 			
			<ul style="list-style-type: none"> • The teacher directs students' attention to the lesson topic by showing them some gestures. 			
			<ul style="list-style-type: none"> • The teacher directs students' attention to the lesson topic by using picture presentation. 			
			<ul style="list-style-type: none"> • The teacher directs students' attention to the lesson topic by engaging students to listen to the recorded audios. 			
12	Organizational	Structuring of lesson or class activities includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure	<ul style="list-style-type: none"> • The teacher organizes students in groups in order to make him/her easier to provide feedback. 			
			<ul style="list-style-type: none"> • The teacher makes the learning process easier to be dealt with by organizing the furniture 			

		and purpose of lesson, etc.	and the setting of students' positions.			
			<ul style="list-style-type: none"> The teacher organizes students' positions so that students are easier to establish interactions and to perform some tasks. 			
			<ul style="list-style-type: none"> The teacher organizes students based on the purpose of the lesson. 			
13	Content explanation	Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspect of language.	<ul style="list-style-type: none"> The teacher explains the English grammar materials to students. 			
			<ul style="list-style-type: none"> The teacher explains to students the materials related to English phonology such as pronunciation. 			
			<ul style="list-style-type: none"> The teacher explains the English vocabulary materials to students. 			
			<ul style="list-style-type: none"> In English communicative practice, the teacher explains the materials related to sociolinguistic competence to students. 			
			<ul style="list-style-type: none"> In English communicative practice, the teacher explains the materials related to pragmatic competence to students. 			
			<ul style="list-style-type: none"> In English communicative practice, the teacher explains the materials related to discourse competence to students. 			
			<ul style="list-style-type: none"> The teacher explains the function and details of English communicative 			

			competence to students.			
14	Role-play demonstration	Selected students or teacher illustrate the procedure(s) to be applied in the lesson segment to follow. This activity includes brief illustration of language or other contents to be incorporated.	<ul style="list-style-type: none"> The teacher selects one or two students who have adequate English skill to have an English conversation with him/her as to show other students an example of English use or communication. 			
			<ul style="list-style-type: none"> The teacher explains the points as regards some language as well as context problems based on the role-play he/she has performed with the selected students. 			
15	Dialogue/ Narrative presentation	Reading or listening to passage presented for passive reception. No implication of students' production or other identifications of specific target forms or functions (students may be asked to "understand").	<ul style="list-style-type: none"> The teacher provides listening materials (for example dialogue or narrative speech) for students' English receptive skill. 			
			<ul style="list-style-type: none"> The teacher gives input in the form of reading material (for example a narrative text) in order to be read by them. 			
16	Dialogue/ Narrative recitation	Reciting a previously known or prepared text, either in unison or individually.	<ul style="list-style-type: none"> Teacher asks students to recite the previously read text individually. 			
			<ul style="list-style-type: none"> The teacher asks students to recite the previously read text in group. 			
17	Reading aloud	Reading directly from a given text.	<ul style="list-style-type: none"> The teacher asks students to read the given text aloud. 			
18	Checking	Teacher circulates or guides the correction of students' work, provides feedback as an	<ul style="list-style-type: none"> The teacher circulates the classroom for the sake of giving correction of students' work. 			

		activity rather than within another activity.	<ul style="list-style-type: none"> • The teacher guides students to correct their work. 			
			<ul style="list-style-type: none"> • The teacher provides a particular learning activity whose purpose is to correct students' work. 			
19	Question-answer, display	Activity involving prompting of students' responses by means of displaying questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). This activity is distinguished from referential questions that have the likelihood of the questioner to have known the response, and the speakers are aware of that fact.	<ul style="list-style-type: none"> • The teacher displays some questions (for example through projector) in order to trigger students' responses. 			
20	Drill	Typical language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations. This kind of activity is typically with little meaning attached.	<ul style="list-style-type: none"> • The teacher triggers students to respond to some grammatical cases intensively. • In drilling students for their grammatical accuracy, the teacher applies some strategies such as repetition, substitution, and some other mechanical alterations. 			
21	Translation	Student or teacher provisions L1 or L2 translations of the given	<ul style="list-style-type: none"> • The teacher assigns students to translate the given text in order to 			

		text	discern students' understanding of the text.			
22	Dictation	Students write down the presented text orally	<ul style="list-style-type: none"> The teacher reads aloud an English text, and then the students are instructed to write down what the teacher reads. 			
23	Copying	Students write down the text presented visually	<ul style="list-style-type: none"> The teacher presents the material by using a projector, and students write down the displayed material. 			
24	Identification	Students pick out and produce/label or otherwise identify a specific target form, function, definition, or other lesson-related item.	<ul style="list-style-type: none"> The teacher asks students to identify a specific target or grammatical form along with the explanations. 			
			<ul style="list-style-type: none"> The teacher asks students to identify a particular function in the learned material along with the explanations. 			
			<ul style="list-style-type: none"> The teacher asks students to identify some definitions along with the explanations. 			
			<ul style="list-style-type: none"> The teacher asks students to identify some important parts or points in the learned material along with the explanations. 			
25	Recognition	Students identify forms, as in Identification (i.e., checking off items, drawing symbols, rearranging pictures), but without a verbal response.	<ul style="list-style-type: none"> The teacher instructs students to identify some forms of English language by checking off the related forms without giving explanations. 			
			<ul style="list-style-type: none"> The teacher instructs students to identify some forms of English 			

			language by drawing symbols without giving explanations.			
			<ul style="list-style-type: none"> The teacher instructs students to identify some forms of English language by rearranging pictures without giving explanations. 			
26	Review	Teacher-led review of previous week/month/or other period as a formal summary and type of test of students' recall performance	<ul style="list-style-type: none"> The teacher instructs students to review the previous materials for the sake of gaining some summaries representing students' understanding. 			
			<ul style="list-style-type: none"> The teacher instructs students to review the previous materials in order to examine students' recall performance. 			
27	Testing	Formal testing procedures to evaluate student progress.	<ul style="list-style-type: none"> The teacher gives students formal testing procedures in order to evaluate their progress. 			
28	Meaningful drill	Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from Information exchange by the regulated sequence and general form of responses.	<ul style="list-style-type: none"> The teacher drills students by asking them some questions which can trigger their meaningful responses and other alternative responses. 			
29	Brainstorming	A special form of preparation for the lesson, like setting, which involves free, undirected contributions by the students and teacher on	<ul style="list-style-type: none"> Before the lesson is started, the teacher asks students some questions that trigger their prior knowledge as regards the given learning topic. 			

		a given topic, to generate multiple associations without linking them; no explicit analysis or interpretation by the teacher.			
30	Story telling (especially when student-generated)	Not necessarily lesson-based, a lengthy presentation of story by teacher or student (may overlap with Warm-up or Narrative recitation). May be used to maintain attention, motivate, or as lengthy practice.	<ul style="list-style-type: none"> As to maintain students' attention, motivation, or whole presence in the learning process, the teacher tells students some meaningful stories. 		
			<ul style="list-style-type: none"> As to maintain students' attention, motivation, or whole presence in the learning process, the teacher also asks some students to tell some meaningful stories. 		
31	Question-answer, referential	Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information). This activity is distinguished from question-answer, display.	<ul style="list-style-type: none"> The teacher provides students some questions in order to elicit their wider and meaningful responses associated with the learned material. 		
32	Cued narrative/ Dialogue	Students produce narrative talk or dialogue by following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialogue (e.g., metalanguage requesting functional acts).	<ul style="list-style-type: none"> The teacher gives students some cues such as miming so that students can perform a narrative talk or dialogue based on the cues. 		
			<ul style="list-style-type: none"> The teacher gives students some cues such as showing cards so that students can perform a narrative talk or dialogue 		

			based on the cues.			
			<ul style="list-style-type: none"> The teacher gives students some cues such as showing pictures so that students can perform a narrative talk or dialogue based on the cues. 			
			<ul style="list-style-type: none"> The teacher gives students some cues in the form of stimuli so that students can perform a narrative talk or dialogue based on the cues. 			
33	Information transfer	Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while listening to description). This activity is distinguished from Identification in that the student is expected to transform and reinterpret the language or information.	<ul style="list-style-type: none"> The teacher provides students some English listening audios wherein the students are further needed to complete the information displayed in the diagram drawn in their handout. 			
			<ul style="list-style-type: none"> The teacher explains the material to students while they are also going along with the related points presented in their handout. 			
34	Information exchange	Task involving two-way communication as in information-gap exercises, when one or both parties (or a larger group) must share information to achieve some goals. This activity is distinguished from question-answer,	<ul style="list-style-type: none"> The teacher instructs students to perform English speaking conversation in two-way communication in order to attain the learning target. 			

		referential in that sharing of information is critical for the task.			
35	Wrap-up	Teacher or students briefly produce the summary of points and/or items that have been practiced or learned.	• The teacher summarizes the material which has been learned.		
			• The teacher asks some students to summarize the material which has been learned.		
36	Narration/ Exposition	Presentation of a story or explanation derived from prior stimuli. This activity is distinguished from cued narrative because of lack of immediate stimulus.	• In English speaking practice, the teacher gives students some stimuli to trigger students to come up with their spoken narration/explanation/exposition.		
			• In English writing practice, the teacher gives students some stimuli to trigger students to come up with their written narration/explanation/exposition.		
37	Preparation	Students deal with study, silent reading, paired planning and rehearsing in order to prepare for later activity. Usually, this activity is in the form of a student-directed or -oriented project.	• The teacher gives students some time to read, to plan, or to prepare the task which they are going to deal with later on.		

2. interview guidance

In order to get a deep information researcher used interview so, 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.⁶⁸ It used when the researcher interviewed the teacher.

In constructing the question used in interview section, the researcher focused on the content validity. It related to the characteristics of variable which formulated the conceptual and operational definitions. The steps of constructing the question were; First, the researcher determined the indicator of each theory. The main theory used in this research is teacher technique and problems in teaching English. Second, after getting the indicator, researcher determined the question based on the indicator researcher found. Third,⁶⁹ to establish the question researcher formulated it to validator. It is for checking and classifying the accuracy of the question. Last, during the formulation of the question, researcher made several improvements to get the most appropriate question in the content and context of the question.

Table 2
Interview Guidance

No	Problem in teaching	Indicators	Questions
1	lack of Interest	1. Students do not pay attention to materials delivered by teacher.	<ul style="list-style-type: none"> • Do all students listen to you when you present the material in the class? • Are there any students who do not pay attention to you when you are explaining the material? • What do you think of the probable causes

⁶⁸ Ibid. P.292

⁶⁹ Catherine Dawson. *Op, Cit*, P.66

			so that a few students do not pay attention to you?
		2. Students do not participate in teaching-learning process.	<ul style="list-style-type: none"> • Do all of your students actively participate in your class? • Do you find any students who do not participate in the process of teaching and learning? • What do you think of the probable causes so that a few students do not actively participate in the process of teaching and learning?
2	lack of concentration in the class	1. Students do not understand the materials presented by teacher.	<ul style="list-style-type: none"> • How do you perceive about students' understanding of the materials which you present in the classroom? • Do you find any students who do not understand the materials which you present in the classroom? • What do you consider as the cause that makes the students find it difficult to understand the given material?
		2. Students are not active and do not deliver their own question to teacher.	<ul style="list-style-type: none"> • How are your students' critical thinking skills in the classroom? • Do you find any students who are not active and rarely post some questions to you pertinent to the material you provide? • What do you think of the probable causes so that the students are not active and tend to be passively responsive in the classroom?
		3. The situation is not controlled by teacher in the class when the teacher presents the materials.	<ul style="list-style-type: none"> • Do you find it difficult to control the situation when you present the material in the classroom? • How do you control the classroom situation when you present the material? • What are the problems that you find in respect of controlling the classroom situation when you present the material?
3	Lack of Repetition and	1. Students do not know the previous	<ul style="list-style-type: none"> • Do you always review the previous materials in the class? • How are the students' responses to your

	Frequent Practice of Students	materials asked by teacher.	<p>review?</p> <ul style="list-style-type: none"> Do you find any students who do not understand the previous materials? What do you think of the causes so that they have no understanding of the previous materials?
		2. Students do not understand when the teacher reviews the previous materials.	<ul style="list-style-type: none"> What do you think of the students' reaction after you review the previous materials? Do you find that the students are confused to go along with your review? What do you consider as the causes so that the students find it difficult to acquire the information which you provide when you review the previous material?
4	Lack of learners' Motivation	1. Students rarely conduct the duty given by teacher.	<ul style="list-style-type: none"> Do you always give an assignment or homework to the students? How do the students respond to the given assignment or homework? Are there any students who rarely do the given assignment? What do you consider as the causes so that they rarely complete their assignment?
		2. Students seldom attend the class.	<ul style="list-style-type: none"> Do all of the students consistently attend the class? What do you think of students' active presence in the classroom? Are there any students who are often absent in the class? What do you consider as the causes so that the students seldom attend the class?
		3. Students never participate themselves in the class.	<ul style="list-style-type: none"> How are the students' participation in the class? Do you find any students who do not properly participate in the class? What do you consider as the possible causes so that a few students do not participate actively in the class?
5	Insufficient Time, Resource	1. Teacher cannot finish the material based on time	<ul style="list-style-type: none"> How do you perceive the adequacy of the time learning allocation given by the school? Do you find some obstacles to finish the

	and Materials	given by school.	<p>planned materials based on the time allocated by the school?</p> <ul style="list-style-type: none"> • What do you consider as the effective time allocation to be provided by the school?
		2. Teacher is difficult to find good references in teaching process	<ul style="list-style-type: none"> • Do you have good references for teaching? • What are the references you use for teaching? • Do you find it difficult to find references for teaching?
		3. Teachers do not have adequate accesses for searching materials.	<ul style="list-style-type: none"> • Do you have adequate access to search for the teaching materials? • What are the modes that you usually use to access the teaching materials? • Do you find it difficult to access the teaching materials?
6	Discipline	1. Students are not consistent in the class.	<ul style="list-style-type: none"> • What do you perceive about students' presence in the classroom? • Are there any students who are frequently absent in your class?
		2. Students do not obey the rules given by teacher.	<ul style="list-style-type: none"> • How do you perceive about the students' compliance in your class? • Do you find any students who do not obey the rules set in your class?
7	Student is defiant, rowdy or distracting of other	1. Students are not serious in following teaching-learning process.	<ul style="list-style-type: none"> • What do you perceive about students' seriousness in the classroom? • Are there any students who are not serious to learn in your class?
		2. The class is noisy and loses control of the teacher.	<ul style="list-style-type: none"> • How do you perceive about the ideal comfort of your class situation? • Do you find that your class is noisy? • Do you often find that your class loses control? • How do you create the comfort learning atmosphere? • How do you control your class situation?
		3. Students have a bad attitude	<ul style="list-style-type: none"> • What do you perceive about students' attitude towards you as the teacher in the

		toward the teacher in the class.	classroom? <ul style="list-style-type: none"> • Are there any students who have negative attitude towards you in your class? • How do you deal with the students who have negative attitude towards you?
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3. Tape/Video Recorder

The researcher used tape recorder in doing the interview. It aims to make the researcher focus on what interviewee says. Catherine says that the advantages of using tape recorder are: a) It can concentrate on listening to what they say. b) It can maintain the eyes contact. c) It can have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee. d) I can have plenty of useful quotation for report. After getting the information of the participant from the recorded the researcher changed it to the written text.

4. Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.⁷⁰ In this research, the researcher used two kinds of questionnaire, they were closed-ended type and opened-ended type.

a. Closed-ended type

Closed-ended format questionnaire is questions that include multiple choice answers. Multiple choice questions fall under the category of closed

⁷⁰ Gay L R. *Op.Cit.* p. 388

format questions. These multiple choices could either be in even numbers or in odd numbers. By including closed format questions in the questionnaire design, researcher can easily calculate statistical data and percentages.⁷¹ The purpose of the closed-ended was to know about students' perception toward teachers' technique in teaching English at Chariyatham Suksa Foundation School.

The student just gave the answer based on their perception toward lecturer technique in teaching English by give a sign (√) to the options to indicate their choice. The questionnaire designed by researcher used *Linkert Scale* measuring with five options, where the options of Linkert scale could be shortened in the form as bellow:

Strongly Agree	: SA	Disagree	: D
Agree	: A	Strongly Disagree	: N
Neutral	: N		

Table 3
Questionnaire

Techniques	Indicators	Statements	A				D
Games	Various kinds of language game activities (e.g., board and dice games making words).	1. Game activities help you improve your English reading and speaking skill.					

⁷¹ Sugiyono, *Op.Cit*, p. 199

		2. Game activities make you easier to analyze English texts.					
		3. Game activities train your ability to communicate with others by using English.					
		4. Game activities are used to help you practice your competence to understand the given English texts.					
Warm-up	Mimes, dance, songs, jokes, and play. These activities get the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve the use of the target language.	5. Warm-up activities help stimulate you before the lesson starts.					
		6. Warm-up activities make you relaxed before the lesson starts.					
		7. Warm-up activities motivate you to be more enthusiastic about the lesson.					
		8. Warm-up activities trigger your attention.					
		9. Warm-up					

		activities lead you to be more engaged in the lesson.					
		10. Warm-up activities make you get ready for the lesson.					
Organizational	Structuring the lessons or class activities including disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, and etc.	11. The discipline applied in the classroom makes the English learning process that you deal with run well.					
		12. The organization of furniture and seating supports the English learning processes that you deal with.					
		13. The organization of general procedures for class interaction and performance supports the success of English interaction established between you and others during the lesson.					
		14. The lesson purposes are					

		well-organized to support your English improvement					
Content explanation	Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspect of language.	15. During the English lesson, the explanation as regards some grammatical aspects of the learned English material supports your grammatical understanding.					
		16. During the English lesson, the explanation as regards some ways of English pronunciation supports your pronunciation competence.					
		17. During the English lesson, the explanation pertinent to some difficult English vocabularies supports your vocabulary comprehension.					
		18. During the English lesson, the explanation with respect to some social					

		<p>conventions of English use helps the establishment of ideal English interaction between you and others.</p>					
<p>Dialogue/ Narrative presentation</p>	<p>Reading or listening to passage presented for passive reception. No implication of students' production or other identifications of specific target forms or functions (students may be asked to "understand").</p>	<p>19. During the English lesson, the explanation associated with some contextual meanings of a particular English use supports your understanding of spoken and written English utterances.</p>					
		<p>20. During the English lesson, the provision of listening input (for instance: the input in the form of spoken dialog or narrative presentation) makes you improve your English listening skill.</p>					
		<p>21. During the English lesson, the provision of reading input (for instance: the input in the form</p>					

		of written dialog or narrative text) makes you improve your English reading skill.					
Reading aloud	Reading directly from a given text.	22. Reading aloud activities train your reading skill					
Checking	Teacher circulates or guides the correction of students' work, provides feedback as an activity rather than within another activity.	23. Checking activities given by the teacher help improve your English skills.					
		24. Feedback given by the teacher helps improve your English skills.					
Question-answer, display	Activity involving prompting of students' responses by means of displaying questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). This activity is distinguished from referential questions that have the likelihood of the questioner to have known the response, and the speakers are aware of that fact.	25. The interactive question-answer activities given by the teacher make you more active in learning English.					
		26. The interactive question-answer activities given by the teacher train the improvement of your English skills.					

Review	Teacher-led review of previous week/month/or other period as a formal summary and type of test of students' recall performance	27. Review activities help you gain the summary of the previous English learning materials.					
		28. Review activities help you recall the previous English learning materials.					
Brainstorming	A special form of preparation for the lesson, like setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit analysis or interpretation by the teacher.	29. Brainstorming activities help you guess the English material that will be learnt					
		30. Brainstorming activities make you ready for the English lesson.					

In order to construct the questionnaire, there are following steps; the first, the researcher determined the indicator of each theories in this research is techniques used by the English teachers in teaching English at Chariyatham Suksa Foundation School. After that, the researcher input sentences that included

as example of each technique. Then, the researcher gave it to lecturer who appointed as a validator in order to check and classify the accuracy of the sentences. Then, researcher translate it into Thai. Next, researcher sent it by E-mail to Teacher who appointed as a validator in order to check and classify the accuracy of the sentences in Thai. the last, the researcher made several improvements to get the appropriate checklist in the content and context of it.

By following steps above, the researcher could construct the checklist for analyzing the documents from the videos of teacher in teaching English process which taken in 5 times.

E. Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from interviews, document analysis and others.

A. Data from observation and interview

To analyze the data from observation and interview, the researcher will analyze it by these steps, they are managing, reading, description, classifying and interpreting.

1. Identifying

Data identifying involve creating and organizing the data collected during the study. first, the data from observation and interview were managed by envisioning what the data from the observation and interview

look like. the researcher divided the data based on the resources. from checklist, they saved in one folder and the interview in others folder.

2. Description

After identifying the data, researcher make the description. Description is based on the observation and interview which are to provide the true pictures of the settings and events that took places in it. So, the researcher and the reader will have an understanding of the context in which the study took place.⁷²

In this step, the researcher described all the data from the observation and the result of interview. It aims to help the researcher to do the next step in analyzing the data.

3. Classifying

Next step is classifying the data. classifying is ordering field notes or written text into categories that represent different aspects of the data.⁷³ So, after the previous step have finished, the researcher starts to classify each of data into several categories based on kinds of technique used by the teacher and the problem faced by the teacher in teaching English process.

4. Interpreting

The last step in analyzing the data is interpreting. It is also a part of process of writing result of a study. Interpreting is reflective, integrative and

⁷² Gay. Op, Cit. P. 241

⁷³ Ibid p. 242

explanatory aspects of the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The researcher is interpreting the data whenever he or she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from another.⁷⁴ After the researcher interpret the data. It will write become result of this research in form table and verbal data.

B. Data from questionnaire

After researcher got the data about kinds of technique used by teachers from Indonesia in teaching, the data will be collected by the students' response in tabulate, and find out the percentage of the students by using percentage technique. The steps were:

The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire in this study used *Linkert Scale* which was the most common scale that were used in measuring attitude, opinion and perception of respondents toward subject the maximum score in the linkert scale is 5 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. In this research, to count the point the researcher used rating scale that has been explained before. The

⁷⁴ Ibid. P. 2 50

researcher divided the students answer in group with same categories. It means the questionnaires were classified into each item question to check students' opinion about teachers' technique in teaching English.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. It was used to get the students' opinion about teachers' technique in teaching English. The formula was described as follow:

$$X = ((f SAx5) + (f Ax4) + (f Nx3) + (f Dx2) + (f SDx1))$$

Where :

F: Frequency	SA : Strongly Agree
A : Agree	N : Neutral
D : Disagree	SD : Strongly Disagree

a. The third steps were accounting the percentage of each items of questionnaire based on the students answer in questionnaire. It follows the formula:

$$P = \frac{FMax\ score}{\quad} \times 100\%$$

Where:

P: Percentage

F: Total score *Max Score*: Maximum score

Table 7
Agreement of the Term for Positive Perception

Scale	Category	
Strongly Agree	Combined	Positive perception
Agree		
Neutral		Neutral perception
Disagree	Combined	Negative perception
Strongly Disagree		

The table above was categorized from *Linkert scales* that divided the students' perception in the five categorized. Based on the accounted with five the categories, the result of much calculation was categorized by positive, neutral and negative perception.⁷⁵ The result of data from questionnaire, it showed the presentage and then the category divided into 3 categoris, there are:⁷⁶

- a. 70% - 100% = Positive
- b. 60% - 69%= Neutral
- c. 10% - 59%= Negative

⁷⁵Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), p.89

⁷⁶Reza Mayasari, *Students' Perception towards non-English Subject at English Study Program*, (STAIN, Thesis, 2013) P. 36

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presented the findings and discussion from observation, interview and questionnaire. The goals of this research are to investigate what the teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand, what the problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand and how student's perception toward teaching technique used by English teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand

1. The teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand.

To find what the teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand. In doing the process of analysis, the researcher used observation checklist to check what were the teaching techniques used by the teachers from Indonesia, here the following below were the result of them:

The researcher observed the video of the teachers which researcher got from recorded of the students on may until July 2019 in order to answer the first question, but researcher analyzed the video from June 21th 2019 until July 07th 2019. The video did in the last year of secondary school. It is like the last year of

senior high school, who have criteria in this research which have discussed in chapter III.

After observing the teaching techniques used by teacher in teaching English at Chariyatham Suksa Foundation School Thailand, the researcher had found some data.

Observation was done on June 21th-07th 2019.

Table 4.0
Result of teaching technique used by the teacher in teaching English at Chariyatham Suksa foundation School, Thailand.

o	Techniques used	Activities	Observation
	Games	Vocabulary and speaking skill	Twice
	Organizational	Reading skill	Once
	Reading Aloud	Reading skill	Once
	Dialogue/Narrative presentation	Listening and reading skill	Once
	Warm up	-	Once
	Content explanation	Grammar	Twice
	Brainstorming	-	Once
	Checking	Grammar	Once
	Question-answer display	Grammar	Once
0	Review	The previous material	Once
Total observation			Ten times

Researcher observed ten times because researcher found that both of the teacher used same technique in teaching English. The teacher A used games technique twice in the different time, and teacher B used content explanation technique twice in the first and the last videos. Researcher assumed that the

teacher used the same technique in the next material. So, the researcher decided to stop the observation.

From 37 teaching technique, the researcher found that they used 10 teaching techniques in the class. In additional to make further explanation, the data of teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand are served on the table below:

Table 4.1
Observation Checklist Result

o	Teacher	Technique	Activities
	A	Games	<ul style="list-style-type: none"> - the teacher informed the students that they would play language game. - Students practiced English through playing games directed by the teacher
		Organizational	<ul style="list-style-type: none"> - The teacher organized students in groups - The teacher organized the setting of students' positions - The teacher organized students' positions in order to make easier to establish interactions and to perform some tasks. - the teacher explained the material to the students.
		Reading Aloud	<ul style="list-style-type: none"> - the teacher instructed the student to open the book given by the school. - The teacher informed the student that they will read aloud the text. - the teacher read the text loudly.

			<ul style="list-style-type: none"> - the students follow up what the teacher read together and loudly. - the teacher explained the content of a given text to students.
		Dialogue/ Narrative presentation	<ul style="list-style-type: none"> - The teacher gave the text to the students. - The teacher provided listening materials about conversation and song - the teacher instructed the students to read the text after listen to the listening material.
	B	Warm up	<ul style="list-style-type: none"> - Before the learning process started, the teacher instructed some students to come in front of the class. - the teacher played with students by making sentence on the white board. - The teacher commanded the students to have sit after the students relaxed and ready for the lesson.
		Content explanation	<ul style="list-style-type: none"> - The teacher explained the grammatical material to students - The teacher delivered the materials orally while wrote the tenses on the white board. - The students listened to teacher explanation. - The students rewrote the materials given by the teacher on the book. - Student wrote on the board.
		Brainstorming	<ul style="list-style-type: none"> - The teacher asked questions to the student in order trigger their knowledge. - The teacher let the students guess the materials will be

			learnt in the class.
		Checking	<ul style="list-style-type: none"> - The teacher gave the students task about the materials. - The teacher circulated the classroom for the sake of giving correction of students' work - The teacher guided students to correct their work. - the teacher instructed the students to give the task back to student who have the task.
		Question-answer, display	<ul style="list-style-type: none"> - The teacher showed student some questions on the TV through projector. - The students answered the question on their own book. - The teacher checked up students work.
		Review	<ul style="list-style-type: none"> - The teacher instructed students to review the previous materials. - The teacher asked students to recall the previous materials.

2. The problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand.

In this point, the researcher was using interview to answer the second question, and the question is the problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand. The researcher had interviewed the teachers from Indonesia. The questions based on theory about the problem in teaching English as the indicators. In the interview the researcher used English. In this part, the researcher put the result of finding from interview.

Based on the chapter III, the researcher used interview and tape recorder as collecting the data. The interview has been held on July 7th and 8th 2019. The respondents were the teachers from Indonesia who taught English in Chariyatham Suksa Foundation School.

Table 4.2
Result of The problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand.

No	Problems
1	Lack of interest
2	Lack of concentration in the class
3	Lack of repetition and frequent practice of students
4	Insufficient time, resource and material
5	Students is defiant, rowdy or distracting of other

The result can be seen from the indicator of interview result, which is questionnaire given by the researcher by Whatsapp application. the respondent answer it by Whatsapp recorder and whatsapp message. the result can be mentioned on the table below

Table 4.3
Interview result

No	Teachers	Problems	Descriptions
1	A	lack of Interest	<ul style="list-style-type: none"> - The teacher said that the students study English because the parents force them to study English. - The teacher said that the students want to study because the teacher told the student that the material will hold in the examination.

			<ul style="list-style-type: none"> - The teacher said that English is not their mother tongue so that the students don't want to study by their selves.
		lack of concentration in the class	<ul style="list-style-type: none"> - the teacher said that the male students have negative attitude towards English so the students did not understand the materials. - the teacher said that the teacher found some students don't understand the materials. - the teacher said that the material is not attract to their interesting
		Lack of Repetition and Frequent Practice of Students	<ul style="list-style-type: none"> - the teacher said that some of students did not understand when the teacher reviewed the previous materials especially for male students. - the teacher said that the causes of some of students did not understand the previous materials because they did not review the materials at home and the second because they did not come to the class and didn't ask their friends.
		Insufficient Time, Resource and Materials	<ul style="list-style-type: none"> - the teacher said that the big problem of them is they have no time to teach in the class, because the school allocated the time 45 minutes for one material so that they can't do warm up and etc.

		Student is defiant, rowdy or distracting of other	<ul style="list-style-type: none"> - the teacher said that the students are serious on learning process, but for male students no because they dislike English so they don't study seriously
2	B	Lack of concentration in the class	<ul style="list-style-type: none"> - the teacher said that not all the students understand, some of them did not understand when the teacher explains, so that the teacher tests them by simple way. - the teacher said that the students didn't talk too much and dislike to asking question to the teacher. - the teacher said that it's quietly hard to explain either grammatical or tenses and lack in speaking and prior knowledge.
		Lack of Repetition and Frequent Practice of Students	<ul style="list-style-type: none"> - the teacher found some students didn't understand the materials and not make homework given by the teacher. <p>the teacher said that the causes are because they didn't come to the class and have other activities.</p>
		Insufficient Time, Resource and Materials	<ul style="list-style-type: none"> - the teacher said that Indonesian and Thai culture is very different in allocated time. in Indonesia we have 90 minutes around in one material, but in Thailand the teacher just gives 45 minutes for one material

3. Student's perception toward teaching technique used by English teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand

Table 4.4
Result of Student's perception toward teaching technique used by English teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand

No	Techniques	Average Percentages	Students' perception
1	Games	70,9	Positive
2	Warm up	64,8	Neutral
3	Organizational	62,4	Neutral
4	Content explanation	74,2	Positive
5	Dialogue/narrative presentation	73,5	Positive
6	Reading aloud	69,6	Positive
7	Checking	70,4	Positive
8	Question-answer display	69,6	Positive
9	Review	64,8	Neutral
10	Brainstorming	71,3	Positive

In order to know the students' perception toward teachers' technique used by English teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand, the researcher used questionnaire. The questionnaire consists of several indicators which based on the theory. This part of chapter served the findings of research that has been conducted on July 10th until 11th 2019 by google form. The researcher gave the link to the students in order to fulfil the questionnaire by online. The questionnaire, which was distributed to 23 respondents and the questionnaire contains 30 items.

Respondents should choose of five alternative options for each item, they are: strongly agree, agree, neutral, disagree, strongly disagree. On the table the researcher used frequency (F) as a number of students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. The formula for statements is $X = ((f SAx5) + (f Ax4) + (f Nx3) + (f Dx2) + (f SDx1))$. So, the maximum score of the questionnaire is $23X5=115$. The percentage of each statements was calculated by using the formula, that was $P = \frac{F}{115} \times 100\%$. Furthermore, the researcher divided the table to classify the result of the data based on each kinds of technique. The percentage of students' perception can see in the table bellow

Table 4.5
Result of Students' Perception toward games technique

Statements	Option					F	P (%)	Total Average
	A				D			
Game activities help you improve your English reading and speaking skill.			0			85	3.70	70,9
Game activities make you easier to analyze English texts.						82	3.57	
Game activities train your ability to communicate with others by using English						76	3.31	
Game activities are used to help you practice your competence to						83	3.61	

understand the given English texts.								
Total						326	14.19%	

Table 4.6
Result of Students' Perception toward warm up technique

Statements	Option					P (%)	Total Average	
	A				D			
Warm-up activities help stimulate you before the lesson starts.						7	3.35	64,8
Warm-up activities make you relaxed before the lesson starts.						0	3.48	
Warm-up activities motivate you to be more enthusiastic about the lesson.		0				2	3.57	
Warm-up activities trigger your attention			3			4	3.22	
Warm-up activities lead you to be more engaged in the lesson.						2	3.13	
Warm-up activities make you get ready for the lesson				1		2	2.70	
Total						447	19.45%	

Table 4.7
Result of Students' Perception toward Organizational technique

Statements	Option					F	P (%)	Total Average
	A				D			
The discipline applied in the classroom makes the English learning process that you deal with run well.						69	3.00	62,4
The organization of furniture and seating supports the English learning processes that you deal with.						72	3.13	
The organization of general procedures for class interaction and performance supports the success		0				75	3.27	

of English interaction established between you and others during the lesson								
The lesson purposes are well-organized to support your English improvement.						71	3.09	
Total						287	12.49%	

Table 4.8
Result of Students' perception towards Content explanation technique

Statements	Option					P (%)	Total Average	
	A				D			
During the English lesson, the explanation as regards some grammatical aspects of the learned English material supports your grammatical understanding.						5	3.27	74,2
During the English lesson, the explanation as regards some ways of English pronunciation supports your pronunciation competence.						5	3.27	
During the English lesson, the explanation pertinent to some difficult English vocabularies supports your vocabulary comprehension.						9	3.00	
During the English lesson, the explanation with respect to some social conventions of English use helps the establishment of ideal English interaction between you and others						9	3.44	
During the English lesson, the explanation associated with some contextual meanings of a particular English use supports your understanding of spoken and written English utterances.						3	3.18	
Total						71	13.16%	

Table 4.9
Result of Students' perception towards Dialogue/Narrative presentation technique

Statements	Option					P (%)	Total Average
	SA	A	N	D	SD		
	F	F	F	F	F		
During the English lesson, the provision of listening input (for instance: the input in the form of spoken dialog or narrative presentation) makes you improve your English listening skill.				0		71	3.09
During the English lesson, the provision of reading input (for instance: the input in the form of written dialog or narrative text) makes you improve your English reading skill.						76	3.31
Total						147	6.4%

Table 5.0
Result of Students' perception towards Reading aloud technique

Statements	Option					P (%)	Total Average
	A				D		
Reading aloud activities train your reading skill			0			0	3.48
Total						0	3.48%

Table 5.1
Result of Students' perception towards Checking technique

Statements	Option					P (%)	Total Average
	A				D		

Checking activities given by the teacher help improve your English skills.						77	3.35	70,4
Feedback given by the teacher helps improve your English skills						85	3.70	
Total						162	7.05%	

Table 5.2
Result of Students perception toward Question-answer display technique

Statements	Option					P (%)	Total Average	
	A				D			
The interactive question-answer activities given by the teacher make you more active in learning English.						8	3.83	69,6
The interactive question-answer activities given by the teacher train the improvement of your English skills.			0			2	3.13	
Total						60	6.96%	

Table 5.2
Result of Students' perception toward review technique.

Statements	Option					F	P (%)	Total Average
	A				D			
Review activities help you gain the summary of the previous English learning materials.						72	3.13	64,8
Review activities help you recall the previous English learning materials.			3			77	3.35	
Total						149	6.48%	

Table 5.3
Result of Students' perception toward brainstorming technique.

Statements	Option					P (%)	Total Average
	A				D		
Brainstorming activities help you guess the English material that will be learnt		2				80	3.48
Brainstorming activities make you ready for the English lesson.						84	3.66
Total						64	7.14%

Table 5.4
Resuming of students perception toward techniques used by the teacher

No	Techniques	Frequency	Percentage
1	Games	326	14.19%
2	Warm up	447	19.45%
3	Organizational	287	12.49%
4	Content explanation	371	13.16%
5	Dialogue/narrative presentation	147	6.4%
6	Reading aloud	80	3.48%
7	Checking	162	7.05%
8	Question-answer display	160	6.96%
9	Review	149	6.48%
10	Brainstorming	164	7.14%
Total		2293	100%

B. Discussion

To find out the teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand. the problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand

and student's perception toward teaching technique used by English teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand. Researcher finds some discussion based on the finding on the research field. They were following:

1. The teaching technique used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand

By observing videos form of the teachers, the researcher completely collected the data needed, the teaching techniques used by English teachers in teaching English at Chariyatham Suksa Foundation School, Thailand in the field. Researcher found ten techniques used by the teachers, the techniques were games, organizational, reading aloud, dialogue/narrative presentation, warm up, content explanation, brainstorming, checking, question-answer display, review.

The first the technique used by the teacher was games. according to Mercie Hall states that games technique is activity that students are in a situation to gain an understanding of a concept that has rules, objectives and elements of pleasure. In this activity the students have an active involvement so that they will understand the concept and longer remember, but it takes a long time.⁷⁷ Furthermore, Mercie Hall states that there are some advantages of games technique. One of the advantages of games is fun activity. game can motivate students in joining teaching- learning process. It can attract the students'

⁷⁷ Lusi Dyah Ayu, Murdibjono, *The Use Of Games In Teaching English At sman 2 pare*, taken from lousi_q@yahoo.co.id on July 08th 2019 .

attention.⁷⁸ So, it could be concluded that the teacher used this technique to make the students fun in studying English and easy to understand the materials given by the teacher.

Organizational technique was the second technique used by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand. According to Douglas Brown Organizational technique is Managerial structuring of lesson or class activities. Includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, assigning homework or any other out of class task, etc⁷⁹ Furthermore, Crookes & Chaudron refer to class organization as a determining dimension that has a meaningful influence on language learning processes.⁸⁰ From this statement, researcher conclude that the teacher used this technique in the class in order to make the learning process comfort, and easier to provide feedback. Then, it is the teachers' way to establish interaction among the students and the teacher.

The third technique used by the teacher in teaching English was reading aloud. according to Bredekamp, Copple, & Neuman Reading aloud is the foundation for literacy development. It is the single most important activity for

⁷⁸ Ibid

⁷⁹ Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition*, (New York, Addison Wesley Longman, Inc. 2001) P. 72

⁸⁰ Guzman, et al, *A Descriptive-Interpretative Study About the Dominant Type of Technique (Controlled, Semi controlled and Free) Carry out by Two First Semester Teachers of the Spanish, English and French Languages Teaching Program*, (LA SALLE UNIVERSITY FRANCIA, 2007). P.62

reading success.⁸¹ Sri Utari and Subyakto Nababan stated that some of the advantages of reading aloud technique are training the students read texts quickly. Then, make the students understand the text without wasting too much time into the background of the reading. Next, reading aloud support students' pronunciation skills.⁸² Based on this statement researcher conclude that the teacher used this technique in order to make the students good in reading skill. However, the teacher trained the students to improve students' pronunciation skills. In sum this technique was good and easy way for the teacher in order to improve students' ability in reading skill. Furthermore, researcher found the activities which is not reading aloud indicators, so researcher concluded that the teacher used their own trick in order to present the materials in the class.

The fourth technique was dialogue/narrative presentation. according to Brown dialogue/narrative presentation is reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions.⁸³ Based on the Douglas Brown statements the researcher conclude that the teacher used this technique in order to stimulus the students to be active. Next, the teacher trained the students to analyse the words presented by narrative on the listening materials. Then, the teacher

⁸¹ Bredekamp, et all (2000) taken by <https://www.readingrockets.org/article/reading-aloud-build-comprehension> on July 08th 2019

⁸² Sri Utari dan Subyakto Nababan. *Metodologi Pengajaran Bahasa*. (Jakarta:PT Gramedia Pustaka Utama,1993). P, 167

⁸³ Douglas Brown, Op Cit, P. 72

practiced reading the passage in order to test students understanding on the text based on the listening passage.

The fifth was warm up. According to Douglas Brown warm up has some advantages, some of them is to get the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson.⁸⁴ In this research, the teacher used this technique to trigger students to relaxed in the class before the lesson started, so the students enjoyed the class and attentive to make the students focus on the materials that would be presented by the teacher. Then, it made the students ready to start the lesson and motivated to learn. In sum, the teacher used this technique in order to make the students feel comfort in the class and ready to learn.

The sixth technique was content explanation. Douglas Brown stated that content explanation is teacher has to do with the explanation of lesson content either circulating or guiding the students in presenting Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.⁸⁵ Gower et all. stated that establishes first a context for learners to discover or induce rules from their experience of using the target language.⁸⁶ on the other hand, Djamarah Bahri Syaiful and Zain Aswan Stated

⁸⁴ Douglas, Op, Cit. P 72

⁸⁵ Ibid, p 72

⁸⁶ Guzman et all, *Op, Cit* P.67

that content explanation' objective to present the given material clearly.⁸⁷ Based on the statement, researcher conclude that the teacher used this technique in order to make the students understand the material. in this research the teacher used this technique because the material is difficult to understand. Therefore, using this technique was appropriate technique for the teacher in teaching grammar in the class. In conclusion, the teacher applied this technique to make the students easy to learn and understand the material presented by the teacher. On the other hand, researcher found the activities done by the teacher that did not include content explanation class, it means the teacher used their own way to make the students understand the material.

Brainstorming was the seventh technique used by the teacher. In this research the teacher used this technique before the lesson was started according to Douglas Brown Brainstorming is A special form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic.⁸⁸ Osborn in Gie stated that Identify problems, Analyze the situation, find new ideas and Analyze ideas are some advantages of brainstorming technique.⁸⁹ Based on the statement, researcher concluded that the teacher used this technique in order to stimulate students' ability in order to

⁸⁷ Djamarah Bahri Syaiful et all,2006,*Strategi Belajar Mengajar*, Jakarta, PT. Rineka Cipta taken from <https://wahidmustaqim.blogspot.com/2014/01/makalah-teknik-pembelajaran.html> on July 12th 2019

⁸⁸ Ibid, 73

⁸⁹ Osborn in Gie (1995) taken from <https://www.situsbahasa.com/2011/11/definisitujuandanmanfaatteknikbrainstor.html> on July 12th 2019

identify situation in the class. Then, the teacher used this technique to make student easy in analysing the materials will be learnt in the class.

The eighth technique used by the teacher was checking. Douglas Brown stated that checking is teacher circulates or guides the correction of students' work, provides feedback as an activity rather than within another activity.⁹⁰ Furthermore, Brown stated that checking technique can happen when students socialize work or after activities when it is necessary to check students answers to a given exercise. It also includes students' peer correction.⁹¹ Based on the Douglas statement in this research the teacher used this technique to circulated the classroom for the sake of giving correction among students. Then the teacher guides students to correct their work. Then, it is to provide a particular learning activity to correct students' work. In sum, this technique to stimulus the students to check up and analyse their classmate work.

Question-answer display was the ninth technique used by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand. According to Douglas Brown Question-answer display is Activity involving prompting of students' responses by means of displaying questions.⁹² Furthermore, Suciati and Prasetya stated that some of the advantages of Question-answer display technique are to find out how far the students' understanding the material presented by the teacher. then, these activities stimulate students to think about

⁹⁰ Ibid, 73

⁹¹ Guzman, et all, *Op,cit* P. 63

⁹² Douglas, *Op, Cit* P 73

the material given by the teacher and give the students an opportunity to deliver their problems that have not been understood by them.⁹³ Based on this statement in this research the teacher used this technique in order to examine students' understanding about materials given by the teacher in the class. Then, the teacher used this technique to stimulate students' critical thinking in order to make them understand the material.

Review technique was the last technique used by the teacher in teaching English at Charyatham suksa foundation School. According to Douglas Brown one of the advantages of review technique is to summary and test students' ability in order to recall students' performance.⁹⁴ From the statement researcher concluded that the teacher used this technique to summarize students' understanding the previous materials. Then, the teacher used it to examine students to recall the previous materials in order to correlate the next material, so that the teacher was easy to deliver the next materials would be taught in the class.

2. The problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand.

To know about the answer of the second research question the researcher used interview to get the information. Based on the finding as mention above, the

⁹³ Suciati dan Prasetya Irawan. *Teori Belajar dan Motivasi*. (Jakarta: Universitas Terbuka, 2005) P 78

⁹⁴ Douglas, Op, Cit p 74

researcher concluded that the problems faced by the teacher in teaching English at Chariyatham Suksa Foundation School, Thailand.

From the interview result, the researcher concluded that problems faced by the teacher A in teaching English at Chariyatham suksa foundation school, Thailand were lack of interest, lack of concentration in the class, Lack of Repetition and Frequent Practice of Students, Insufficient Time, Resource and Materials, Student is defiant, rowdy or distracting of other. Temporary, Lack of learners' Motivation and Discipline were not problems for both of the teacher who taught English at chariyatham Suksa Foundation school.

The first problem faced by the teacher was lack of interest and the teacher who got this problem based on the data collected and analysed by the researcher there was one teacher. It means that the teacher which was as the subject of this research got this problem. according to Akram Inanlo Khajlo in his journal stated that lack of interest is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something, they will forget it quickly.⁹⁵ From that statement in this research the students were not interested to learn English. Next problem, the students did no listen to the teacher and the materials would be forgotten by the students quickly caused that problem. In

⁹⁵ Akram Inanlo Khajlo, *Problems in Teaching and Learning English for Students*, (Islamic Azad University of Science and Research Tehran, 2013) p. 57

sum, the teacher got this problem. Based on observation and interview conducting by the researcher, this problem gotten by teacher A because the teacher A did not interesting in teaching process. Otherwise, teacher B did not get this problem just because the teacher started the class by playing some games, and some warming up. So, it made the students enjoy the learning process and influenced students' interest in learning English.

Lack of concentration was the second problem faced by the teacher in teaching English at Chariyatham Suksa foundation school, Thailand. according to Akram Inanlo Khajlo in his journal stated when students do not have the concentration cannot learn the material. Concentration depends on these factors: 1. Fatigue and insomnia 2. Environment 3. family problems. When all these factors are eliminated, the students can do his best to learn the language and gain a good score.⁹⁶ Based on the statement above, in this research researcher conclude that both of the teachers got this problem. It could be seen based on interview result, it was because some of the students did not interest to learn English. Next, the students had a lot of materials to learn in a day, so the students did not concentrate on the English subject in the class. Then, the students had many activities outside the class, it influenced students' concentration in the class. The last, the students had family business outside the class. In conclusion, the both of the teacher had this problem because the students' factors.

⁹⁶ *Ibid*, P. 15

Lack of Repetition and Frequent Practice of Students was the next problem faced by the teacher in teaching English at Cahriyatham Suksa Foundation School, Thailand. M.F. Patel Praveen stated that practice plays important role in teaching Learning process. If sufficient practice is given to the students to perform task, he will learn language easily. According to behaviourists psychologist the habit is conditioned behaviour. So, learning a language means forming habit of using language. If we want to learn language. We should take it in practice. Acquiring new habit is the result of learning. Learning a second language means forming the habit of using English.⁹⁷ From the statement, researcher concluded that the teacher got problem lack of Repetition and Frequent Practice of Students. It could be seen from the interview result. It is because the students never practice the material at home. Even though the students did not do the homework given by the teacher. Then, the students did not review the material at home by their selves and did not ask their friend when they did not come to the class. In sum, both of the teacher from Indonesia, who taught English at chariyatham suksa foundation school, Thailand, got this problem.

Insufficient Time, Resource and Materials was the fourth problem faced by the teacher in teaching English at chariyatham suksa foundation school, Thailand. Lary M. Lynch stated that English is foreign language and hence

⁹⁷ M.F. Patel Praveen M. Jainp, *English Language Teaching (Methods, Tools & Techniques)*, (Sunrise Publishers & Distributors, Jaipur, 2008) P. 46

cannot be learnt and thought as easily as mother tongue or first language. When It is learnt or thought as a second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process.⁹⁸ Based on the statement, researcher conclude that both of the teachers got this problem. Both of the teacher had a short time for one material in teaching English. The teacher could not arrange the learning process well, because they did not have enough time in teaching, so the activities in the class is not appropriate with what teacher want. Otherwise, the teacher did not have problem with Resource and Materials, because the teacher had good internet connection in the school, so the teacher could access a lot of materials on google application, youtube channel, etc.

The last problem faced by the teacher n teaching English at chariyatham suksa foundation school, Thailand was Student is defiant, rowdy or distracting of other. Lary M. Lynch stated that This problem will happen, no matter what, in every classroom if the entire class is acting up, it may be the fault of the teacher, boring material or poor classroom management. If it one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and discipline the student if needed. If it continues to happen, further disciplinary action through the schools' director could be

⁹⁸ Lary M. Lynch, *Three critical problem in English Language Teaching and Learning* (Colombia, University Professor in Cali. 2008)

persued.⁹⁹ Based on this statement researcher conclude that the teacher faced this problem in teaching English process. In this case only teacher A who got the problem. It was because some of the students disliked the English subject, so the students acted up on the class. Some of the students ware not serious in learning English because this factor and the teacher could not solve this problem. On the other hand, teacher B could solve this problem by making the voice louder than students' voices, so the students listen to what teacher said. Then, the teacher made the students feel comfortable by allow them to sitting up everywhere they want. Fortunately, the students were not rowdy or distracting the other students.

Furthermore, both of the teacher from Indonesia who taught English at Chariyatham Suksa foundation School, Thailand did not have problem with learners' motivation. Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning¹⁰⁰. Some learners are not particularly concerned about their ability in English subject. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown says that motivation and concern are high, then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching-learning English process. Furthermore, Brown defined motivation is the extent to which you make choice about goals to pursue and the effort you will devote to that

⁹⁹ Ibid.

¹⁰⁰ M. F. Patel, Op, Cit. p. 41

pursuit.¹⁰¹ Based on the statement, researcher concluded that both of the teacher did not face this problem. It was because the 95 % of the students come to the class and the students' presence in the class is good and enough. the students who did not come to the class because they had other activities outside the class or sick. Then, the students are active in the class, because the students had other class and other subjects. So, if the students did not come to the class was not only English class, but other classes and other subjects.

The next was discipline. Lary M. Lynch stated that Every culture has a different standard of discipline and consequence for bad behaviour. Making it clear to my students right from the start what the rules of the classroom were and what the consequence for bad behaviour were and consistently following through with punishments well as reward, made the student behaviour in my classroom much better than it was outside of it.¹⁰² From this statement, researcher concluded that the both of the teachers did not have this problem. It was because the students are good, mostly they attend the class. Then, the teacher told that the students are good, mostly they attend the class. Next, the students are good and discipline. 90% are ready when the teacher come to the class and students follow and obey all the rules given by the teacher. So, it could be concluded that the teacher did not have this problem in teaching English at Chariyatham Suksa Foundation Scholl, Thailand.

¹⁰¹ Douglas Brown, Op, Cit. p. 72

¹⁰² Lary M. Lynch Op,Cit

On the interview process, researcher asked the teacher about the other problems that faced by the teacher in teaching English. They informed that they got problem in language they used, because mostly of the students did not understand English, especially for the students who come from school without English subject. So, the other problem the teacher face in teaching English is Lack of English language.

3. Students' perception toward teaching technique used by English teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand.

To find out about students' perception toward teacher technique used by teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand, the researcher spread questionnaire to all respondents by Sharing link of google form. In this part the researcher discussed how is students' perception toward teacher technique used by teacher from Indonesia in teaching English at Chariyatham Suksa Foundation School, Thailand. It has done to spread the questionnaire to 24 students of last year of secondary school of Chariyatham Suksa Foundation School, but only 23 students who participated in this data . The questionnaire contains 30 statements, items 1 until 4 were for games technique and item 5 until 10 items were for warm up technique. Items 11 until 14 were for organizational technique. Then, items 15 until19 were for content explanation technique, items 20 and 21 were for dialogue/narrative presentation technique. Next, items 22 was reading aloud technique, items 23 and

24 were for checking technique, items 25 and 26 were for question-answer display technique, items 27 and 28 were for review technique. The last, items 29 and 30 were for brainstorming technique.

The researcher made a decision that taken from the theory, there are:

Table 4.5
Categories of Perception

Categories			
Strongly Agree	Combined	Positive Perception	SA: Strongly positive
Agree			A: Positive
Neutral		Neutral Perception	U: Neutral
Disagree	Combined	Negative Perception	D: Negative
Strongly Disagree			SD: Strongly negative

The table above shows the categories in analysis the data of questionnaire. The table above using linkert scale that divided the students perception into five categories. There are Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. Those are categories will make a perception agreement from students. If they answer is strongly agree or agree, it means the student give positive point of view about the techniques. Beside that, if they answer is disagree or Strongly disagree, it show that the techniques got negative perception from students. Uncertain in this data is neutral perception from students. It means that respondent gives a neutral perception about that

technique. The result of data from questionnaire, it showed the presentage and then the category divide 3 category, there are:¹⁰³

d. 70% - 100% = Positive

e. 60% - 69%= Neutral

f. 10% - 59%= Negative

a. Games technique

Based on the finding of games technique, the researcher found that in the first statement the majority of students chose positive perception that depend on 11 respondents with 73,9 % percentage. It means that, at this point the almost students agree that games technique helps them to improve their reading and speaking skill. The statement number 2 that majority of students chose positive perception. It could be seen by 12 respondents with 71,3 % percentage. It means that most of the students agree that games technique make them easy to analyze the text. Then, the statement number 3 that majority of students chose positive perception that depends of 10 respondents with 66,1% percentages. It means that most of the students agree to the technique that this technique train their ability to communicate with others. Next, the statement number 4 that majority of students chose positive perception that depends on 12 respondents with 72,2%

¹⁰³Reza Mayasari, *Students' Perception towards non-English Subject at English Study Program*, (STAIN, Thesis, 2013) P. 36

percentages. It means that they agree that games technique makes them practice the ability to understand the text.

From the explanation above, the researcher conclude that games technique has good perception from the students. it could be seen by the average of the total score with 70,9 % percentages. Based on the theory that mentioned above, it is positive perception from the students.

b. warm up technique

Based on the finding of warm up technique, the researcher found that in the statement number 5 the majority of students chose positive and neutral perception, it depends on 9 respondents with 67,0% percentages. It means that, at this point the almost half of students neutral and agree that Warm-up activities help stimulate them before the lesson starts. The statement number 6 the majority of students chose positive perception that depends on 12 respondents with 69,6% percentages. It means that most of the students at agree that Warm-up activities make them relaxed before the lesson starts. Then, the statement number 7 the majority of students chose positive perception that depends of 14 respondents with 71,3% percentages. It means that most of the students agree to the technique that Warm-up activities motivate them to be more enthusiastic about the lesson. Next, the statement number 8 that majority of students chose neutral perception that depends of 13 respondents with 64,3% percentages. %. It means that they neutral that Warm-up activities trigger their attention. The statement number 9 that majority of students chose positive perception that depends of 10

respondents with 62 % percentages. It means that they agree that Warm-up activities lead them to be more engaged in the lesson. Then, the statement number 10 that majority of students chose negative perception that depends of 12 respondents with 53,9 % percentages. It means that they disagree that Warm-up activities make you get ready for the lesson.

From the explanation above, the researcher conclude that warm up technique has enough perception from the students. it could be seen by the average of the total score with 64,8 % percentages. Based on the theory that mentioned above, it is neutral perception from the students.

c. Organizational technique

Based on the finding of Organizational technique, the researcher found that in the statement 11 the majority of students chose neutral and negative perception that depend on 8 respondents with 60,0% percentages. It means that, at this point almost half of students disagree that the discipline applied in the classroom makes the English learning process that you deal with run well. The statement number 12 that majority of students chose positive perception, it could be seen by 10 respondents with 62,6%. percentages. It means that most of the students agree that the organization of furniture and seating supports the English learning processes that you deal with. Then, the statement number 13 that majority of students chose positive perception, it depends on 12 respondents with 65,2%. It means that most of the students agree to the technique that the organization of general procedures for class interaction and performance supports

the success of English interaction established between you and others during the lesson. Next, the statement number 14 that majority of students chose neutral and positive perception that depends on 8 respondents with 61,7% percentages. It means that they half of them neutral and agree that the lesson purposes are well-organized to support your English improvement

From the explanation above, the researcher conclude that organizational technique has enough perception from the students. it could be seen by the average of the total score with 62,4% percentages. Based on the theory that mentioned above, it is neutral perception from the students.

d. Content explanation technique

Based on the finding of Content explanation technique, the researcher found that in the statement number 15 the majority of students chose neutral and positive perception that depend on 9 respondents with 65,2% percentages. It means that, at this point almost half of students neutral that During the English lesson, the explanation as regards some grammatical aspects of the learned English material supports your grammatical understanding. The statement number 16 that majority of students chose positive perception that depends on 11 respondents with 65,2%. percentages. It means that most of the students agree that During the English lesson, the explanation as regards some ways of English pronunciation supports your pronunciation competence. Then, the statement number 17 that majority of students chose positive and neutral perception that depends of 8 respondents with 60,0%. It means that half of the students neutral

and agree to the technique that During the English lesson, the explanation pertinent to some difficult English vocabularies supports your vocabulary comprehension. Next, the statement number 18 that majority of students chose positive perception that depends on 11 respondents with 68,7% percentages. It means that most of them agree that During the English lesson, the explanation with respect to some social conventions of English use helps the establishment of ideal English interaction between you and others. Then, the statement number 19 that majority of the students chose neutral perception it could be seen by 9 respondents with 63,5%. It means that most of them neutral that During the English lesson, the explanation associated with some contextual meanings of a particular English use supports your understanding of spoken and written English utterances.

From the explanation above, the researcher conclude that content explanation technique has good perception from the students. it could be seen by the average of the total score with 74,2% percentages. Based on the theory that mentioned above, it is positive perception from the students.

e. Dialogue/Narrative presentation technique

Based on the finding of Dialogue/Narrative presentation technique, the researcher found that in the statement number 20 the majority of students chose negative perception that depends on 10 respondents with 61,7%. percentages. It means that, at this point almost half of students disagree that During the English lesson, the provision of listening input (for instance: the input in the form of

spoken dialog or narrative presentation) makes you improve your English listening skill. The statement number 21 that majority of students chose positive perception that depends on 10 respondents with 66,1% percentages. It means that the students disagree that During the English lesson, the provision of reading input (for instance: the input in the form of written dialog or narrative text) makes you improve your English reading skill.

From the explanation above, the researcher conclude that Dialogue/Narrative presentation technique has good perception from the students. it could be seen by the average of the total score with 73,5% percentages. Based on the theory that mentioned above, it is positive perception from the students.

f. Reading aloud technique

Based on the finding of Reading aloud technique, the researcher found that in the 22 statement the majority of students chose neutral perception that depend on 10 respondents with 69,6%. percentages. It means that, at this point almost half of students neutral that Reading aloud activities train your reading skill

From the explanation above, the researcher concluded that Reading aloud technique has enough perception from the students. it could be seen by the average of the total score with 69,6% percentages. Based on the theory that mentioned above, it is positive perception from the students.

g. Checking technique

Based on the finding of Checking technique, the researcher found that in the statement number 23 the majority of students chose positive perception that depend on 11 respondents with 67,0%. percentages. It means that, at this point almost half of students agree that Checking activities given by the teacher help improve their English skills. The statement number 24 that majority of students chose positive perception that depends on 14 respondents with 7,8%. percentages. It means that, at this point almost half of students agree that Checking activities given by the teacher help improve their English skills.

From the explanation above, the researcher concluded that checking technique has good perception from the students. it could be seen by the average of the total score with 70,4% percentages. Based on the theory that mentioned above, it is positive perception from the students.

h. Question-answer display technique

Based on the finding of Content explanation technique, the researcher found that in the statement number 25 the majority of students chose positive perception that depend on 14 respondents with 76,5% percentages. It means that, at this point almost most of students agree that the interactive question-answer activities given by the teacher make you more active in learning English. The statement number 26 that majority of students chose neutral perception that depends on 10 respondents with 62,6% percentages. It means that the students neutral that the interactive question-answer activities given by the teacher train the improvement of your English skills.

From the explanation above, the researcher concluded that question-answer display technique has enough perception from the students. it could be seen by the average of the total score with 69,6% percentages. Based on the theory that mentioned above, it is positive perception from the students.

i. Review technique.

Based on the finding of review technique, the researcher found that in the statement number 27 the majority of students chose positive and neutral perception that depend on 8 respondents with 62,6% percentages. It means that, at this point almost most of students agree that Review activities help you gain the summary of the previous English learning materials. The statement number 28 that majority of students chose neutral perception, it could be seen by 13 respondents with 67,0%. percentages. It means that the students neutral that Review activities help you recall the previous English learning materials.

From the explanation above, the researcher concluded that review technique has positive perception from the students. it could be seen by the average of the total score with 64,8% percentages. Based on the theory that mentioned above, it is neutral perception from the students.

j. Brainstorming technique

Based on the finding of Brainstorming technique, the researcher found that in the statement number 29 the majority of students chose positive perception that depend on 15 respondents with 69,6% percentages. It means that, at this point almost most of students agree that Brainstorming activities help you

guess the English material that will be learnt. The statement number 30 that majority of students chose positive perception that depends on 13 respondents with 73,0%. percentages. It means that, at this point almost most of students agree that Brainstorming activities help you guess the English material that will be learn.

From the explanation above, the researcher concluded that brainstorming technique has good perception from the students. it could be seen by the average of the total score with 72,3% percentages. Based on the theory that mentioned above, it is positive perception from the students.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research questions of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher took some conclusions. The first, the teacher from Indonesia, who taught English at Chariyatham Suksa Foundation School, Thailand, used variation technique in teaching English. They are games, warm up, organizational, content analysis, dialogue/narrative presentation, read aloud, checking, question-answer display, review, brainstorming. The second, the teacher from Indonesia in teaching English got a few problem, which is teacher A got 5 problems in teaching English, they are lack of interest, lack of concentration in the class, lack of repetition and frequent practice of the students, insufficient time, resource and material, students is defiant, rowdy, or distracting of other. Meanwhile, teacher B got 3 problems in teaching at chariyatham suksa foundation school Thailand, they are lack of concentration in the class, lack of concentration in the class, insufficient time, resource and material. The last, almost the most students' perception towards teaching technique used by the teacher from Indonesia in teaching English at chariyatham suksa foundation school Thailand was good and positive perception.

B. Suggestion

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The College

This research can be reference for the teacher in choosing good technique in teaching English. Besides, the possible problem that will get in teaching English. It also should be known about students' perception toward technique which can help the teacher when they use that technique teaching English at Chariyatham Suksa Foundation School

2. The teacher

The teaher of English at Chariyatham Suksa Foundation School Thailand and Indonesia, the teachers have to know about the students' perception toward their techniques that is used, teacher have to change the techniques that got negative or neutral perception, and keep to do the technique that got positive perception. And the technique that wasn't implemented perhaps can be interested by the students.

3. The Researcher

For further researcher, the researcher suggests to conduct a research related to inclusion classroom with different area and different kind of research. Furthermore, the researcher hopes this research can be better and could become motivated to other researchers to investigate this research deeply.

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APPENDICES




Table 1
Observation Checklist

o	Name of techniques	Indicators	Items as regards classroom activities	es	o	Notes
	Role-play	<p>Relatively free acting out of specified roles and functions.</p> <p>Distinguished from cued dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.</p>	<ul style="list-style-type: none"> Students are instructed to freely act out a particular given role in order to practice using English. 			
	Games	<p>Various kinds of language game activity not like other previously defined activities (e.g., board and dice games making words).</p>	<ul style="list-style-type: none"> Students practice using English through playing some English games as directed by the teacher. 			
	Report	<p>Report of student-prepared exposition on books, experiences, project</p>	<ul style="list-style-type: none"> In speaking practice, students are instructed to work on books and then provide their spoken presentation for 			

		work, without immediate stimulus, and the report is elaborated according to students' interests. It is akin to composition in writing mode.	the sake of reporting the work result.			
			<ul style="list-style-type: none"> In speaking practice, students are instructed to reflect on their experiences and then provide their spoken presentation for the sake of reporting the work result. 			
			<ul style="list-style-type: none"> In speaking practice, students are instructed to work on a learning project and then provide their spoken presentation for the sake of reporting the work result. 			
	Problem solving	Activity involving specified problem and limitations in order to be resolved. It requires cooperation on part of participants in small or large group.	<ul style="list-style-type: none"> Students are assigned to cooperatively work in groups in order to discuss and find a solution of the problems aroused by the teacher. 			
	Drama	Planned dramatic rendition of	<ul style="list-style-type: none"> Students are assigned to work in groups in order to learn a given 			

		play, skit, story, etc.	drama or play, and they are further demanded to perform their drama or play.			
	Simulation	Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.	<ul style="list-style-type: none"> Students are given some real life issues or experiences, and they are further directed to discuss those issues or experiences with others in groups so that they establish complex interactions with one another. 			
	Discussion	Debate or other forms of grouped discussion of specified topics, with or without specified sides/positions prearranged.	<ul style="list-style-type: none"> Students are given a topic in order to be discussed. 			
<ul style="list-style-type: none"> Students are discussing a given topic in either one-way position or two-way position 						
	Composition	As in Report (verbal), written development of ideas, story, or other exposition.	<ul style="list-style-type: none"> Students are assigned to develop their ideas and write their ideas into some written works in the form of various genres for instance narrative, recount, exposition, and 			

			etc.			
	A propos	Conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.	<ul style="list-style-type: none"> Students are given some general topics as regards social life, and they are further directed to have conversations with one another or to establish a sort of social interaction with one another. 			
0	Warm -up	Mimes, dance, songs, jokes, play. This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language.	<ul style="list-style-type: none"> Before the learning process is started, the teacher provides students with some warming-up activities for example mimes, dances, jokes, play, and etc. 			
1	Settin g	Focusing on lesson topic. Teacher directs attention to the topic by verbal or nonverbal	<ul style="list-style-type: none"> The teacher directs students' attention to the lesson topic by asking them some questions. The teacher directs students' 			

		<p>evocation of the context relevant to the lesson by questioning or miming or picture presentation, possibly by tape recording of situations and people.</p>	<p>attention to the lesson topic by showing them some gestures.</p>			
			<ul style="list-style-type: none"> • The teacher directs students' attention to the lesson topic by using picture presentation. 			
			<ul style="list-style-type: none"> • The teacher directs students' attention to the lesson topic by engaging students to listen to the recorded audios. 			
<p>2</p>	<p>Organizational</p>	<p>Structuring of lesson or class activities includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, etc.</p>	<ul style="list-style-type: none"> • The teacher organizes students in groups in order to make him/her easier to provide feedback. 			
			<ul style="list-style-type: none"> • The teacher makes the learning process easier to be dealt with by organizing the furniture and the setting of students' positions. 			
			<ul style="list-style-type: none"> • The teacher organizes students' positions so that students are easier to establish interactions and to perform some tasks. 			

			<ul style="list-style-type: none"> The teacher organizes students based on the purpose of the lesson. 			
3	Content explanation	Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspect of language.	<ul style="list-style-type: none"> The teacher explains the English grammar materials to students. 			
			<ul style="list-style-type: none"> The teacher explains to students the materials related to English phonology such as pronunciation. 			
			<ul style="list-style-type: none"> The teacher explains the English vocabulary materials to students. 			
			<ul style="list-style-type: none"> In English communicative practice, the teacher explains the materials related to sociolinguistic competence to students. 			
			<ul style="list-style-type: none"> In English communicative practice, the teacher explains the materials related to pragmatic competence to students. 			

			<ul style="list-style-type: none"> In English communicative practice, the teacher explains the materials related to discourse competence to students. 			
			<ul style="list-style-type: none"> The teacher explains the function and details of English communicative competence to students. 			
4	Role-play demonstration	<p>Selected students or teacher illustrate the procedure(s) to be applied in the lesson segment to follow. This activity includes brief illustration of language or other contents to be incorporated.</p>	<ul style="list-style-type: none"> The teacher selects one or two students who have adequate English skill to have an English conversation with him/her as to show other students an example of English use or communication. The teacher explains the points as regards some language as well as context problems based on the role-play he/she has performed with the selected students. 			
	Dialo	Reading or	<ul style="list-style-type: none"> The teacher provides listening 			

5	<p>gue/ Narra tive presentation</p>	<p>listening to passage presented for passive reception. No implication of students' production or other identifications of specific target forms or functions (students may be asked to "understand").</p>	<p>materials (for example dialogue or narrative speech) for students' English receptive skill.</p> <ul style="list-style-type: none"> The teacher gives input in the form of reading material (for example a narrative text) in order to be read by them. 			
6	<p>Dialo gue/ Narra tive recitation</p>	<p>Reciting a previously known or prepared text, either in unison or individually.</p>	<ul style="list-style-type: none"> Teacher asks students to recite the previously read text individually. The teacher asks students to recite the previously read text in group. 			
7	<p>Readi ng aloud</p>	<p>Reading directly from a given text.</p>	<ul style="list-style-type: none"> The teacher asks students to read the given text aloud. 			
8	<p>Chec king</p>	<p>Teacher circulates or guides the correction of students' work, provides feedback as an activity rather</p>	<ul style="list-style-type: none"> The teacher circulates the classroom for the sake of giving correction of students' work. The teacher guides students to correct their work. 			

		than within another activity.	<ul style="list-style-type: none"> The teacher provides a particular learning activity whose purpose is to correct students' work. 			
9	Question-answer, display	<p>Activity involving prompting of students' responses by means of displaying questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). This activity is distinguished from referential questions that have the likelihood of the questioner to have known the response, and the speakers are aware of that fact.</p>	<ul style="list-style-type: none"> The teacher displays some questions (for example through projector) in order to trigger students' responses. 			
	Drill	Typical	<ul style="list-style-type: none"> The teacher triggers students 			

0		<p>language activity involving fixed patterns of teacher prompting and student responding, usually with repetition, substitution, and other mechanical alterations. This kind of activity is typically with little meaning attached.</p>	<p>to respond to some grammatical cases intensively.</p> <ul style="list-style-type: none"> In drilling students for their grammatical accuracy, the teacher applies some strategies such as repetition, substitution, and some other mechanical alterations. 			
1	Translation	<p>Student or teacher provisions L1 or L2 translations of the given text</p>	<ul style="list-style-type: none"> The teacher assigns students to translate the given text in order to discern students' understanding of the text. 			
2	Dictation	<p>Students write down the orally presented text</p>	<ul style="list-style-type: none"> The teacher reads aloud an English text, and then the students are instructed to write down what the teacher reads. 			
3	Copying	<p>Students write down the text presented visually</p>	<ul style="list-style-type: none"> The teacher presents the material by using a projector, and students write down the displayed material. 			

4	Identification	Students pick out and produce/label or otherwise identify a specific target form, function, definition, or other lesson-related item.	<ul style="list-style-type: none"> The teacher asks students to identify a specific target or grammatical form along with the explanations. 			
			<ul style="list-style-type: none"> The teacher asks students to identify a particular function in the learned material along with the explanations. 			
			<ul style="list-style-type: none"> The teacher asks students to identify some definitions along with the explanations. 			
			<ul style="list-style-type: none"> The teacher asks students to identify some important parts or points in the learned material along with the explanations. 			
5	Recognition	Students identify forms, as in Identification (i.e., checking off items, drawing symbols, rearranging pictures), but without a verbal	<ul style="list-style-type: none"> The teacher instructs students to identify some forms of English language by checking off the related forms without giving explanations. 			
			<ul style="list-style-type: none"> The teacher instructs students to identify some forms of English 			

		response.	language by drawing symbols without giving explanations.			
			<ul style="list-style-type: none"> The teacher instructs students to identify some forms of English language by rearranging pictures without giving explanations. 			
6	Review	Teacher-led review of previous week/month/or other period as a formal summary and type of test of students' recall performance	<ul style="list-style-type: none"> The teacher instructs students to review the previous materials for the sake of gaining some summaries representing students' understanding. 			
			<ul style="list-style-type: none"> The teacher instructs students to review the previous materials in order to examine students' recall performance. 			
7	Testing	Formal testing procedures to evaluate student progress.	<ul style="list-style-type: none"> The teacher gives students formal testing procedures in order to evaluate their progress. 			
8	Meaningful drill	Drill activity involving responses with meaningful	<ul style="list-style-type: none"> The teacher drills students by asking them some questions which can trigger their 			

		<p>choices, as in reference to different information.</p> <p>Distinguished from Information exchange by the regulated sequence and general form of responses.</p>	<p>meaningful responses and other alternative responses.</p>			
9	Brainstorming	<p>A special form of preparation for the lesson, like setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit analysis or interpretation by the teacher.</p>	<ul style="list-style-type: none"> • Before the lesson is started, the teacher asks students some questions that trigger their prior knowledge as regards the given learning topic. 			
0	Story telling (especially when student-	<p>Not necessarily lesson-based, a lengthy presentation of story by teacher or student</p>	<ul style="list-style-type: none"> • As to maintain students' attention, motivation, or whole presence in the learning process, the teacher tells 			

	generated)	(may overlap with Warm-up or Narrative recitation). May be used to maintain attention, motivate, or as lengthy practice.	students some meaningful stories. <ul style="list-style-type: none"> As to maintain students' attention, motivation, or whole presence in the learning process, the teacher also asks some students to tell some meaningful stories. 			
1	Question-answer, referential	Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information). This activity is distinguished from question-answer, display.	<ul style="list-style-type: none"> The teacher provides students some questions in order to elicit their wider and meaningful responses associated with the learned material. 			
2	Cued narrative/ Dialogue	Students produce narrative talk or dialogue by following cues from miming, cue cards,	<ul style="list-style-type: none"> The teacher gives students some cues such as miming so that students can perform a narrative talk or dialogue based on 			

		<p>pictures, or other stimuli related to narrative/dialogue (e.g., metalanguage requesting functional acts).</p>	<p>the cues.</p> <ul style="list-style-type: none"> • The teacher gives students some cues such as showing cards so that students can perform a narrative talk or dialogue based on the cues. 			
			<ul style="list-style-type: none"> • The teacher gives students some cues such as showing pictures so that students can perform a narrative talk or dialogue based on the cues. 			
			<ul style="list-style-type: none"> • The teacher gives students some cues in the form of stimuli so that students can perform a narrative talk or dialogue based on the cues. 			
<p>3</p>	<p>Information transfer</p>	<p>Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while</p>	<ul style="list-style-type: none"> • The teacher provides students some English listening audios wherein the students are further needed to complete the information displayed in the diagram drawn in their handout. 			
			<ul style="list-style-type: none"> • The teacher explains the 			

		listening to (description). This activity is distinguished from Identification in that the student is expected to transform and reinterpret the language or information.	material to students while they are also going along with the related points presented in their handout.			
4	Information exchange	Task involving two-way communication as in information-gap exercises, when one or both parties (or a larger group) must share information to achieve some goals. This activity is distinguished from question-answer, referential in that sharing of information is critical for the task.	<ul style="list-style-type: none"> The teacher instructs students to perform English speaking conversation in two-way communication in order to attain the learning target. 			
	Wrap	Teacher or	<ul style="list-style-type: none"> The teacher summarizes the 			

5	-up	students briefly produce the summary of points and/or items that have been practiced or learned.	material which has been learned. • The teacher asks some students to summarize the material which has been learned.			
6	Narration/ Exposition	Presentation of a story or explanation derived from prior stimuli. This activity is distinguished from cued narrative because of lack of immediate stimulus.	<ul style="list-style-type: none"> • In English speaking practice, the teacher gives students some stimuli to trigger students to come up with their spoken narration/explanation/exposition. • In English writing practice, the teacher gives students some stimuli to trigger students to come up with their written narration/explanation/exposition. 			
7	Preparation	Students deal with study, silent reading, paired planning and rehearsing in order to prepare for later activity. Usually, this activity is in the form of a student-	<ul style="list-style-type: none"> • The teacher gives students some time to read, to plan, or to prepare the task which they are going to deal with later on. 			

		directed or -oriented project.			
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Table 2
Interview Guidance

o	Problem in teaching	Indicators	Questions
	lack of Interest	3. Students do not pay attention to materials delivered by teacher.	<ul style="list-style-type: none"> • Do all students listen to you when you present the material in the class? • Are there any students who do not pay attention to you when you are explaining the material? • What do you think of the probable causes so that a few students do not pay attention to you?
		4. Students do not participate in teaching-learning process.	<ul style="list-style-type: none"> • Do all of your students actively participate in your class? • Do you find any students who do not participate in the process of teaching and learning? • What do you think of the probable causes so that a few students do not actively participate in the process of teaching and learning?
	lack of concentration in the class	4. Students do not understand the materials presented by teacher.	<ul style="list-style-type: none"> • How do you perceive about students' understanding of the materials which you present in the classroom? • Do you find any students who do not understand the

			<p>materials which you present in the classroom?</p> <ul style="list-style-type: none"> • What do you consider as the cause that makes the students find it difficult to understand the given material?
		5. Students are not active and do not deliver their own question to teacher.	<ul style="list-style-type: none"> • How are your students' critical thinking skills in the classroom? • Do you find any students who are not active and rarely post some questions to you pertinent to the material you provide? • What do you think of the probable causes so that the students are not active and tend to be passively responsive in the classroom?
		6. The situation is not controlled by teacher in the class when the teacher presents the materials.	<ul style="list-style-type: none"> • Do you find it difficult to control the situation when you present the material in the classroom? • How do you control the classroom situation when you present the material? • What are the problems that you find in respect of controlling the classroom situation when you present the material?
	Lack of Repetition and Frequent Practice of Students	3. Students do not know the previous materials asked by teacher.	<ul style="list-style-type: none"> • Do you always review the previous materials in the class? • How are the students' responses to your review? • Do you find any students who do not understand the previous materials? • What do you think of the causes so that they have no understanding of the previous

			materials?
		4. Students do not understand when the teacher reviews the previous materials.	<ul style="list-style-type: none"> • What do you think of the students' reaction after you review the previous materials? • Do you find that the students are confused to go along with your review? • What do you consider as the causes so that the students find it difficult to acquire the information which you provide when you review the previous material?
	Lack of learners' Motivation	4. Students rarely conduct the duty given by teacher.	<ul style="list-style-type: none"> • Do you always give an assignment or homework to the students? • How do the students respond to the given assignment or homework? • Are there any students who rarely do the given assignment? • What do you consider as the causes so that they rarely complete their assignment?
		5. Students seldom attend the class.	<ul style="list-style-type: none"> • Do all of the students consistently attend the class? • What do you think of students' active presence in the classroom? • Are there any students who are often absent in the class? • What do you consider as the causes so that the students seldom attend the class?
		6. Students never participate themselves in the class.	<ul style="list-style-type: none"> • How are the students' participation in the class? • Do you find any students who do not properly participate in the class? • What do you consider as the

			possible causes so that a few students do not participate actively in the class?
Insufficient Time, Resource and Materials	4. Teacher cannot finish the material based on time given by school.	<ul style="list-style-type: none"> • How do you perceive the adequacy of the time learning allocation given by the school? • Do you find some obstacles to finish the planned materials based on the time allocated by the school? • What do you consider as the effective time allocation to be provided by the school? 	
	5. Teacher is difficult to find good references in teaching process	<ul style="list-style-type: none"> • Do you have good references for teaching? • What are the references you use for teaching? • Do you find it difficult to find references for teaching? 	
	6. Teachers do not have adequate accesses for searching materials.	<ul style="list-style-type: none"> • Do you have adequate access to search for the teaching materials? • What are the modes that you usually use to access the teaching materials? • Do you find it difficult to access the teaching materials? 	
Discipline	3. Students are not consistent in the class.	<ul style="list-style-type: none"> • What do you perceive about students' presence in the classroom? • Are there any students who are frequently absent in your class? 	
	4. Students do not obey the rules given by teacher.	<ul style="list-style-type: none"> • How do you perceive about the students' compliance in your class? • Do you find any students who do not obey the rules set in your class? 	
Student	4. Students are not serious	<ul style="list-style-type: none"> • What do you perceive about 	

	is defiant, rowdy or distracting of other	in following teaching-learning process.	students' seriousness in the classroom? <ul style="list-style-type: none"> • Are there any students who are not serious to learn in your class?
		5. The class is noisy and loses control of the teacher.	<ul style="list-style-type: none"> • How do you perceive about the ideal comfort of your class situation? • Do you find that your class is noisy? • Do you often find that your class loses control? • How do you create the comfort learning atmosphere? • How do you control your class situation?
		6. Students have a bad attitude toward the teacher in the class.	<ul style="list-style-type: none"> • What do you perceive about students' attitude towards you as the teacher in the classroom? • Are there any students who have negative attitude towards you in your class? • How do you deal with the students who have negative attitude towards you?

Catatan:

1. Instrumen ini sudah divalidasi dan siap digunakan untuk pengambilan data penelitian
2. Bagian-bagian yang divalidasi meliputi: a) sinkronisasi teori dari bab 2 terhadap perumusan indikator, dan sinkronisasi indikator sebagai blueprint terhadap tiap item dari checklist begitu juga item-item dari interview. b) penambahan item demi mendapatkan data yang cukup sesuai dengan tujuan penelitian dan indikator yang disisipkan. c) memperbaiki area linguistic dari tiap item (vocabulary, spelling, grammar)

Curup, 5 Mei, 2019

Validato

Ruly Morganna

Table 3
Questionnaire

Techniques	Indicators	Statements	A			D
Games	Various kinds of language game activities (e.g., board and dice games making words).	31. Game activities help you improve your English reading and speaking skill.				
		32. Game activities make you easier to analyze English texts.				
		33. Game activities train your ability to communicate with others by using English.				
		34. Game activities are used to help you practice your competence to understand the given English texts.				
Warm-up	Mimes, dance, songs, jokes, and play. These activities get the students stimulated, relaxed, motivated,	35. Warm-up activities help stimulate you before the lesson starts.				
		36. Warm-up activities make you relaxed before the lesson starts.				
		37. Warm-up activities motivate you to be more				

	attentive, or otherwise	enthusiastic about the lesson.					
	engaged and ready for the lesson. It does not necessarily involve the use of the target language.	38. Warm-up activities trigger your attention.					
		39. Warm-up activities lead you to be more engaged in the lesson.					
		40. Warm-up activities make you get ready for the lesson.					
Organizational	Structuring the lessons or class activities including disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, and etc.	41. The discipline applied in the classroom makes the English learning process that you deal with run well.					
		42. The organization of furniture and seating supports the English learning processes that you deal with.					
		43. The organization of general procedures for class interaction and performance supports the success of English interaction established between you and others during the lesson.					
		44. The lesson purposes are well-organized to support your English					

		improvement					
Content explanation	Grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspect of language.	45. During the English lesson, the explanation as regards some grammatical aspects of the learned English material supports your grammatical understanding.					
		46. During the English lesson, the explanation as regards some ways of English pronunciation supports your pronunciation competence.					
		47. During the English lesson, the explanation pertinent to some difficult English vocabularies supports your vocabulary comprehension.					
		48. During the English lesson, the explanation with respect to some social conventions of English use helps the establishment of ideal English interaction between you and others.					
		49. During the English lesson, the explanation					

		associated with some contextual meanings of a particular English use supports your understanding of spoken and written English utterances.					
Dialogue/ Narrative presentation	Reading or listening to passage presented for passive reception. No implication of students' production or other identifications of specific target forms or functions (students may be asked to "understand").	50. During the English lesson, the provision of listening input (for instance: the input in the form of spoken dialog or narrative presentation) makes you improve your English listening skill.					
		51. During the English lesson, the provision of reading input (for instance: the input in the form of written dialog or narrative text) makes you improve your English reading skill.					
Reading aloud	Reading directly from a given text.	52. Reading aloud activities train your reading skill					
Checking	Teacher circulates or	53. Checking activities given by the teacher help improve your					

	guides the correction of students' work, provides feedback as an activity rather than within another activity.	English skills.					
		54. Feedback given by the teacher helps improve your English skills.					
Question-answer, display	Activity involving prompting of students' responses by means of displaying questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). This activity is distinguished from referential	55. The interactive question-answer activities given by the teacher make you more active in learning English.					
		56. The interactive question-answer activities given by the teacher train the improvement of your English skills.					

	<p>questions that have the likelihood of the questioner to have known the response, and the speakers are aware of that fact.</p>					
Review	<p>Teacher-led review of previous week/month/or other period as a formal summary and type of test of students' recall performance</p>	<p>57. Review activities help you gain the summary of the previous English learning materials.</p>				
		<p>58. Review activities help you recall the previous English learning materials.</p>				
Brainsto	A special	<p>59. Brainstorming activities help you guess the</p>				

<p>Brainstorming</p>	<p>form of preparation for the lesson, like setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit analysis or interpretation by the teacher.</p>	<p>English material that will be learnt</p> <p>60. Brainstorming activities make you ready for the English lesson.</p>					
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Saran untuk peneliti:

Berdasarkan diskusi akademik berbagai para ahli statistik, bila kita menelusuri berbagai publikasi para ahli statistik mengenai *likert scale*, banyak para ahli yang menyarankan agar menggunakan *4 scales* dengan menghilangkan skala netral (N) agar data yang dianalisa lebih terhindar dari bias. Sebab, data netral itu dalam perspective filsafat ilmu *realistic* akan menuansakan bias data atau akan terategori sebagai (bukan data). Maka dari itu banyak para ahli statistik yang menganjurkan untuk menghilangkan skala netral dalam *likert scale* agar analisis data nantinya lebih mudah dan hasilnya lebih terukur. Saran untuk peneliti, bila berkenan, kalau bisa hilangkan saja kategori skala netral nya (N).

Catatan dari validator:

Instrumen penelitian ini sudah divalidasi untuk tahap awal yaitu (*professional judgment*). Selanjutnya, berhubung ini kuesioner **kuantitatif**, maka peneliti wajib melakukan satu tahap lagi uji validasi dan tahap uji reliabilitas dengan melakukan *try-out* kepada anggota populasi yang tidak dijadikan *sample* penelitian. Selanjutnya data uji

try-out wajib dihitung menggunakan *statistical calculation* dengan rumus validitas dan reliabilitas yang akurat. Apabila nantinya hasil hitung menunjukkan ada beberapa item yang tidak *valid* atau tidak *reliable*, maka peneliti wajib menghapus item tersebut atau merevisi dengan item yang baru.

Catatan tambahan: berikan rumus validitas dan reliabilitas di bab 3 khusus untuk bagian analisis data kuantitatif sebagai bentuk *pre-data analysis* untuk kuesioner.

Berdasarkan hasil *professional judgment*, ada beberapa poin yang validator sudah perbaiki. Yaitu:

1. Memperbaiki tata bahasa dan pilihan kata (*word choice*) yang sesuai untuk tiap item
2. Menambah beberapa item agar lebih tepat sasaran dalam menegosiasikan persepsi murid terhadap *variable X* berdasarkan garis besar teori atau indikator yang digunakan sebagai kerangka instrumen.

Validator

Ruly Morganna, M. Pd

Table6.0
Questionnire in Thai Language

o	รายการแบบสอบถาม	ขี้งแ รง เห็นด้ วย	หีน ด้วย	ป็นก ลาง	มเหี นด้ ย	ขี้งแ มเหี นด้ ย ขี้งแ มเหี นด้ ย
	กิจกรรมเกมช่วยให้คุณพัฒนาทักษะการอ่านแ ละการพูดภาษาอังกฤษ					
	กิจกรรมเกมทำให้คุณวิเคราะห์ข้อความภาษาอ ังกฤษได้ง่ายขึ้น					
	กิจกรรมเกมฝึกฝนความสามารถในการสื่อสาร กับผู้อื่นโดยใช้ภาษาอังกฤษ					
	กิจกรรมเกมจะใช้เพื่อช่วยให้คุณฝึกฝนความสา มารถในการเข้าใจข้อความภาษาอังกฤษที่กำหนด					
	กิจกรรมการอ่านเครื่องช่วยกระตุ้นคุณก่อนเริ่ม บทเรียน					
	กิจกรรมการอ่านเครื่องทำให้คุณผ่อนคลายก่อน ที่บทเรียนจะเริ่ม					
	กิจกรรมการอ่านเครื่องกระตุ้นให้คุณกระตือรือร้น ในบทเรียนมากขึ้น					
	กิจกรรมการอ่านเครื่องทำให้เกิดความสนใจของ คุณ					
	กิจกรรมการอ่านเครื่องทำให้คุณมีส่วนร่วมในบท เรียนมากขึ้น					
0	กิจกรรมการอ่านเครื่องทำให้คุณเตรียมพร้อมสำ หรับบทเรียน					

1	ระเบียบวินัยที่ใช้ในห้องเรียนทำให้กระบวนการเรียนรู้ภาษาอังกฤษที่คุณรับมือได้ดี					
2	องค์กรของเฟอร์นิเจอร์และที่นั้รองรับกระบวนการเรียนรู้ภาษาอังกฤษที่คุณจัดการ					
3	การจัดระเบียบของกระบวนการทั่วไปสำหรับการโต้ตอบในชั้นเรียนและการปฏิบัติงานสนับสนุนความสำเร็จของการโต้ตอบภาษาอังกฤษที่จัดตั้งขึ้นระหว่างคุณและผู้อื่นในระหว่างบทเรียน					
4	วัตถุประสงค์ของบทเรียนได้รับการจัดระเบียบอย่างดีเพื่อสนับสนุนการพัฒนาภาษาอังกฤษของคุณ					
5	ในระหว่างบทเรียนภาษาอังกฤษคำอธิบายเกี่ยวกับหลักไวยากรณ์บางส่วนของเนื้อหาภาษาอังกฤษที่เรียนรู้อาจช่วยให้คุณเข้าใจไวยากรณ์ได้ดียิ่งขึ้น					
6	ในระหว่างบทเรียนภาษาอังกฤษคำอธิบายเกี่ยวกับการออกเสียงภาษาอังกฤษช่วยสนับสนุนความสามารถในการออกเสียงของคุณ					
7	ในระหว่างบทเรียนภาษาอังกฤษคำอธิบายที่เกี่ยวข้องกับคำศัพท์ภาษาอังกฤษที่ยากจะสนับสนุนความเข้าใจคำศัพท์ของคุณ					
8	ในระหว่างบทเรียนภาษาอังกฤษคำอธิบายเกี่ยวกับการประชุมทางสังคมบางประการเกี่ยวกับการใช้ภาษาอังกฤษช่วยให้คุณมีปฏิสัมพันธ์ระหว่างภาษาอังกฤษกับคุณ					
9	ในระหว่างบทเรียนภาษาอังกฤษคำอธิบายที่เกี่ยวข้องกับความหมายเชิงบริบทของการใช้ภาษาอังกฤษนั้นช่วยสนับสนุนความเข้าใจในการพูดและการเขียน					

	ภาษาอังกฤษของคุณ					
0	<p>ในระหว่างบทเรียนภาษาอังกฤษการจัดหาอินพุตการฟัง (ตัวอย่างเช่น: อินพุตในรูปแบบของการพูดโต้ตอบหรือการนำเสนอการบรรยาย)</p> <p>ทำให้คุณพัฒนาทักษะการฟังภาษาอังกฤษของคุณ</p>					
1	<p>ในระหว่างบทเรียนภาษาอังกฤษการจัดเตรียมการป้อนข้อมูลการอ่าน (ตัวอย่างเช่น: การป้อนข้อมูลในรูปแบบของการเขียนโต้ตอบหรือข้อความบรรยาย)</p> <p>ทำให้คุณพัฒนาทักษะการอ่านภาษาอังกฤษของคุณ</p>					
2	การอ่านออกเสียงกิจกรรมฝึกทักษะการอ่านของคุณ					
3	การตรวจสอบกิจกรรมที่ครูมอบให้ช่วยพัฒนาทักษะภาษาอังกฤษของคุณ					
4	ข้อเสนอแนะที่ได้รับจากอาจารย์จะช่วยพัฒนาทักษะภาษาอังกฤษของคุณ					
5	กิจกรรมตอบคำถามแบบโต้ตอบที่ได้รับจากครูทำให้คุณกระตือรือร้นมากขึ้นในการเรียนรู้ภาษาอังกฤษ					
6	กิจกรรมตอบคำถามแบบโต้ตอบที่ได้รับจากครูจะฝึกการพัฒนาทักษะภาษาอังกฤษของคุณ					
7	บทวนกิจกรรมช่วยให้คุณได้รับข้อมูลสรุปของสื่อการเรียนรู้ภาษาอังกฤษก่อนหน้า					
	บทวนกิจกรรมช่วยให้คุณระลึกถึงสื่อการเรียนรู้					

8	รู้ภาษาอังกฤษก่อนหน้านี้					
9	กิจกรรมระดมสมองช่วยให้คุณเดาเนื้อหาภาษาอังกฤษที่จะได้เรียนรู้					
0	กิจกรรมระดมสมองช่วยให้คุณพร้อมสำหรับบทเรียนภาษาอังกฤษ					

Interviews Transcript Teacher A

1. Researcher: Do all students listen to you when you present the material in the class?
Respondent: most of the students pay ant listen to me when I present the material in the class.
2. Researcher: Are there any students who do not pay attention to you when you are explaining the material?
Respondent: less of the don't pay attention when I explain the material. it is because I will tell them that the lesson I teach them will hold in the exam.
3. Researcher: What do you think of the probable causes so that a few students do not pay attention to you?
Respondent: the attitude of the language some students study English because the parents force them.
4. Researcher: Do all of your students actively participate in your class?
Respondent: the English is not their mother tongue.
5. Researcher: Do you find any students who do not participate in the process of teaching and learning?
Respondent: -
6. Researcher: What do you think of the probable causes so that a few students do not actively participate in the process of teaching and learning?
Respondent: the English is not their mother tongue
7. Researcher: How do you perceive about students' understanding of the materials which you present in the classroom?
Respondent: I ask the students to prepare the lesson before come to the class.
8. Researcher: Do you find any students who do not understand the materials which you present in the classroom?
Respondent: most of the girl students understand the lesson. but some of male students lack of understanding because they have negative attitude to English.
9. Researcher: What do you consider as the cause that makes the students find it difficult to understand the given material?
Respondent: -

10. Researcher: How are your students' critical thinking skills in the classroom?
Respondent: -
11. Researcher: Do you find any students who are not active and rarely post some questions to you pertinent to the material you provide?
Respondent: Yes, I find some of the students do not understand the materials.
12. Researcher: What do you think of the probable causes so that the students are not active and tend to be passively responsive in the classroom?
Respondent: The materials don't attract their interest
13. Researcher: Do you find it difficult to control the situation when you present the material in the classroom?
Respondent: -
14. Researcher: How do you control the classroom situation when you present the material?
Respondent: -
15. Researcher: What are the problems that you find in respect of controlling the classroom situation when you present the material?
Respondent: -
16. Researcher: Do you always review the previous materials in the class?
Respondent: I rarely review the materials in the class.
17. Researcher: How are the students' responses to your review?
Respondent: because I rarely review it so that I can not give a good explanation about it. but when I review it some of them have good response because although I did not review it I try to make it related to material I am teaching.
18. Researcher: Do you find any students who do not understand the previous materials?
Respondent: yes I found, some of the students did not understand it but mostly 85 % around still remember it
19. Researcher: What do you think of the causes so that they have no understanding of the previous materials?
Respondent: beside my class they have other class so that they cannot remember a lot of subject especially for male students they have negative response to English subject.

20. Researcher: What do you think of the students' reaction after you review the previous materials?
Respondent: for those who understand they have good reaction, but for those who don't understand they look like confusing in remembering the materials.
21. Researcher: Do you find that the students are confused to go along with your review?
Respondent: like I said before that the students who don't remember the previous materials like that.
22. Researcher: What do you consider as the causes so that the students find it difficult to acquire the information which you provide when you review the previous material?
Respondent: ohh, they don't review it at home. it is the first. the second they did not come to the class so that they did not know the material. and they did not ask their friend for it.
23. Researcher: Do you always give an assignment or homework to the students?
Respondent: yes always. although it is simple assignment. it is for make them understand well about the materials.
24. Researcher: How do the students respond to the given assignment or homework?
Respondent: their response is good. but some of them did not do the homework especially for male students.
25. Researcher: Are there any students who rarely do the given assignment?
Respondent: yes some of them. but mostly of them do it because if not I tell them that it influences their score in the end.
26. Researcher: What do you consider as the causes so that they rarely complete their assignment?
Respondent: for those who did not do the homework because they are busy and have a lot of other homework from other teachers.
27. Researcher: Do all of the students consistently attend the class?
Respondent: mostly of them attend my class. 95% around.
28. Researcher: What do you think of students' active presence in the classroom?
Respondent: it because they have other business and have extracurricular outside the class.

29. Researcher: Are there any students who are often absent in the class?
Respondent: not really
30. Researcher: What do you consider as the causes so that the students seldom attend the class?
Respondent: they always present my class. so for the students who did not come because they are sick.
31. Researcher: How are the students' participation in the class?
Respondent: they are good.
32. Researcher: Do you find any students who do not properly participate in the class?
Respondent: no they are active in the class.
33. Researcher: What do you consider as the possible causes so that a few students do not participate actively in the class?
Respondent: because they are active in the class, so I can't answer it.
34. Researcher: How do you perceive the adequacy of the time learning allocation given by the school?
Respondent: it my problem especially at the first time. because it is very different with Indonesia, here we have 45 minutes for one material so it is not enough for us to teach one material.
35. Researcher: Do you find some obstacles to finish the planned materials based on the time allocated by the school?
Respondent: yeah, because we don't have enough time so I can't apply something like warming up or review material and so on.
36. Researcher: What do you consider as the effective time allocation to be provided by the school?
Respondent: the school must manage the time longer for one subject so we can do lot of activities in the class.
37. Researcher: Do you have good references for teaching?
Respondent: yes I do, we have internet here so it is easy to access it.
38. Researcher: What are the references you use for teaching?
Respondent: something like google, we have a lot of references on google app.
39. Researcher: Do you find it difficult to find references for teaching?
Respondent: like I said before.

40. Researcher: Do you have adequate access to search for the teaching materials?
Respondent: like I said before.
41. Researcher: What are the modes that you usually use to access the teaching materials?
Respondent: I search it on google and also from book that related to the materials and we have English book from the school.
42. Researcher: Do you find it difficult to access the teaching materials?
Respondent: not really, it is easy because internet heheheh
43. Researcher: What do you perceive about students' presence in the classroom?
Respondent: they are good most of the student come to my class.
44. Researcher: Are there any students who are frequently absent in your class?
Respondent: no I think is nothing because they discipline and on time.
45. Researcher: How do you perceive about the students' compliance in your class?
Respondent: they are good and do all activities I ask and follow my rules.
46. Researcher: Do you find any students who do not obey the rules set in your class?
Respondent: no, they obey my rules. almost of them but sometimes they quiet noisy each other but it's ok.
47. Researcher: What do you perceive about students' seriousness in the classroom?
Respondent: they are serious but for male students some of them no. because they dislike English subject.
48. Researcher: Are there any students who are not serious to learn in your class?
Respondent: yes like I said before that for male students some of them dislike English subject so they just listen to my explanation and silent.
49. Researcher: How do you perceive about the ideal comfort of your class situation?
Respondent: the ideal class is not large to make them comfort in the class. I always try to make the class fun like playing games and reading aloud.
50. Researcher: Do you find that your class is noisy?
Respondent: yeah, I found it but it is not problem for me. they noisy in order to ask the materials they don't understand.
51. Researcher: Do you often find that your class loses control?

Respondent: No, I can fix it by myself.

52. Researcher: How do you create the comfort learning atmosphere?

Respondent: like I said before that I try to make games in order to make them fun in the class. and other activities like reading aloud and so on.

53. Researcher: How do you control your class situation?

Respondent: by giving instruction and make rules on teaching process.

54. Researcher: What do you perceive about students' attitude towards you as the teacher in the classroom?

Respondent: they have good attitude toward me as the teacher and follow all my rules in the class.

55. Researcher: Are there any students who have negative attitude towards you in your class?

Respondent: No, I don't find it.

56. Researcher: How do you deal with the students who have negative attitude towards you?

Respondent: because they are good, so I cant answer it.

Teacher B

1. Researcher: Do all students listen to you when you present the material in the class?

Respondent: Yes, mostly the students listen to me and pay attention to me.

2. Researcher: Are there any students who do not pay attention to you when you are explaining the material?

Respondent: yeah, like you know somehow because they are just kids and they are not pay one hundred full attention, sometimes they cheat chat with their friends, but it's not so dizzy and I can control them get focused back, it's ok for me.

3. Researcher: What do you think of the probable causes so that a few students do not pay attention to you?

Respondent: I don't really think that paying attention as one and only one indicator to get to understand the material, so to make them attention by making a lot of way and another method. they will interest to us

4. Researcher: Do all of your students actively participate in your class?

Respondent: yes, alhamdulillah they answer my question, and come in front of the class when I say so 90 % of them and 10 % of them are shy

5. Researcher: Do you find any students who do not participate in the process of teaching and learning?

Respondent: No, even the worst students join and sometimes not join, something like that.

6. Researcher: What do you think of the probable causes so that a few students do not actively participate in the process of teaching and learning?

Respondent: I think every action has its own factor and effect so for those students who do not participate, it would be lack of information.

7. Researcher: How do you perceive about students' understanding of the materials which you present in the classroom?

Respondent: it's kind of tricky at first meeting. we can't assume how much they understand we must conduct the test when we ask simple question about the material presented it's one way either students understand or not.

8. Researcher: Do you find any students who do not understand the materials which you present in the classroom?

Respondent: of course, some of them don't understand, but most of them understand it.

9. Researcher: What do you consider as the cause that makes the students find it difficult to understand the given material?

Respondent: the first they don't attend the classroom because teaching is sequence. when you miss one meeting it's going to be hard for you in the next material.

10. Researcher: How are your students' critical thinking skills in the classroom?

Respondent: I going to say that they don't talk too much they don't like to asking question. there are often one or two students active to question.

11. Researcher: Do you find any students who are not active and rarely post some questions to you pertinent to the material you provide?

Respondent: it's quit problem because when I'm asking they don't say really yes It's quite hard for me at the beginning.

12. Researcher: What do you think of the probable causes so that the students are not active and tend to be passively responsive in the classroom?

Respondent: -

13. Researcher: Do you find it difficult to control the situation when you present the material in the classroom?
Respondent: not really, It's quietly easy for me.
14. Researcher: How do you control the classroom situation when you present the material?
Respondent: first you have loud voice louder than them. it can control them, you have to seem straight to the point and not talk too much, and by giving short and simple materials.
15. Researcher: What are the problems that you find in respect of controlling the classroom situation when you present the material?
Respondent: the problem found when I quietly hard to explain Either grammatical or tenses. most of them lack and not really advance in speaking and prior knowledge.
16. Researcher: Do you always review the previous materials in the class?
Respondent: Yes, if it's still one context by simple question
17. Researcher: How are the students' responses to your review?
Respondent: most of them understands and still remember it
18. Researcher: Do you find any students who do not understand the previous materials?
Respondent: Yes, I found because they do not come to the class and they do not make the homework.
19. Researcher: What do you think of the causes so that they have no understanding of the previous materials?
Respondent: - because they do not come to the class and they do not make the homework.
20. Researcher: What do you think of the students' reaction after you review the previous materials?
Respondent: they get it
21. Researcher: Do you find that the students are confused to go along with your review?
Respondent: not really, they quietly enjoy it. it's not really hard for me.
22. Researcher: What do you consider as the causes so that the students find it difficult to acquire the information which you provide when you review the previous material?

Respondent: they don't come to class and don't do homework and have other activities.

23. Researcher: Do you always give an assignment or homework to the students?

Respondent: Yes, almost in every class.

24. Researcher: How do the students respond to the given assignment or homework?

Respondent: 90 % do it

25. Researcher: Are there any students who rarely do the given assignment?

Respondent: not really, 70 % do the assignments

26. Researcher: What do you consider as the causes so that they rarely complete their assignment?

Respondent: the first, because they have a lot of assignment from other teachers. the second lack of the time and not have enough time.

27. Researcher: Do all of the students consistently attend the class?

Respondent: most of them 95 % attend the class. if not because have other activities

28. Researcher: What do you think of students' active presence in the classroom?

Respondent: yes, in this case they have extracurricular don't come frequently to lass.

29. Researcher: Are there any students who are often absent in the class?

Respondent: not really consistence did not come to the class. they don't come because they are sick or have family business.

30. Researcher: What do you consider as the causes so that the students seldom attend the class?

Respondent: they don't come because they are sick or have family business.

31. Researcher: How are the students' participation in the class?

Respondent: quiet good and enough

32. Researcher: Do you find any students who do not properly participate in the class?

Respondent: No I don't think so, I could not find it.

33. Researcher: What do you consider as the possible causes so that a few students do not participate actively in the class?

Respondent: A they are busy outside the class.

34. Researcher: How do you perceive the adequacy of the time learning allocation given by the school?

Respondent: Because Indonesian and Thai style are different in Indonesia combine two times like 45 minutes and 45 minutes so it could be 90 minutes for one material. but in Thailand 45 minutes in one class.

35. Researcher: Do you find some obstacles to finish the planned materials based on the time allocated by the school?

Respondent: at the beginning yes, now going well.

36. Researcher: What do you consider as the effective time allocation to be provided by the school?

Respondent: you know, it could be combined like in Indonesia so it would be longer.

37. Researcher: Do you have good references for teaching?

Respondent: yeah, have a lot of internet

38. Researcher: What are the references you use for teaching?

Respondent: video from channel in youtube and others

39. Researcher: Do you find it difficult to find references for teaching?

Respondent: it's quiet easy.

40. Researcher: Do you have adequate access to search for the teaching materials?

Respondent: Yes I do

41. Researcher: What are the modes that you usually use to access the teaching materials?

Respondent: internet connection.

42. Researcher: Do you find it difficult to access the teaching materials?

Respondent: No, it's easy I can show it on the TV in the class

43. Researcher: What do you perceive about students' presence in the classroom?

Respondent: they are good and discipline.

44. Researcher: Are there any students who are frequently absent in your class?

Respondent: yups, some of them take other activities outside the class.

45. Researcher: How do you perceive about the students' compliance in your class?

Respondent: they obey me. they following all the rules. if they don't follow the rules like don't do the homework then I let them go outside the class.

46. Researcher: Do you find any students who do not obey the rules set in your class?

Respondent: No, they follow my rules. like they have to bring dictionary etc. they follow all the rules.

47. Researcher: What do you perceive about students' seriousness in the classroom?

Respondent: most of them serious. 90 % are ready when I come to the class.

48. Researcher: Are there any students who are not serious to learn in your class?

Respondent: rarely like 5 %

49. Researcher: How do you perceive about the ideal comfort of your class situation?

Respondent: I let the students to set everywhere they want.

50. Researcher: Do you find that your class is noisy?

Respondent: not really, but they are active.

51. Researcher: Do you often find that your class loses control?

Respondent: No, I can control it well.

52. Researcher: How do you create the comfort learning atmosphere?

Respondent: by respecting everyone. like if one student talk other should listen it. it applies for me and everyone.

53. Researcher: How do you control your class situation?

Respondent: by giving instruction and additional score, etc.

54. Researcher: What do you perceive about students' attitude towards you as the teacher in the classroom?

Respondent: oh, alhmdulillah, they are good. No students have bad attitude.

55. Researcher: Are there any students who have negative attitude towards you in your class?

Respondent: No, I don't have it.

56. Researcher: How do you deal with the students who have negative attitude towards you?

Respondent:-

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16		,6		,0		,3		,2		,9	5	5,2	6
17		,9		,1		,0		,3		,7	9	0,0	6
18		,5		,1		,1		,3		,0	9	8,7	6
19		,7		,2		,8		,2		,0	3	3,5	6
20		,5		,5		,3	0	,7		,0	1	1,7	6
21		,5		,2		,2		,1		,0	6	6,1	6
22		,2		,6	0	,7		,5		,0	0	9,6	6
23		,6		,0		,2		,2		,0	7	7,0	6
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29		,6	2	0,4		,6		,6		,7	0	6 9,6	71, 3
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Nomor : **1235** /In.34/PP.00.9/12/2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI (IAIN) 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 diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
5. Keputusan Menteri Agama RI Nomor B.11/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Leffi Noviyenti, M.Pd** **19761106 200312 2 004**
2. **Sarwo Edy, M.Pd** **20011038702**

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

N A M A : **Khoiri B**

N I M : **15551021**

JUDUL SKRIPSI : **An Analysis Of English Teachers Technique In Teaching English At Chariyatham Suksa Foundation School.**

(Comparative Study Between Indonesia Teacher And Thailand Teacher)

- 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, 26 Desember 2018

Rektor IAIN Curup
Hendri Darmi



Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara IAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan IAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Fakultas Tarbiyah



INSTITUT AGAMA ISLAM NEGERI
CULICULIC

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	20/Mei 2019	Chapter I		
2	20/June 2019	Chapter II		
3	30/June 2019	Chapter III		
4	2/July 2019	Chapter IV		
5	15/July 2019	Chapter V		
6	23/July 2019	Acc Thesis/Managesal		
7				
8				



INSTITUT AGAMA ISLAM NEGERI
CULICULIC

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	02/Januari 2019	Konsultasi Background		
2	15/februari 2019	Konsultasi: Chapter I		
3	03/Maret 2019	Konsultasi: Chapter II		
4	04/April 2019	Konsultasi: Chapter III		
5	11/Mei 2019	Konsultasi: Chapter Instrument		
6	12/June 2019	Konsultasi Chapter IV		
7	20/June 2019	Konsultasi finishing and discussion dan Chapter V		
8	17/July 2019	Acc Thesis/Managesal		



BIOGRAPHY

KHOIRI B was born in Sampang on September 07th 1997. Unfortunately in the ID card and other certificate written on June 19th 1996. He is a Son of Mr. Abdul Basith and Mrs. Rummah Asnani. He has two brothers and one step brother. He is the oldest one. He finished his elementary school at MI Miftahul Ulum I Sampang, Madura, Jawa timur. graduated in 2010. Then, He continued his study to Junior High School at MTs Miftahul Ulum I Sampang, Madura, Jawa timur. graduated in 2012. then, He carried on to Senior High School MA Miftahul Ulum I Sampang, Madura, Jawa timur. and graduated in 2015. After that, He decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as his faculty. He graduated his study on 2019.