

**AN ANALYSIS OF CLASSROOM ACTIVITIES PURSUANT
TO EFFECTIVE TECHNIQUES TEACHING ENGLISH IN
INTEGRATED VOCATIONAL SCHOOLS**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



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**ENGLISH TADRIS STUDY PROGRAM
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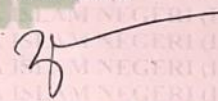
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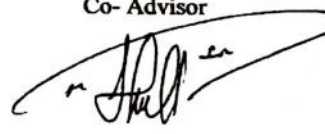
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ACKNOWLEDGMENT



Assalamu'alaikum Wr. Wb.

In the name of Allah SWT, the beneficent, the merciful, praise is to Allah, lord of universe. By the merciful god who blessing and guidance had made me possible to finish this thesis completely. May pray and peace is upon him the last Prophet Muhammad, his family, companions and his followers.

The researcher finished this thesis entitled "An Analysis of Classroom Activities pursuant to Effective Techniques Teaching English in Integrated Vocational Schools" This thesis is presented to fulfill of the requirement for "Sarjana" degree in English Study Program of IAIN CURUP. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from the others. In this chance, the researcher would like to express her deepest to appropriation to:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the researcher realized this thesis still need suggestions and the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin
Ya Robbal' alamin

Wassalamu'alaikum WR.WB

Curup, July 2018
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HELI AGUSTIN
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MOTTO AND DEDICATION

**“DO NOT ALWAYS SAID “THERE IS STILL TIME” OR “LATER”. DO IT
RIGHT NOW, USE YOUR TIME WISELY”**

**In the name of Allah, Lord of the World, The Most Gracious, the merciful. This
thesis proudly is dedicated to:**

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**Thanks for this four years. I will miss every moment about Us My family and my
friends**

My almamater “IAIN CURUP”

PREFACE

Praise be to Allah SWT that the writer has finally finished writing her thesis entitled "An analysis of classroom activities pursuant to effective techniques teaching English in integrated vocational Schools"

This thesis is submitted as a part of a completion for undergraduate degree of strata 1 (S1) in English Study Program of The State Institute of Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

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

Curup, 23 July 2019
The Writer,



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ABSTRACT

Heli Agustin, 2019 “An Analysis of Classroom Activities pursuant to Effective Techniques Teaching English in Integrated Vocational Schools”

Advisor : **Leffi Noviyenti, M.Pd**

Co-Advisor : **Henny Septia Utami, M.Pd**

The objective of this research are to describe classroom activities pursuant to effective techniques teaching English in integrated vocational schools, and to investigate classroom activities pursuant to effective techniques teaching English in integrated vocational schools at Islamic integrated Rabbi Radhiyyah and vocational high school Islamic integrated Khoiru Ummah in Curup Rejang Lebong. The design of this research is descriptive qualitative. The subject of this research were two teachers who teach English in Islamic integrated vocational schools. In collecting the data, the researcher used the following techniques: checklist observation and interview. There are some instruments which the researcher used for collecting the data, consist of: notes and interview guidance. The notes was used to find the techniques the teachers used, the classroom activities the teacher used, and identify the classroom activities that pursuant to techniques suit the elements of effective teaching, and the interview guidelines was used to find the technique the teachers used based on the theory of elements of effective teaching. In analyzing the data, the steps were data managing, description, and interpreting. The result from notes and interview showed that the techniques and classroom activities the teacher used and all techniques and classroom activities pursuant with element of effective teaching. The elements of effective teaching consisted of academic learning time, use of positive reinforcement, cues and feedback, cooperative learning activities, classroom atmosphere, high order questioning, direct instruction, and indirect teaching.

Key words: technique teaching, classroom activities, elements of effective teaching

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CHAPTER I

INTRODUCTION

A. Background

Teaching which concern the cognitive and psychomotor aspect of children to be more acquainted, more competent of critical thinking, systematic, objective, and skilled at doing something. The purpose of teaching is more easily determined than educational purpose.¹ Teaching is important for learning because when someone learning something they can get knowledge and some experience. According to Jerome, et al. “Teaching is the supply the idea, the problems or the knowledge as sample, so that the students can understand”.² In the other hand, teaching to show or help someone in learn the way to do something, prepare knowledge, make someone know and understand, give instruction, guide in assessment something. Based from the explanation, teaching is process to supply the idea from one people to another people.

Though, this basic definition of teaching also applies to the regular classroom setting in technical and integrated vocational schools programme. But, in the teaching of practical skills, there are various teaching techniques available to be adopted, just as in all other fields and to all teachers: the most appropriate teaching technique to adopt in

¹ Herna, Evita S “*The Effectiveness Of English Teaching In English Learning Process*” Skripsi. Fak. Tarbiyah (Curup : STAIN, 2017), p.1

² M. user usman. Dan lilis setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar*, Bandung:PT Remaja Rosadakarya, 1993),P.5

teaching technical and vocational skills should be that which can motivate the students and sustain their interest in the course of instruction.

The effectiveness of teaching process be impact to the students understanding in leaning process. According to Batten Marland and Khamis “students in Australian school describe a good teacher in the following form: help you with your work, explain well so you can understand, is friendly and easy to get on with, make lesson enjoyable, cares about you, has a sense of humor, control the class well, and knows what he or she is talking about.”³ At the same time, there has been much debate among teachers educators concerning how teacher education can best foster effective teaching taking account of the governments views on teacher training, the teacher educators’ own professional views of how training is best conducted, and the findings of research studies looking at aspect of effective teaching and the impact of training.⁴

Integrated vocational high school, which provides individuals with the knowledge, skills and competencies and improving their abilities in a variety of ways, good religion, puts forward its function and qualitative power according to country’s economic situation. Therefore, the reason of vocational schools is labor market, and its main goal is to meet the demands of business world and workforce for it. This aim is not against the political stance of vocational education: on the contrary, a common purpose supported by public. In integrated vocational high school actually their really need

³ Westwood,P.(1996).”*Effective teaching.Australian Journal of Teacher Education*, 21(1).Vol.21, 1996), P.68

⁴ Chris Kyriacou “*Effective Teaching In school*”P.2

English for understanding the `tools of their department, because the basic of vocational high school is seldom uses classroom English. That is way, we compulsory know about English language.⁵ Vocational school is one of the component of education most directly concerned with the acquisition of the knowledge and skills that required by workplace. Refer to the education system structure of Indonesia, the term of vocational school has splitted into two meanings, in higher education level and in secondary education level. The vocational education in higher education levels are usually conducted at a universities or a polytechnics, whereas the vocational education in secondary education levels are implemented at school that known as **‘Sekolah Menengah Kejuruan (SMK)’** (Vocational Secondary High School).

Rejang lebong has several vocational school such as, vocational high school 01 Rejang Lebong, vocational high school 02 Rejang Lebong , vocational high school Islamic integrated Rabbi Radhiyyah and vocational high school Islamic integrated Khoiru Ummah . From several school has different ways to teach their students and has a lot of techniques for make the students understood about the lesson and subject.

Teaching technique of integrated vocational schools program is to impart the knowledge in brain, attitudes and practical skills for students. In vocational high school actually their really need English for understanding the `tools of their department, because the basic of integrated vocational high school is seldom uses classroom English. That is the way, we compulsory know about English language. Teaching

⁵ Power, C.N. (1999). *Technical dan vocational education for the twenty-first century*. *Prospects Journal*, Vol. xxix, No. 1, 29-36.

techniques classroom (inverting your class), design Thinking(case method), self-learning, Gamification, social media, and free online learning tools. In integrated vocational school there are general subjects, Islamic integrated subjects, and vocational subjects, for general subject there are subjects such as Indonesian, Biology, Mathematics, Physics, Chemistry, Social Sciences, Natural Sciences, and English.

In integrated vocational school, the curriculum content same with vocational school. The subjects delivered consist of subjects set by the central government but in an integrated vocational schools there are self-development activities that are attended by all students. The fiends of development include: Life skill is mastery of the basics of computer engineering both concerning hardware and software, SIT Scouts is a mandatory choice subject for students. The scope of scout subjects incudes: ruhiyah(spirituality), jasadiyah(physical), faniyah(skill), tsaqofiyaha(insight), qiyadah wal jundiyah(leadership), ukhuwah(brotherhood), Tahsin Tahfidz, the purpose of tahsin thafidz is to teach the students for the ability to read Qur'an properly and correctly, and continue with the ability to memorize it(tahfidzul Qur'an), mentoring the aim of mentoring is to shape and direct students to have an Islamic personal, increase participation and initiative of students to maintain and foster themselves so they are protected from influences and cultures that are contrary to Islamic values, MABIT(Malam Bina Iman dan Takwa), and the last is fieltrip.

The vocational subjects in vocational high school Islamic integrated Rabbi Radhiyyah there are farmasi klinis dan komunitas and teknik computer dan jaringan. The

farmasi klinis dan komunitas learn about program science in the pharmaceutical field including aspects of (pharmaceutical care), implementation of the concept of clinical pharmacy and community pharmacy management that in line with the Healthy Paradigm, filling the needs of health workers in order to realize health services by the tripartite Doctor profession(Medical Care), Pharmaceutical care and nurse. Then, teknik komputer dan jaringan, teknik komputer dan jaringan commonly called TKJ is a major that learns about how to install PCs, how to install LANs and repair PCs and learn about PC programs.

In vocational high school Islamic integrated Khoiru Ummah there are desain komunikasi visual, administrasi perkantoran, and teknik bisnis sepeda motor. The komunikasi visual major is a branch of design which learn about the concepts of communication, creative expressions, techniques and media by utilizing visual or visual elements to convey messages for specific purposes. Next, administrasi perkantoran or secretariat study program provides you with knowledge, skills, and attitudes in completing organizational work, helping and handling work and leadership tasks. The last, teknik sepeda motor is an competency to prepares students to be skills and the students can manage works in motorcycle maintenance and repair. That all the vocational subjects in vocational high school Islamic integrated Rabbi Radhiyyah and vocational high school Islamic integrated Khoiru Ummah.

Then based on my pre-observation in vocational high school Islamic integrated Rabbi Radhiyyah and vocational high school Islamic integrated Khoiru Ummah they

have great teacher for teach the students in their school, both of school recently recruited new teachers with several criteria such as undergraduate degree based on major the schools need, and prospective teachers must test real teaching and must memorize the Qur'an. So, from that criteria both of school got great teachers for teach their students and could give aspirations for the schools.

Yet, in vocational high school Islamic integrated Rabbi Radhiyyah and vocational high school Islamic integrated Khoiru Ummah in Curup Rejang Lebong, it is found different techniques were employed when the teachers taught the students in the class. Based on my first observation, students from both schools were greatly interested when the teachers used teaching technique. It is also found in the class the teachers presented some English videos for brainstorming after that the teachers divided students in two several groups it is for make students more active in the class, on the teaching process teacher given some questions and the students directly answered the question. Sometimes, on the teaching learning process the teachers used picture as a media in learning process, so the students and the teachers got feedback.

Then, based on the second observation from the teachers they used different techniques too in teaching learning process. In vocational high school Islamic integrated Khoiru Ummah the techniques the teachers used some techniques such as a group discussion, a short written exercise, explain picture. When the teachers used creative techniques the students reaction is really good, their apply the techniques that the teachers has given. From vocational high school Islamic integrated Rabbi Radhiyyah the

teachers also used different techniques in the class. The teacher used students debate technique and class games, presentation stage, practice stage, and production stage and extra. From that techniques the students directly gave more participant and make communication with their friends in learning process.

So, when the researcher did interview the teachers from both schools about the techniques they used in their class, the teachers said in every weeks they used different techniques in learning process because the students more active and their needs more activities in learning process. If the teachers used same techniques in the class every week the students protest and they feel bored in learning process.

Therefore, the schools and the students got good achievement in English and another subject in both school based on the data when the researcher did pre-observation in both school. In vocational high school Islamic integrated Khoiru Ummah the score in their report is good almost completed, and then some of students follow some national competitions like a speech, write short stories in English, debate and swimming. That nationality champions related with eight techniques used by teachers. Vocational high school Islamic integrated Rabbi Radhiyyah their achievement is good, although so many activity they did. The good achievement such as the score of the students is higher average by used the creative techniques from the teachers and the students followed some competitions. It means the techniques used by teacher in the schools and class is very good achievement for the students in the class and in their life.

The researcher is really interested to delve what techniques and what classroom activities the teachers used for the students and the effectiveness of techniques in teaching English used by the teachers in vocational high school Islamic integrated Khoiru Ummah and vocational high school Islamic integrated Rabbi Radhiyyah. Based on the reason above the researcher interested to investigate about “*An Analysis of Classroom Activities pursuant to Effective Techniques Teaching English in Integrated Vocational Schools*”.

B. Research Questions

Based on the background above, the researcher questions were formulated as follows

:

1. What are the techniques used by teacher’s in teaching English in integrated vocational schools ?
2. What are the classroom activities used by teachers in the implementation of techniques teaching ?
3. How do the classroom activities pursuant to techniques suit the effective teaching theory?

C. Objective of the Research

The purpose of this research are :

1. Identify teaching techniques used by teachers in teaching practical instructions.

2. Identify the classroom activities in implementation techniques teaching in classroom.
3. Identify the classroom activities that pursuant to techniques suit the effective teaching theories in integrated vocational education.

D. Benefits of The Research

The benefits of this research are classified in two categories, those are :

1. For teacher

The result of this research will be the reference for teacher to know the effective ways in teaching vocational school and integrated vocational school. Besides that, this research may provide important information for the teacher to used the best technique for their students in activating class and learning process.

2. For the other teachers

The result of this research are expected to give information about effective technique in teaching learning process. At the least the other teachers can apply effective technique teaching in their own classroom.

3. For other researcher

This research can be one of references for further researcher. It can give knowledge about effective technique teaching based on elements of effective teaching.

E. Definition of the Key Terms

The following discussion would provide the description on the key terms of the research. The explanation would cover three items; effective teaching, teaching techniques, and integrated vocational school.

1. Teaching technique

Based on Jerome statement “Teaching is the supply the idea, the problems or the knowledge as sample, so that the students can understand”. H. Douglas Brown said the technique is specific activities manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well.⁶ So teaching technique mean the teaching technique used by the teachers in school to teach the students. Teaching technique is the level at which classroom procedures are described. It is implementation that which actually takes place in a classroom. It is the particular trick, stratagem, or contrivance used to accomplish an objective.

2. Classroom Activity

Classroom activity is several activities that the students show their educations’ activity used team work or individual, if the classroom does not have real some activities, so the learning process can not effectively and the students could be a passive. The purpose of classroom activities is to give students exposure to context before they complete a related performance task such as reflects students knowledge of the construct, rather than context.

⁶ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to language Pedagogy, Second Edition*. 2001. New York: Addition Wesley Longman, Inc. P.14

3. Integrated Vocational School

Vocational school is one of secondary school with a specialty to prepare graduates to be ready to work. Integrated vocational school is where part of school include Islamic religions in subject, lesson, or activities. Integrated vocational school modify and developed their curriculum to reach the main goals of the establishment of school is among: make the students be Islamic personality, have smart think and intelligent faith.⁷ From that statement the researcher concluded integrated vocational high school is the same programs school. It is include about Islamic religion for all activity in the school, example when the teachers in the class the activities included little bit about Islamic.

F. Delimitation of the Study

In this research, the researcher limit the study on the in two schools in integrated vocational school in Rejang Lebong because both of school have good and a lot of achievements from the students also the teachers. The researcher focuses on the effective teaching technique used by both of schools which consist of eight element of effective teaching based on the theory of Walberg.

⁷ Suyanto,.(2013). *Sekolah Islam Terpadu: Filsafat, Ideologi, Tren Baru Pendidikan Islam di Indonesia*, Vol.II, No. 2, 368

G. The Organization of the Thesis

There are five chapters in this research, chapter I consist of background, problem of the research, research objectives, significance of the research and definition of key term. Chapter II consist of literature review includes definition of the effective teaching, elements of effective teaching, teaching technique, and integrated vocational school. Chapter III consist of methodology of the research, it is gives the description of research design, subject of the study, the research procedures, the instrument, and the data analysis. Chapter IV consist of the finding and discussion and chapter V closing consist of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Theories

1. Teaching Technique

Technique is systematic procedure by which a complex or scientific task is accomplished.⁸ Based on the theory from Anthony “Technique is the level at which classroom procedures are described. It is implementation that which actually takes place in a classroom. It is the particular trick, stratagem, or contrivance used to accomplish an immediate objective.” Technique must be consistent with a method, and therefore in harmony with an approach as well. Technique teaching is step or activity that the teachers used in teaching English. Another definition, technique is a way of achieving one purpose skillfully a knack.⁹

Based on the theories the researcher conclude that the technique teaching is the steps and ways how the teachers given rule, make the class interactive, and manages the class so the class be active, enjoyable and easy to understand the material that the teachers given to the students in English class. Teachers is some people whose job is teaching. Sometimes the teachers must used the different techniques in every meetings because that situations can make active the classroom activities.

⁸ Satria, Exa. *The Effect Of Discussion and Speech Technique Toward Student Speaking Ability*. 2008. P.6.

⁹ Nana Sudjana,, *Dasar-Dasar Proses Pengajaran*, Rineka Cipta,2004, P.147

It showed the theory from Alexander technique that the technique is a way to feel better, and move in more relaxed and comfortable way, the way nature intended.¹⁰ Procedure encompasses the techniques teaching English utilized in the classroom. For the purpose of the study, Anthony's classification was taken to be sufficient. Teaching techniques are used in this study to be a reflection of the teaching behaviour patterns of English language teachers in the classroom. There are two examples of techniques that give a helping hand to students and teachers.

1. Hidden Knowledge

As teachers, our goal is to find a way to give our students a level of comfort in their learning so that they can move forward more easily. In this light, we need to look for methods that make learning light and pleasant as well as educational. Hiding critical information in coded messages is something different and fun, and grabs students' attention immediately. Asking them to decipher the messages gives them the opportunity to use important cognitive devices: memory, recognition of patterns, and interpretation of symbols; these skills later transfer to other areas of their studies. There are several different types of codes that can be used as learning devices. This first one involves a cipher wheel (see digital annex for the template). While they are doing it, they are also learning key elements of a unit. You can apply the technique to whatever subject you teach and it

¹⁰ Alexander, . *Alexander Technique*. Retrieved from <http://www.alexandertechnique.com/>

only takes a few minutes to prepare. To show how versatile it is, we begin by deciphering one of the fundamental principles of CLIL.¹¹

2. Ciphering with images

Another way of scaffolding material with coding devices is to use images. Each image represents a letter. You can invent the key yourself or, as the instructions below guide you, work together with your student a dynamic that always deepens learning. This technique increases the involvement of those students with strong visual and artistic intelligences. You will find an example below, through a social science lesson.¹²

There are methods from some journals are discussed below: Small Talk Conversations, Self introduction, Use of Correct pronounce, Listening to Important Speeches Followed By Comprehension, Avoiding Indianism in spoke English, Vocabulary Building Through Root Word, Watching motivational movies and videos, Peer learning, Delivering presentation. So many methods the teachers used for their learning process. That is methods for learning process more actively.

2. Kinds of Teaching Technique.

There are kind of techniques in teaching as follows :¹³

1. A class discussion

¹¹ Donna Lee, F. *101 Scaffolding Techniques For Language Teaching and Learning*, 2017, P.21.

¹² Ibid., P.22.

¹³ McKeachie, W.J., Svinicki.(2006). *Teaching Tips: Strategies, Research, and Theory for College and university Teachers*. Belmont, CA. Wadsworth.

A class discussion is one activity could be suitable for any class in size, even though class discussion more effectively for small group. A discussion invited the students and learners to think critically on their subject and sometimes used logic to evaluate their position. A class discussion is really good for classroom activity to given the unit has been sufficiently covered already.¹⁴ Some of the benefits of using discussion as a method of learning are that it helps students explore a diversity of perspectives, it increases intellectual agility, it shows respect for students' voices and experiences, it develops habits of collaborative learning, it helps students develop skills of synthesis and integration. In addition, by having the teacher actively engage with the students, it allows for them to come to class better prepared and aware of what is taking place in the classroom.

From a class discussion technique, there are some role teaching class discussion. The role are:

- a. Teacher define the objectives of the discussion group

The can relieve anxiety by letting students know that you do not expect everyone to speak everytime. Emphasize that they are not expected to "perform" but rather, share their opinions and observations. It is important that you acknowledge student fears and nervousness. Reassure students that you will not grade everything they say, and stress

¹⁴ Ibid

that the goal of a discussion group is to enhance student understanding of a chosen topic or "text."

b. Teacher explain the discussion format to the class

The teacher give directive to the students know if you require them to bring prepared material to class or whether you will focus on a number of previously handed-out questions or a particular theme. Change discussion formats frequently to ensure that students don't lose interest.

c. Teacher define terms and state assumptions

Discussion participants must agree on definitions of terms and assumptions so that everyone is starting from the same point. The instructor should watch for terms that may need definition and assumptions that may be implicit, but not stated. For example, in discussing adequate social services for individuals living in poverty, the following questions arise: How is "adequate" defined? Are students making assumptions about what social services exist or are readily available? How is "poverty" being defined?.

d. Teacher concluding the discussion

The teacher make sure the students can get the point of discussion, good discussions end with a summary so that students know the important points that have been covered. In addition to showing

students why the discussion is important to their learning, a summary provides an opportunity to fill in points not covered, and to praise the class for the quality of their responses.¹⁵

2. A think-pair-share

A think pair activity is the time for learners and students for ponder the previous lesson, than discuss with one students or more of their peers, the last for share it with the class as part of formal discussion. It is during this formal discussion that the instructor should clarify misconceptions. However students need a background in the subject matter to converse in a meaningful way. Therefore, a "think-pair-share" exercise is useful in situations where learners can identify and relate what they already know to others. So preparation is key. Prepare learners with sound instruction before expecting them to discuss it on their own. If properly implemented, it saves instructor time, keeps students prepared, helps students to get more involved in class discussion and participation and provide cumulative assessment of student progress.

The "think-pair-share" method is useful for teachers to hear from all students even those who are quiet in class. This teaching method functions as a great way for all the students in the class to get involved and learn to work together and feel comfortable sharing ideas. It can also help teachers or

¹⁵ Helen,D.(2014). *Discussion as a Teaching Technique. The learning and teaching office*, P.1-4.

instructors to observe students and see if they understand the material being discussed. This is not a good strategy to use in large classes because of time and logistical constraints. Think-pairshare is helpful for the instructor as it enables organizing content and tracking students on where they are relative to the topic being discussed in class, saves time so that he/she can move to other topics, helps to make the class more interactive, provides opportunities for students to interact with each other.

According to Lyman think-Pair-Share technique involves a three role cooperative structure, the role are:

- a. The first step of Think-Pair-Share technique is thinking. The teacher gives the students“ time to think and answer the problematic question. This step permits the students to develop their own answer.
- b. The second step of Think-Pair-Share technique is pairing. After the think time the teacher asks the students to pair and discuss their answer with their partner. This step allows the students to ask another pair to enrich the answer or solution posted by the teacher before sharing with the whole class.

- c. The last step of Think-Pair-Share technique is sharing. The teacher asks the students to present solution and answer individually or cooperatively to the class as a whole class.¹⁶

3. A learning cell

A learning cell is an effective way for a pair of students to study and learn together. A learning cell a process where there are two students should asking and answering questions on commonly read materials, to think and prepare for assignment, and then they write down the questions after they read. At the next class meeting, the teacher randomly puts students in pairs. The process begins by designating one student from each group to begin by asking one of their questions to the other. Once the two students discuss the question, the other student ask a question and they alternate accordingly. During this time, the teacher goes from group to group giving feedback and answering questions. This system is also called a *student dyad*.

Base on Mckeachie states that the learning cell refers to a cooperative form of learning in pairs, in which asking and answering question on commonly read material. The role for learning cell as follow:

¹⁶ Diyah R, R.F. Pancaran(2013). The effect of using think-pair-share technique on the eght grade students' reading comprehension achievement at smpn 3 Bangsal Sari Jember, Vol.II, No 2, P.42

- a. To prepare for the learning cell, students read an assignment and write question dealing with the major points raised in the reading or other related materials.
 - b. At the beginning of each class meeting, students are randomly assigned to pairs, and one partner, A begins by asking the first question.
 - c. After having answered and perhaps having been corrected or given additional information, the second student, puts a question to A, and so on.
 - d. During this time, the instructor goes from dyad to dyad, giving feedback and asking and answering question.¹⁷
4. A short written exercise

The students make a review materials and provide feedback, it is used one minute paper, however one minute paper it is does not take one minute for make summarize, but they have ten minutes to work their exercise. Teachers should employ a role-Practice Reflect approach during writing instruction and classroom activities, gradually transitioning responsibility until students are using writing strategies independently. The role of approach during writing instruction, as a follow:

- a. Teachers and peers can demonstrate and verbally describe the use of effective writing strategies during components of the writing process.

¹⁷ Vivin, Yupita S”*The Use of Learning Cell Technique to Improve students Raeding Comprehension*” Skripsi. Fak. Teacher Training and Education(Salatiga : IAIN, 2016), P.10-11

This type of modeling illustrates to students the thought process behind selecting and applying each strategy, and it highlights why or how that strategy will help them write effectively.

- b. Incorporate regular opportunities to practice implementing writing strategies into classroom activities. These opportunities can occur across disciplines to allow students to practice their writing for different topics, audiences, purposes, and tasks.
- c. After students practice last the students using a particular strategy, have them ask themselves a series of questions to reflect upon their use of the strategy, or challenge students to articulate how the strategy worked for them.¹⁸

5. A collaborative learning group

This way good for learn in different material and different classes. This technique where teacher assign students in group three until six people and they are given an assignment or task to work together. This is good example of active learning because it causes the students to review the work that is being required at an earlier time to participant.¹⁹ Active Learning. Normal, IL. Center for Teaching, Learning & Technology.) To create participation and draw on the wisdom of all the learners the classroom

¹⁸ Stave, Graham, *Teaching Secondary Students to write Effectively*, Harvard University:University of California, 2017, P.19-23

¹⁹ McKinney, Kathleen. (2010), *Active Learning* . Normal, IL. Center For Teaching, Learning& Technology.

arrangement needs to be flexible seating to allow for the creation of small groups. There are strategies and role of collaborative learning group, the strategy or the role as a follow:

a. Teacher plan for each stage of group work

When you are writing your syllabus for the course, decide which topics, themes, or projects might lend themselves to formal group work. Think about how you will organize students into groups, help groups negotiate among themselves, provide feedback to the groups, and evaluate the products of group work.

b. Teacher explain to your class how the groups will operate and how students will be graded.

Explain the objectives of the group task and define any relevant concepts. In addition to a well-defined task, every group needs a way of getting started, a way of knowing when its task is done, and some guidance about the participation of members. Also explain how students will be graded. Remember that group work is more successful when students are graded against a set standard than when they are graded against each other.

c. Teacher Give students the skills they need to succeed in groups

Many students have never worked in collaborative learning groups and may need practice in such skills as active and tolerant

listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements. Discuss these skills with your students and model and reinforce them during class. Try exercises that help students gain skills in working in groups.

d. Teacher consider written contract.

Teachers give students written contracts that list members' obligations to their group and deadlines for tasks.²⁰

6. A student debate

It is active way for students to learn because they allow students to chance to take a position and gather information to support their view and explain it to others. These debates not only give the student a chance to participant in a fun activity but also lets them gain some experience with giving a verbal presentation.²¹ Using classroom debate as a teaching or learning tools carries it is own challenges, in students debate there are the role that the teacher implemented, the role such as:

- a. The teacher selected the first topic were granted to the students to get ready for debating.

²⁰ Babara, Gross D. "*Collaborative learning group and study team*": San Fransisco:University of California, 2003, P.1-2

²¹ Ibid

- b. The teacher instruct the students to report their participant with verbal presentation.

7. A reaction to a video

The video help the students to understanding what they are learning at the time in presentation mode. It is also more active for the students because almost the students loved watch video or movies.²² Make sure that the video relates to the topic that they are studying at the moment. Try to include a few questions before you start the video so they pay more attention and notice where to focus at during the video. After the video is complete divide the students either into groups or pairs so that they may discuss what they learned and write a review or reaction to the movie.²³ When use video the teacher give the role and strategy, the role are:

- a. The teacher use the video like a picture dictionary. Pause and ask questions about what students see, ask students to make vocabulary lists, ask questions about how people might be feeling in the video based on what they see in the frame.
- b. Stop the video at a certain point in the clip. Ask students to predict what will come next in a group or in pairs. Or, do a think-pair-share where students share ideas with a partner after thinking first on their

²² Ibid

²³ Momala, Othman.(2017). *Classroom debate as a systematic teaching/learning approach.*, world Applied Sciences Journal. P.15

own and then offer their best idea to a group or to the class. Use these techniques also with silent viewing or with pause video.

- c. The teacher pairs to sit back to back so one member of a pair faces the video and the other faces away or ask one student of the pair to close his/her eyes. Play a clip with no sound and ask the student watching to describe what happens as it happens. Or, ask the student watching to tell the story to his/her partner after the clip is over.
- d. The teacher instruct the students write out several sentences that describe the plot of the video. Cut out each sentence on a separate strip and mix them up. Ask students in groups to first predict the order the strips should be in and then to watch the video and make changes to their order where necessary.
- e. Last, the teacher instruct the students for watch the video from beginning to end. Often it is best to prepare students for the video by doing some exercise.

8. A class game

When the students hears about the games, automatically they are very happy because it is not only could help the students to review the course material before a big exam, but the games can helps them to enjoy in learning

process.²⁴ The teacher have several role in implemented class game technique, the role are:

a. Application of the game

The teacher instruct students must quickly to understand how to play the game, the game must not become more important than the learning, the game must motivate students to perform better, and finally students must be able to provide feedback to the teacher on the game. In terms of this paper the researchers were cognisant of these five characteristics when planning and implementing the games.

a. Closing game

In the closing of the game the teacher must instruct the students for conclude what kind of the material their application by the games.

Therefore, based on Ekas' Statement "the teacher's role is not only in the process of learning, but also to regard the competence of teachers. Where they had eight other functions are related to the learning process itself, such as, diagnosis of the behavior of students, planing the lesson plan, (RPP), implementing the learning process, school administration, communicators, and able to develop their skills, able to develop the potential skill of their student and developer of school curriculum."²⁵

²⁴ Ibid

²⁵ Eka, Apriani. *Utilizing Preservice English Teachers Strategies and Classroom Managementat Junior High School in Rejang Lebong Regency*. English Franca Vol 1 No 02 Tahun 2017, STAIN Curup. P.151

From the theory about several techniques teaching English by Svinicki, the researcher concluded so many techniques and that techniques have roles then the teacher can used in their class for make the situations in the class and students active, fun in the class, enjoyable and easier to understand the materials by use that techniques.

3. Classroom Activities in Teaching English

Classroom activities involves interactions between the teacher and students. It means the classroom activity is some activities that the students show their educations' performance in team work or individual, if the classroom does not have real some activities, so the learning process can not effectively and the students could be a passive. Therefore, according to Masita "teacher needs to provide an authentic material and interactive activity to engage learners' attention and create communicative classroom atmosphere. Moreover, teachers must deal with time and the material stated by the curriculum. This English teachers' dilemma comes up to as a serious prolem especially in undergoing the teaching and learning process."²⁶ The aims of classroom activities is to give students exposure to context before they complete a related performance task such as reflects students knowledge of the construct, rather than context.²⁷ It means classroom activity is based on performance from the students in team work or individual. Based on a students activity the active learning is capable to

²⁶ Masita, Arianie. *Authentic Material and Interactive Activities in EFL Classroom*. English. Franca Vol 1 No 02 Tahun 2017, STAIN Curup. P.115

²⁷ Assessment Consotorium, *Classroom Activity Administration Guidelines* Retrieved from <http://sbac.portal.airast.org/wp-content/uploads/2015/01/AlasroomActivityAdministrtrationGuidelines-practiceTest1.pdf> on Monday, 19May 2019P.01

convey students to be active to be ask their teachers about the learning material o giving the question to show the idea, to consider other students thought or teachers or even their idea.²⁸ Active is when students and teachers are interacting develop the learning. Active learning is the learning that is activities process can make students to be active in the personality side. English classes should be full activities such as role play, games, projects, pair-share, group work, instead of only teaching and students only listening. As student's preference is classroom with involves a lot of activities, where students are involved in task, where the teacher relinquishes his control. Activities in which language is used for executing meaningful task promote learning.²⁹ Task are important if they provide the aim for activities. The meaning for the classroom practice is that everything done in the classroom involves some kind of communication leading to the use of language.

For well over a decade, the focus of the university and school classroom has steadily shifted from a teaching-centric approach to a learning-centric approach. This shift calls for a rethinking of the traditional classroom, replacing the standard lecture and teacher with a blend of pedagogical approaches that more regularly involve the student in the learning process.³⁰

²⁸ Aina, Siti. The Application of Egra Technique in activating Students in Structue Class. 2011. P.22

²⁹ Bishop, *classroom Interaction ans Classroom Activities* at http://shodhganga.inflibnet.ac.in/bitstream/10603/11241/12/12_chapter%204.pdf. On Monday, 20 may 2019.p.148

³⁰ Chapel, Hill, CFE *Classroom activities for Activities for Active Learning*, (Carolina. University of North, Carolina,2009).P.01

There are few of examples classroom activities that can be use by schools in the classroom.

1. Small Groups

Research comparing the effectiveness of lecturer and teacher in discussion indicates that, although both techniques are similarly for knowledge-level learning, the result consistently favor discussion methods over lecturer and teacher on a number of measure: problem-solving, transfer of knowledge to new situations, and motivation for further learning. There are many small group techniques that may be used in almost any course with very little effort or risk. The primary focus is getting students to really think about the material so they are able to vocalize what it is they are thinking about.

1. Pair – Share

One of the easiest ways to get student talking about an issue or topic in class is to use the “think/write-pair-share” technique. In this approach, an instructor simply poses an issue or problem to the class and then gives student 30 second to one minute to think about or write out their response. Students then pair up and explain their responses to one another for 3 to 5 minutes. Finally, as a class, the issue or result is discussed. Because this technique takes only about 4 to 6 minutes of class time.it could be done one or two times in each class session. This format has worked successfully in many different kinds of courses including math. Chemistry, history,

philosophy, and art criticism. In a variation the technique, the instructor asks students to vote on an issue, then asks individuals about what informed their decision. The class is asked to vote again, and student who changed their votes are asked why they did so.

2. Buzz Groups

McKeachie in Hill uses a buzz group to ensure student participation in large classes.³¹ When the teacher comes to a concept that lends itself to discussion, he asks student to form groups of five to eight people to talk about the issue. He instructs them to make sure each member of group contributes at least one idea to the discussion. After 10 minutes, he calls on some of the groups to the same conclusion to raise their hands. As they report, he records their main points on the blackboard and then incorporates the material into a future lecture.

3. Three-step interview

For this small group process, student first work in pairs. The first person in the dyad interviews or questions the second person. The second person then interviews or questions the first person. For the next step, two dyads work together. One person from the first dyad explains their conclusion or

³¹ Ibid.P.01

summary to the second dyad, and one of the individuals from the second dyad explains their summary or result to the first dyad.

2. Whole class involvement

1. The Lecture and teacher check

This Technique work very well in large classes, but is equally effective in smaller class enrollments. The first step is to deliver a teacher for 15 to 20 minutes, and then project a question for the class to see. Often this is a multiple choice item that is similar to the type of question that will be used on an exam. Student are asked to raise their hands as the instructor asks how many think ‘ a ‘ is the correct response; how many chose ‘ b ‘ and so on, if most the student have the correct response, the instructor simply continues with the course material. If, however, more than approximately 20% chose the incorrect response, the instructor has student turn to their neighbor and convince them of the correct choice. Finally, the instructor goes through the items again to see how many choose each alternative. If an unacceptable number still have incorrect responses, it may be wise to go back over the material. Student also can be called on to defend the selection they have made.

2. Whole- class debates

Taking advantage of the dividing aisle in large teachers halls, the instructor assigns sides of a debate to the two halves of the class (or, by prearrangement, student sit on the side of the room representing the point of view they wish to support). The instructor asks each side for five statements supporting their side of the issue. This process may be repeated, with rebuttals, until the instructor feels that the class has fully explored the issue. To end the debate and achieve closure, the instructor asks for two or three volunteers to make summary arguments for each side.

3. Role-Playing and debates

A simple definition of a role-playing is a loose simulation in which students assume the roles of individuals or groups in a real-life situation. Contemporary issues in the social sciences are often appropriate for these kinds of simulations (for example, the placement of a toxic-waste dump, the forced integration of an ethnic neighborhood, or the opening of a nuclear power plant). In order to plan such an exercise, the instructor must clearly identify the situation, define the roles of the interest groups involved, and specify the task for each group. These proposals will inevitably conflict ideologically, tactically, economically, regionally, or in some other fundamental way.

The class usually begins with a mini-lecture to establish the context and setting, after which student work on their proposals in their assigned groups. When

they have finished, the instructor can hear the proposals and immediately incorporate them into a lecture on how closely they reflect positions people have taken in these conflict (and the implications for society). Instructors report, however, that student will often find creative ways to overcome these environmental constraints in classroom. These exercises require careful planning by the instructor and adequate preparation by students. They should not be used as a substitute for lecturing. But rather as an integral part of the learning experience.

3. Reading & Writing Exercises

In-class reading and writing exercises also promote student engagement in the learning process, even in large classes. Often, in-class exercises can be used to gauge student learning, to help student think more-deeply about the course material, and prompt class discussion.

1. Close reading

Bass & linkon argued that a time-honored technique that improves reading comprehension and provides a measure of engagement in the subject matter is the close reading method.³² In class, the instructor models how to read and interpret a passage while the student follow in their books. After this demonstration, individual students may be called upon to read aloud and interpret similar selections. In a literature course, after reading particularly

³² Ibid.P.30

ambiguous passages of a novel or poem, students might be asked to discuss them in groups of two or three to decide what the selection means, paraphrasing it in their own words. The instructor can ask a few of the groups to give their interpretations providing his or her own analysis.

2. Classroom Assessment techniques

Some instructors use short, in-class writing assignments as a means to keep students mentally engaged in the course material and also as feedback to assess the extent to which student understanding the material. Writing also helps them learn to express their thoughts more clearly and focuses their attention on important elements of the course. Short writing assignment (a paragraph or two) can be given as pre-and post-lecture activities. Students can be asked to write short summaries of material at any point during a lecture.

In summarizing, they select the most pertinent element from the material and restate them in their own words. Students also can describe the aspect of the material for the day they find most confusing. How these written exercises are used in the course will depend upon the type of class, the instructor's objectives, the subject matter, and a variety of other factors. They could be collected and graded, kept in a journal (graded or ungraded), or simply used by the students themselves.

From the theory above, the researcher concludes many activities and the techniques the teachers used for making active and effective class. These techniques

make enjoyable class, make the students feel happy they did not feel bored, and the important thing is the students easy to understood the materials by used some techniques.

4. Effective Teaching

According to Jiang and Chen, “Effective teaching is a teaching form that is not less than the average level of teaching under the premise of conforming to the positive value of the times and individual”.³³ A number of types of studies have attempted to explore aspect of effective teaching. The main types are: studies based on teachers opinions regarding effective teaching it is usually employing questionnaires or interviews, studies based on pupils opinions regarding effective teaching it is usually employing interview some studies have sought pupils opinions about their own teacher’s teaching, studies based on classroom observation by an outside observer that is using either recording schedule, video and audio tapes, rating scales or participant observation techniques, studies based on descriptions of the behavior of teachers identified as effective their head teacher, pupils or others, studies based on teachers descriptions of their own teaching, studies by teachers of their own teaching, which may include keeping detailed notes about their lessons, and getting the reactions of others such as their pupils colleagues, and studies based on tests used to measure learning outcomes.³⁴

³³ Yaoyuan Chen, (2017). *The Application of Effective Teaching Theory in Higher Education*, *Eurasia journal*.

³⁴ Chris, K. (1997). *Effective Teaching in School, Theory and Practice*. P.12

From the explanation above, process product studies have dominated on effective teaching for many years. It has led to the creation of a massive database from which many of the characteristic of effective teaching advocated in textbook aimed at students teachers have derived. In addition, have typically identified the following 10 characteristics of effective teaching: Clarity of the teacher's explanations and directions, establishing a task oriented classroom climate, making use of variety of learning activities, establishing and maintaining momentum and pace for the lesson, encouraging pupil participation and getting all pupils involved, monitoring pupils progress and attending quickly to pupils needs, delivering a well structured and well-organised lesson, proving pupils' with positive, ensuring coverage of the educational objectives, Making good use of questioning techniques.³⁵

Two major problems, however, face such process product studies. First, they employ a simplistic research design, attempting to focus on small, discrete, observable, behavior idea. Second major problem is cannot distinguish between those aspect of classroom process that simply occur when effective teaching is in progress and those aspect which in themselves constrict effective teaching.³⁶ According to Adams and Pierce having many years of experience doesn't guarantee expert teaching, experience is useful only when the teacher continually engages in selfreflection and modifies classroom techniques to better serve the needs of students.

³⁵ Ibid., p.12

³⁶ Ibid., p.12-13

Based on the theory by Jiang and Chen Effective teaching is teaching from that is not average level of teaching under the premise of conforming to the positive value of times an individual. The researcher concluded effective teaching is the teacher teach with some activities not average the level of teaching under the premise of conforming.

a. Model of thinking about effective teaching

Based on the theory from the book on the title *effective teaching in the school*, considering ‘what’ and the ‘how’ of effective teaching, there are several models of thinking about effective teaching have emerged. That models are in fact complementary and consistent which each other. Each framework has its own developmental history and its own distinctive contribution to make to the full understanding of effective teaching. Based on the statements from one of the books effective of teaching have two elements, the elements are the teachers should have real ideas about if want to teach and the teacher should give about the experience when teach the students.³⁷

Model one about surface level of analysis, it is gave information theorist about effective teaching. Such an approach has focused on two complementary construct elements effectiveness, it is construct about active learning time, which also academic learning time and time on task. Second model discussion about a psychological level analysis. The psychological level of analysis attempts to link the process variables with educational outcomes by explaining this influence in terms of the key psychological

³⁷ Chris, K. (1997). *Effective Teaching in School, Theory and Practice*.,second edition P.15.

concepts, principles and processes involved, and as such offers a ‘deeper level’ explanation of effective teaching.³⁸

Based on the theories the researcher conclude the effective teaching is some people whose thought about how and what effective teaching based on the model from the book on the title *effective teaching in the school*. The book explain about how to be a good teacher by used the models and apply that models in the class and activities class.

According to welberg in Herna “Most of comprehensive review of effectiveness of teaching has been made by Welberg. He collected more than 3000 studies, and then carefully analyzed them to establish how important the element of effective teaching in students learning. From Welberg’s result, he gather a list of weighted factors selected from his overall list of elements that are very related to teacher behavior in the classroom.”³⁹ This elements are the techniques to see the effective of effective teaching for teacher in learning process and teaching process in the classroom.

The elements of effective teaching consisted of academic learning time, use of positive reinforcement, cues and feedback, cooperative learning activities, classroom atmosphere, high order questioning, direct instruction, and indirect teaching.

1. Academic Learning Time

Academic learning time in the classroom has important variable how efficiently lesson are planned and how log it take to get started, how teachers handles

³⁸ Chris, K. (1997). *Effective Teaching in School, Theory and Practice*.t,hird edition P.17.

³⁹ Walberg, H. J. 1990. *Productive Teaching and Intruction: Assessing the Knowledge Base*. Phi Delta Kappan.

discipline, digressions, off-task behavior, and the teacher handles transition will have an effect on students learning. Usually, in classroom Indonesia has different rule of academic learning time each meeting has 45 minutes and the teachers thought in two times meeting (90 minutes).

2. Use of Positive Reinforcement

Based on the theory of reinforcement B.F Skinner in Hernas' Thesis reinforcement is the specialist term in operant conditioning for the stamping of stimulus associations and response habits that follows the experience of reward. Skinner's theory, as well as other reinforcement technique was later applied to classroom settings with the idea that using reinforces could increase the frequency of productive behaviors and decrease the frequency of disruptive behaviors.

There are two kinds of reinforcement; positive and negative reinforcement. Positive reinforcement is presenting a reward after a desired behavior, whereas negative reinforcement is taking away and aversive stimulus after a desired behavior. Basically, in classroom situation, positive reinforcement is when teachers praise and reward student for correct behavior. Negative reinforcement is when punishment is coupled with positive experiences for correct behavior. Studies have shown that specific praise is very effective, while general praise is not. In other words, saying, “

johnny, excellent job adding those numbers,” “is much better than saying,” “great job, class.”

3. Cues and feedback

The use cues and feedback is connected for process questioning. Through cueing, the teacher provides some helps to students for answering question. While the feedback does not only correcting students, but also offering them an assessment of how well when they have done.⁴⁰ Then, feedback is conceptualized information provided by an agent, such as parents, teachers, book. Regarding aspect of one’s performance or understanding.⁴¹

4. Co-operative Learning

The effective of cooperative learning is a most interesting new finding. The main point here is the importance in the classroom of employing small-group technique with cooperative objectives. Such a procedure encourages student participation and also result in improved academic performance.

The most direct way to create classroom interaction is to adopt the principles of *collaborative learning*. In collaborative learning, the teacher designs a learning problem or task, and the assigns small groups of student to address the problem collaboratively. Student are typically instructed to reach a consensus on an issue, or

⁴⁰ Harmer, J.2001. *The Practice Of English Language Teaching*. England: Longman .P.99

⁴¹ Hattie and Timperley(2003) in <http://rer.segepub.com>

to create a group product. The purpose of the collaborative learning is to enhance learning and achievement by encouraging peer-to-peer interaction and cooperation.⁴²

5. Classroom atmosphere

Main element of effective teaching is the need to create a relatively relaxed learning environment within teaching-learning process. The arrangement of classroom facilitation also gives an effect to the students desire to study. A positive atmosphere can make a classroom a more pleasant place to be and, in turn, a more effective, motivating place to learn. It's simple to do, and it can have positive result on the achievement of students.⁴³ Moreover, when teacher creates a positive classroom atmosphere, students learn better. Every student must feel safe and important in the class in order for maximum learning to take place. A positive classroom environment does not just happen; the teacher creates it.

6. Higher Order Question

A higher order question is basically a query that requires the student to analyze and produce a reasoned response, not the teacher's word. On the other hand no one an already prescribed factual answer to the question.

7. Direct instruction

⁴² Bishop, Philip.E. 2000. *Classroom Interaction(Article)*. Valencia Community College.

⁴³Emily,L. (2017, Nov 21). *Create a positive classroom*. Retrieved from <http://www.wiki.com/Create-a-positive-Classroom-Atmosphere>).

Essentially, direct instruction is good structured. The teacher explain the lesson and material step by steps, uses advance organizers, checks for understanding, has students answer turn by turn in ordered style and get feedback on their answers.

8. Indirect Teaching

Indirect teaching there are several aspect in effectiveness teaching that is have been strongly advocated. Usually in indirect teaching including stress on independent students learning, inclusion of students ideas in discussion, and frequent students to interaction with another students.

Based on the theories above, researcher conclude that many elements of effective teaching that is very related to teacher behavior in the classroom. From the elements of effective teaching make sure the teacher can teach the students more effectively.

5. Integrated Vocational School

Vocational high school is one of the secondary educations with a specialty to prepare graduates to be ready to work. Based on Evans in Djojonegoro statement: "Defined that vocational school was part of educational system that prepared a person to be more capable of working at a job or a group of occupations than other fields of work."⁴⁴ fortunately, there are integrated vocational school. Integrated vocational school is some schools includes Islamic religion in their activity, in their lesson plan. Their

⁴⁴ Muhammad, N. Rahmad, S. 2016. *Model of integrated Vocational School(SMK) Product in Grecik Regency*"P,9.

Islamic religion activities is really effective for students it is because the students got the knowledge about Islamic too not just about the general material.

Integrated vocational school modify and deveoped their curriculum to reach the min goals of the establishment of school is among : make the students be islamic personality, have smart think and intelegent faith.⁴⁵ There are five principles that characterize the curriculumof the integrated islamic school.

1. Islamic based education nd learning in all subject in the school
2. Competency based learning
3. Mater of Qur'an
4. Know about Arabic and English language in order be able to compete in global lifes
5. The actulization of student's abilities and telents

On the other hand, the purpose of integrated islamic school curriculum is not only providing knowledge and completing their vocation skill but also instiling religious values. That is why the institute said tobe integrated in school system, which is believed to be the foundation for forming muslim leadership.

⁴⁵ Suyanto.,(2013). *Sekolah Islam Terpadu: Filsafat, Ideologi, Tren Baru Pendidikan Islam di Indonesia*, Vol.II, No. 2, 368

B. Review of The Related Studies

There are a related research which had been done by others researcher, namely is Alexander, the purpose of his research are to identify teachers' technique used by teacher in the class and identify the classroom activity 01 Curup Utara in Rejang Lebong, Alexander just focus on identify the technique, Alexander used Interview and Questionnaire for collecting the data.

In the year 2013, Herna Evita Sari just researched about the effectiveness English teaching in classroom activity and learning process at junior High School 2 Curup Kota. Herna just saw effective or not learning process in the class. She did her research because she want to see the effective teaching. In her researcher, she used instruments observation and questionnaire for collecting the data in her research.

In the year 2011, Melpiana researched about the technique how to open and close the lesson in learning process. It is just focus on technique how to open and close the lesson, she not talked about effective technique teaching. Maryana, the objectives of her research are to identify teacher activities used by English teacher in lesson closing and to identify the lesson closing activity that most frequently used by the English teacher at MAN Curup, Melpiana used Interview and questionnaire for collecting the data.

From the related studies above, it can be seen that all of related to this research, however the topic there are several differences. First research only focus on technique teaching, second research focus on effective teaching in classroom activity and third

focus on the technique how to open and close classroom. Meanwhile, this research focus on the effective technique teaching English in integrated vocational school. From this research the researcher want to know what technique the teacher use in classroom so that technique effective for teaching English.

CHAPTER III

METHODOLOGY OF THE RESEARCH

The study focused on effective teaching techniques in integrated vocational school. This research consist by observed the element of effective teaching based on welberg's theory. This chapter describes the method used to conduct the research It explains more about kind of research, subject of the research, research instrument, data collection technique, research instrument, and data analysis technique.

A. Kind of Research

This research employs qualitative methods. A qualitative case study research design was considered appropriate in investigating this research inquiry. The aim was to examine the teaching process in-depth and the students' learning activity at schools within an organizational context. The title of the research project indicated a qualitative research method due to its nature to explore and discover the factors affecting teaching effectiveness. The study investigated the view of chef instructors teaching in culinary arts at vocational high school Islamic integrated in Rejang Lebong. According to Hancock "Qualitative research is concerned with developing explanation of social phenomena. It described social phenomena as they occur naturally."⁴⁶ So, qualitative

⁴⁶ Beverly Hancock, *An Introduction to Qualitative Research*, (Britain: Trent Focus, 1998). P.02

method just explain the phenomena that occur naturally and describe based on the data on the field.

Based on the statement from Denzin and Lincoln “Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study in their natural setting, attempting, to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials cases study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual-text that describe routine and problematic moment and meaning in individuals’ lives”⁴⁷

From the explanation above, the researcher concludes descriptive qualitative method is one of some research that explain and describes phenomena. The result of this research is naturally based on the data are found and then described it in the word. Besides, described information as an analysis and make a conclusion based on the data collected. The researcher described the result which contained words based on the data of observation and interview. \

B. Subject and Sample of the Research

1. Subject

Subject is an individual who participates in a research study or is someone from whom data are collected. The term subject may also identify individuals whose

⁴⁷ Prof. Dr. Emzir, M.Pd, *Metodologi penelitian, analisis data*, (Rajawali Pers, 2010). P.01

behaviors, past or presents, is used as data, without their involment in some type of treatment. It means that subject is person from whom data are collected. In this research, a researcher might use teachers whose teach in vocational high school Islamic integrated Khoiru Ummah and vocational high school Islamic integrated Rabbi Radhiyyah.

2. Sample

Sample is the group of elements, or single element, from which data are obtained. It means that group of subjects from whom data are collected. As the theory from Gay “sampling is a process of selecting a number of individuals representing the larger group from which they were selected.”⁴⁸ It means that group of subjects from data are collected. In this research, the researcher chooses SMK IT KHOIRU UMMAH and SMK IT RABBI RADDIYAH. as the sample. Researcher chooses those school with the criteria; the school is integrated vocational school. Regarding this, the writer used purposive sampling. In this type of sampling, items for the sample are selected deliberately by the researcher; his the choice concerning the items remains supreme. So in this purposive random sampling researcher can choose the sample depend on their determined criteria.

⁴⁸ Gay, L.R. 1987. Educational Research, *Competencies for Analysis and Application*. Third Edition. Columbus : Merril Publishing. P.2

C. The Techniques of Collecting Data

In this research, the researcher used two techniques in collecting the data. The first is observation and the second is interview and questionnaire as the instruments to collect the data.

1. Observation

One of the ways which is usual to use in order get the data by doing a observation. Observation is an activity using the senses, can vision, smell, hearing, to obtain information needed to answer research problems.⁴⁹ The result of the observations are in the form of certain activities, events, objects, conditions, and emotions. According to Guba and Lincoln “Observation were made to get real and answer the research question. In this research the researcher uses to observation the teachers in the school.”

The observation in this research the writer was non participant observation. The researcher did not participate totally in students activities. The researcher watched the performance of the teachers in the class in teaching and learning process. This observation to see the effective teaching techniques in the class. To do this observation, the researcher used checklist. In this research combine two tables observation to be one table observation, the list of table observation are about techniques teaching and techniques elements of effective teaching

2. Interview

⁴⁹ Widdowson, M. (2011). Case study research methodology. *International Journal of Transactional Analysis Research*, 2 (1): 25-34. Available at: <http://www.ijtar.org/article/view/7940>

An interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person.⁵⁰ In this research, the researcher uses to interview the teachers, it is used to support the data which was obtained from the observation. It concerns with the factors the data which cause the teachers used different ways to teach.

Interview can be highly structured, semi structured or unstructured. Structure interview consist of interviewer asking each respondent the same questions in the same way. In this research combine two interviews to be one table interview, the list of interview are about techniques teaching and techniques elements of effective teaching. In this interview very much used a quistions. While semi structure or unstructured interviews involve a series of open ended questions based on the topic areas the researcher wants to cover. The questions may even be phrase in such a way that a limited range of responses can be elicited.

D. Research Instrument

Nasution in Sugiyono states that in qualitative research, there are no any choices except to put human as the main instrument.⁵¹ According the instrument of the research, Lincoln and Guba in Sugiyono states :

“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 initial and continuing mainstay. But if the human instruments has been used extensively in earlier stages of inquiry, so that the instrument can be

⁵⁰ W. Cresswell, John. *Qualitative Inquiry and Research Design (Choosing Among Five Approaches)*. 2007. American page Publication. Inc. P.140.

⁵¹ Sugiyono., *Metode Penelitian Pendidikan.*, Bandung:Alphabeta.2010. P. 306

constructed that is grounded in the data that the human instrument has product.”⁵²

In this research, the researcher is helped by two instruments. The main instrument that researcher used is observation, while interview. interview to find out whether how effective technique teaching in integrated vocational school. The following observation checklist and interview.

1. Checklist of observation

The checklist of observation is a list of statement observation to get information about the effective techniques teaching English. An observation checklist is a list of things that an observer is going to look at when observing a class. The list may have been prepared by the observer or teacher or both. Observation checklist not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspect of the class.⁵³

The Blueprint of Observation Checklist as Regards the Techniques and Related Activities Applied by the Teachers

⁵² *Ibid*

⁵³ British Council,. *Teaching English Observation Checklist*. Retrieved from <https://www.teachingenglish.org.uk>

NO	Indicators (Teaching Techniques)	Sub Indicators (Classroom Activities based on the teaching techniques)	Teaching and learning activities in the classroom (including the techniques and the related classroom activities)	Yes	No	Notes
1	A class discussion	a. Splitting students into some small groups	The teacher leads students to have a class discussion for the assigned material by splitting them into some small groups.			
		b. Inviting students to think critically	In the process of discussion, the teacher triggers students to think critically.			
		c. Leading students to use their logic to evaluate their positions	In the process of discussion, the teacher guides students to use their logic to evaluate their positions.			
2	Think pair share	a. Thinking of the previous lesson	The teacher asks students to think of the previous lesson.			
		b. Inviting peers (students)	The teacher leads students to discuss with			

		to discuss about the previous lesson	their peers or partners about the previous lesson.			
		c. Sharing the discussed previous lesson with the class	The teacher assigns students to share the result of their peer-discussion about the previous lesson with the class.			
3	A learning cell	a. Working in pair to ask and answer each other	The teacher assigns students in pair to ask and answer each other the material or text which has been read			
		b. Working in pair to prepare for assignment	The teacher instructs students to work in pair in order to prepare for the assignment.			
		c. Writing down some questions after reading a text or material	The teacher asks students to write down some questions after they read a text or material in order to be further negotiated in pair.			

4	Short written exercise	a. Making a review or resume of the given material	The teacher gives some time (about 10 minutes) to students to review or make a resume of the learned material.			
		b. Providing feedback for the reviewed or resumed material	The teacher instructs students to give feedback for the reviewed or resumed material			
5	Collaborative learning group	a. Working together in group	The teacher assigns students to work in group (usually there are 3 to 6 persons in one group) in order to deal with the given task.			
		b. Actively reviewing the given task in group	In group work, the students actively review the given task as well as negotiate their ideas with one another.			
6	Student Debate	a. Making some groups for debating	The teacher assigns students to have a debate about the given topic or material.			

		b. Taking a position and gathering information to support views and to explain to others	In the debate activity, the students are led to take their position and gather information in order to support their views and explain those views to others.			
		c. Giving verbal presentation in debate	In the debate activity, the students give verbal presentation to support their views as well as to explain those views.			
7	Reaction to a video	a. Displaying a video related to the learned material to help students understand the material	The teacher helps students to understand what they are learning by displaying a video or a movie related to the learned material.			
8	Class game	a. Facilitating students to review course materials	The teacher provides some games in order to review the learned materials.			

		b. Helping students to enjoy the process of learning	The teacher triggers students' joy to the learned materials through giving some games.			
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**The Blueprint of Observation Checklist as Regards the classroom activities used by
teachers in the implementation of techniques teaching**

NO	Indicators (Teaching Techniques)	Sub Indicators (Classroom Activities based on the teaching techniques)	Teaching and learning activities in the classroom (including the techniques and the related classroom activities)	Yes	No	Notes
1	Small Group	a.Pair-Share	The teacher leads students to talking about an issue or topic in class is to use the “think/write-pair-share” technique			
		b.Buzz Groups	Buzz group to ensure student participation in large classes			
		c.Three steps interview	The first person in the dyad interviews the second person. The second person then interviews or questions the first person. For the next step, two dyads work together.			

2	Whole class involvement	a.The teacher check	The teacher do steps, the first step is to deliver a teacher for 15 to 20 minutes, and then project a question for the class to see.			
		b.whole class debate	The teacher assigns sides of a debate to the two halves of the class			
		c.Role playing and debates	The teacher assigns the students assume the roles of individuals or groups in a real situation.			
3	Reading and writing Exercises	a. Close Reading	The teacher assigns students to improves reading comprehension and models how to read and interpret a passage while the students follow in their book.			

		learning										
		b. Stressing on the inclusion of students' ideas in discussion	The teacher incorporates students' ideas into discussion.									
		c. Stressing on frequent interactions established amid students.	The teacher manages the learning activities which trigger high frequency of interactions among students.									

1. Interview guideline

The interview guideline is a list of question for interview to get information about what technique the teacher use to make effective teaching English. The interview question is semi structure interview. The teacher gave free answer that has relation with in interview guidance. The interview semi structured interview generally has a framework of themes for explored. Based on the statement from Dawson "In this type of in interview, the researcher attempts to achieve a holistic understanding of the interviews'

point of view or situation.”⁵⁴ The researcher choose the interview as the technique because the researcher need more information about this research. Before the researcher interview the teacher, the researcher must make list of question.

The Blueprint of Interview as Regards the Techniques and Related Activities Applied by the Teachers

NO	Indicators (Teaching techniques)	Sub Indicators (Classroom activities based on the teaching techniques)	Questions
1	A class discussion	a. Splitting students into some small groups	1. Do you apply a class discussion technique? a. How do you organize students into some groups for a class discussion? (Please give an example if any!)
		b. Inviting students to think critically	b. How do you drive your students to think critically in a class discussion? (Please give an example if any!)
		c. Leading students to use their logic to evaluate their positions	c. How do you lead students to use their logic so that they evaluate their position in a class discussion? (Please give an example if any!)
2	Think pair share	a. Thinking of the previous lesson	2. Do you apply “think pair share” technique? a. In the application of “think

⁵⁴ Paidi, Gusmuliana. *The Use of Total Physical Response Strategy at Junior High School of SLBN South Curup, Rejang Lebong*. ENGLISH FRANCA : Academic Journal of English Language and Education Vol. 2, No. 2, 2018, IAIN Curup., P.124

			pair share” technique, how do you assign students to think of the previous lesson? (Please give an example if any!)
		b. Inviting peers (students) to discuss about the previous lesson	b. In the application of “think pair share” technique, how do you assign students to interactively discuss about the previous lesson with their peers? (Please give an example if any!)
		c. Sharing the discussed previous lesson with the class	c. In the application of “think pair share” technique, how do you assign students to share the result of their peer discussion with the class? (Please give an example if any!)
3	A learning cell	a. Working in pair to ask and answer each other	3. Do you apply a learning cell technique? a. In the application of a learning cell technique, how do you organize students to work in pair in order to ask and answer each other? (Please give an example if any!)
		b. Working in pair to prepare for assignment	b. In the application of a learning cell technique, how do you assign students to work in pair to prepare for the assignment which you provide? (Please give an example if any!)
		c. Writing down some questions after reading a text or material	c. In the application of a learning cell technique, how do you instruct students to write down some questions after reading a text or

			material which you provide?
4	Short written exercise	a. Making a review or resume of the given material	4. Do you apply a technique so-called short written exercise? a. In the application of short written exercise technique, how do you assign students to make a review or resume of the given material? (Please give an example if any!)
		b. Providing feedback for the reviewed or resumed material	b. In the application of short written exercise technique, how do your students provide feedback for the material which they review or resume? (Please give an example if any!)
5	Collaborative learning group	a. Working together in group	5. Do you apply a technique so-called collaborative learning group? a. In the application of collaborative learning group technique, how do you organize students to work together in group? (Please give an example if any!)
		b. Actively reviewing the given task in group	b. In the application of collaborative learning group technique, how do you guide students to actively review the given task in group? (Please give an example if any!)
6	Student Debate	a. Making some groups for debating	6. Do you apply a technique so-called student debate? a. In the application of student debate technique, how do you split students into groups for debating? (Please give an example if any!)
		b. Taking a position and	b. In the application of student debate technique, how do

		gathering information to support views and to explain to others	you lead students to take their position and gather information in order to capably support their views and explain those views to others? (Please give an example if any!)
		c. Giving verbal presentation in debate	c. In the application of student debate technique, how do you manage students so that they are able to give verbal presentation in debate? (Please give an example if any!)
7	Reaction to a video	a. Displaying a video related to the learned material to help students understand the material	7. Do you apply a technique in the form of reacting to a video? a. What kind of videos do you display in the classroom? (Please give an example if any!)
8	Class game	a. Facilitating students to review course materials	8. Do you apply a class game technique? a. Do the games which you provide for students have connection with the course materials? b. What kind of games do you provide for students? (Please give an example if any!)
		b. Helping students to enjoy the process of learning	c. How meaningful are the games which you provide in relation to making students enjoy the learning processes?

To ensure the validity of this instruments, these instruments had been reviewed or validated by Mr. Ruly morgana, M.Pd. He is a master degree of English educator as

well as a lecturer of English Tadris program IAIN Curup. There were several points considered in validating the instruments:

1. Synchronizing each framework theory or blueprint theory with all three research questions.
2. Synchronizing each framework theory with each indicators and sub-indicators.
3. Making it fix and add items in the instrument that is referred based on each indicators presented.
4. making it fixed about discussion of aspects(grammar, spelling, word-choice) of each item in the checklist and interviews' questions.

That is the result of reviewed validity of the instruments by Mr.Ruly morgana, M.Pd.

1. Recorder

When we do observation and interview in our research we need some tools such as mobile phone for recorder and our documentation. The researcher might used recorder to get real information and best data. The researcher used sound recorder by mobile phone for record the interview and observation process. So the researcher get accurate data and information and make the researcher easier in collecting and analyzing data.

E. Technique of Data Analysis

All the data of this research were analyzed by these steps, namely data managing, description, interpreting.

a. Data Managing

Data managing involves creating and organizing the data collected during the study. The purpose of data managing is first to organize the data and check it for completeness, second is to start the researcher on the process of analyzing and interpreting the data.⁵⁵ The research this step used to organize the data from observation and interview based on indicators.

b. Description

Description based on the observation and checklist which are to provide the true picture of the setting events taking place in. So, the researcher and the reader will have an understanding of the context in which the take place.⁵⁶ In this step, the researcher started to describe all the data that could help the researcher to do the next step in analyzing the data.

c. Interpreting

Data of interpretation continue after the data collection, analysis and interpret stages of a study; interpretation is also a part of process of writing the result of a study. Interpreting is the reflective, integrative, and explanatory aspects of dealing with a

⁵⁵ Muhammad Bashir. *Reability and validity of Qualitative and operational Research Paradigm*. Pakistan.P.241

⁵⁶ *Ibid.*,

study data. Data interpretation is based heavily on the connections, common aspects and linkages among the data, especially the identified categories and pattern.⁵⁷ The researcher interpreted the data whenever he used some conceptual basis of understanding to cluster a variety of data pieces into a category.

⁵⁷ Gay., *Op.Cit.*,P.250

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents research finding of effective technique teaching English in integrated vocational schools. This chapter is divided into two section which are finding and discussion. The study presents the three major objectives. There are as follow:

1. The techniques used by teachers in teaching English in integrated vocational school.
2. The classroom activities used by teachers in implementation techniques teaching.
3. The classroom activities pursuant to techniques suit the effective teaching theory.

A. Research Findings

The finding presents the result of data analysis taken from the observation checklist and interview this research had been done on 29 April 2019 until 15 July 2019. This findings taken from Belmont theorys' about techniques in teaching, from Welbergs' theory about elements of effective teaching, and from Chapel, Hill theorys' about classroom activities. The observation checklist aims is to know what are the techniques and classroom activities used by teachers in the classroom and the interview to know the classroom activities pursuant to techniques suit the

effective teaching. The researcher collected the data by following the instruments as the mentioned in Chapter III.

In the table bellow, the researcher presented the finding of Observation and Interview, they are as bellow:

1. The techniques used by teachers in teaching English in integrated vocational school.

To know the techniques used by teacher in teaching English in integrated vocational school, the researcher used Observation Checklist field notes. The checklist observation consist from several indicators which based on the theory and the field notes based on 8 meetings for the teacher. So many techniques used by the teachers in integrated vocational schools. First technique is a class discussion, second a think pair share, third technique a learning cell, fourth a short written exercise, fifth collaborative learning group, sixth a students debate, seventh a reaction to a video, and eighth is class game. From several techniques the techniques used by teacher in integrated vocational school KHOIRU UMMAH implemented all the techniques but in integrated vocational school RABBI RADDIYAH not all the techniques implemented, the teacher does not used student debate technique, it is mean the teacher just implemented seven techniques in learning process. The result of the observation about technique used by teachers in integrated vocational schools stated in table bellow:

Table 1
The result of Observation the techniques teaching used by teachers

NO	Teaching Techniques Used by Teachers	Techniques Implemented	
		SMK IT KU	SMK IT RR
1	A Class Discussion	<ol style="list-style-type: none"> 1. The teacher A splitting into some groups really fair. 2. The teacher ask the students to think critically. 	<ol style="list-style-type: none"> 1.The teacher B splitting into some groups 2.The teacher mix the students for make good group. 3.The teacher ask the students to think critically.
2	Think Pair Share	<ol style="list-style-type: none"> 1. The teacher A ask the students about the lesson last meeting. 2. The teachers A invite the student who can answer the question about previous lesson 	<ol style="list-style-type: none"> 1.The teacher B ask the students. 2.The teacher B ask the students one by one about previous lesson 3.The teacher invite the student who can answer the question.
3	A learning Cell	<ol style="list-style-type: none"> 1. The teacher A ask the students sharing each other about the material. 	<ol style="list-style-type: none"> 1. The teacher B ask the students sharing

		2. The students must prepare for the assignment.	
4	Short Written Exercise	1. The teacher A instruct the students to make a resume after learned material. 2. The students received the instruct from the teacher.	1.The teacher B instruct the students to make a resume after learned material.
5	Collaborative Learning Group	1. The teacher A instruct the students.	1.The teacher B become the students in some groups.
6	Students Debate	1. The teacher A give big chance for the students to convey they idea.	-
7	Reaction To A Video	1. The teacher A show the video or movie.	1. The teacher B show the based on the material the students learn.
8	Class Game	1. The teacher A gave the game to the students to.	1.The teacher B gave some games

Based on the finding of the observations, it can be seen that the teacher almost implemented all the techniques. For the teacher A in integrated vocational school khoiru ummah used 8 Techniques 8 techniques and the teacher B from integrated vocational school Rabbi raddiyah used 7 techniques indicators from 8 techniques

2. The classroom activities used by teachers in implementation technique teaching.

To know the classroom activities used by teacher in teaching English in integrated vocational schools, the researcher used Observation Checklist field notes.

The checklist observation consist from several indicators which based on the theory and the field notes based on 8 meetings for the teacher. The result of the finding of checklist observation as follow:

Table 3
The result of Observation the classroom activities used by teachers

NO	SMK IT KHOIRU UMMAH		The Classroom activities Used by Teacher
	Suitable techniques	Unsuitable techniques	
1	1. The teacher A used classroom activity pair-share. 2. The teacher divided the students in 4-5 groups	1. The teachers used debate class for ask and answer each other.	Small Group
2	1. The teacher A deliver a material for 15 to 20. 2.The teacher assigns students assume the roes of individuals or group in real situation.	1. The teacher used the class debate	Whole class involvement
3	1.The teachers instructs students to write short	-	Reading and writing Exercises

	assignment.		
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Based on the finding of observations, it can be seen that the teacher almost implemented all classroom activities in classroom and the classroom activities is different with techniques but the classroom activities that reflect with technique teaching. From the table it can be seen the teacher A in KHOIRU UMMAH implemented 5 indicators in classroom activities.

Table 3
The result of Observation the classroom activities used by teacher

NO	SMK IT RABBI RADDIYAH		The Classroom activities Used by Teacher
	Suitable techniques	Unsuitable techniques	
1	1. The teacher divided the students in 3-5 groups.	1. The teachers used debate class for ask and answer each other.	Small Group
2	1. The teacher B used class discussion for whole class involvement.	1. The teacher used the class debate	Whole class involvement
3	1. The teacher assigns the students to write some topics. 2. The teachers instructs students to write short	-	Reading and writing Exercises

	assignment to assess the extent to which students.		
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Based on the finding of observations, it can be seen that the teacher almost implemented all classroom activities in classroom and the classroom activities is different with techniques but the classroom activities that reflect with technique teaching. From the table it can be seen the teacher B in RABBY RADDIYAH implemented 4 indicators in classroom activities.

3. The classroom activities pursuant to techniques suit the effective teaching theory.

To know the classroom activities pursuant to techniques suit with the effective teaching theory, the researcher used Observation Checklist field notes. The checklist observation consist from several indicators which based on the theory and the field notes based on 8 meetings for the teacher. The result finding of observation Checklist for the Analysis of the Techniques and classroom activities pursuant to techniques suit the effective (based on Welberg's theory) as follow:

Table 4

The result Observation Checklist for the Analysis of the Techniques and classroom activities pursuant to techniques suit the effective (based on Welberg's theory)

NO	Elements of Effective Teaching	observation	SMK IT KU	SMK IT RR
			Teacher A	Teacher B

1	Academic Learning Time	8	<ol style="list-style-type: none"> 1. The teacher A almost manages the time for learning activities in the class 2. Teacher manage the classroom. 3. The teacher manage the time really good with the technique teaching she used and classroom activities. 4. The teacher handling the students' task behavior time by time. 5.The teacher handle learning time. 	<ol style="list-style-type: none"> 1.The teacher B almost manages the time for learning activities in the class 2. Teacher manage the classroom. 3. The teacher handle learning time focus on technique reaction to a video.
2	The Use of Positive Reinforcement		<ol style="list-style-type: none"> 1. The teacher A gave rewards when students have a good score and gave punishment when students got bad score. 	<ol style="list-style-type: none"> 1.Teacher B always gave score for students because students.
3	Cues and Feedback		<ol style="list-style-type: none"> 1. The teacher A given the students cues just in CD, TPS, SWE, CLGs' techniques. 2. The teacher give the clue for answer right question. 	<ol style="list-style-type: none"> 1.The teacher given the students cues just in CD, TPS, SWE, CLGs' techniques. 2. The teacher give the clue for answer right question.
4	Co-operative Learning		<ol style="list-style-type: none"> 1. The teacher A designs a learning 	<ol style="list-style-type: none"> 1.The teacher B designs a learning

			problem or task and further assigns students to make some small groups in order to address the problem or task collaboratively in elements CD, LC, and CLG.	problem or task and further assigns students to make some small groups in order to address the problem or task collaboratively in elements CD, LC, and CLG.
5	Classroom atmosphere		1. The teacher A manages the classroom almost all the techniques.	2.The teacher B manages the classroom almost all the techniques.
6	Higher Order Question		1.The teacher A used higher order question in elements CD, TPS, and SD.	1.The teacher B used higher and order question in elements CD and TPS.
b	Direct Instruction		1.The teacher A used direct instruction in elements TPS, LC, SWE, CLG, and RV.	1.The teacher B used direct instruction in elements CD, TPS, LC, SWE, CLG, and RV.
8	Indirect Teaching		1.The teacher A make the students more enthusiastic if the teacher. 2.The teacher manages the learning activities which trigger high frequency of interactions among students in class discussion and collaborative learning	1..The teacher B make the students more enthusiastic. 2.The teacher manages the learning activities which trigger high frequency of interactions among students in class discussion and collaborative

			group	learning group.
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Based on the result of finding observation it can be conclude there was difference among the result of the teacher A and Teacher B. From the data above, several techniques that implemented by teachers pursuant with effective teaching. The teacher A and teacher B in elements of effective teaching when they implemented the technique teaching English, that technique pursuant but Sometime teacher A and teacher B when they implemented the technique in indicators of elements effective teaching does not pursuant.

3. The classroom activities pursuant to techniques suit the effective teaching theory.

To know the classroom activities pursuant to techniques suit with the effective teaching theory. The researcher had done interview with two English teachers as the respondents. The researcher gave the questions based on the theory about the techniques the teachers used in the classroom activities. The data obtained from interview were concluded by the researcher as below:

1. Teacher A

From the interview with teacher A, teacher A use various technique and classroom activities. The teacher apply class discussion technique and teacher A drive her students to think critically and lead her students to use their logic so that they evaluate their position in a class discussion:

“yes, of course I use the class discussions’ technique. Actually in the class there are learning groups, it is finished make when the class wants to start a lesson in the early semester but every meeting the group must change the students. In every group the students must combine it is mean there are smart student, there are diligent students and there are slowly student, so they can help each other, usually to lead the students I usually show some videos to the students and play a game, because the students really like watch and play a game. So they can use their logic in the learning activities”

Based on the statement above, the teacher use some techniques as a indicators to make the students to think critically in the class discussion. Various techniques can make the students active.

When the researcher ask about the think air shares’ techniques, the teacher use that techniques before start new material. She ask the students about the material last meeting. The teacher give a reward for the students whose can remember the material last meeting by use technique think pair share. The teacher make sure the students remember about the material last meeting before start new material. When the students sharing about the lesson each other, they will getting new information from friends, the teacher used learning cells’ technique for make the students among two students sharing about the material the teacher gave. She used learning cells’ technique in grade one

about text recount. When the researcher ask the teacher about the short written exercise, the teacher answered as follow:

“Yes, of course every students must resume about the material they had done learn, but not all the students can convey that resume, around two or three students get a chance to convey their task to the students and teacher.”

Based on the teacher answer, the researcher conclude the teacher called on the students randomly every the teacher gives the task to make sure all the students brave and accustomed for convey their opinion.

Collaborative learning group is one of the techniques the teacher A used, when the researcher ask the teacher about collaborative learning group the teacher statement is:

“ Yes, in collaborative learning group there are three until five students. Every students have a job each other, before start discussion class the students choose who the leader from that group. The leader can manage the group to be a solid group, so they can do their jobs very well”

From the statement from the teacher, the researcher conclude the teacher make the students work each other in the group. The next question from the researcher is about student debate. She is the answer The statement above indicates that the teacher give task for every students but they learn together with the group, so their group get score until final examination.

The researcher also ask about reacting a video’s technique. Based on the statement, the teacher gave a treatment for the students. That treatment for make a students do not feel bored with the subject.

The last question of interview is the class games' technique the teacher used in the classroom activities. She said game is really important in learning process. The answer of the teacher can, the teacher gave the games based on the mood the students, and the students can play that games very well.

2. Teacher B

From the interview with teacher B, it is found that the teacher B also used various kind of techniques teaching English in activities class. From the result of interview with the teacher B, she said that:

“ yes, of course. I used class discussion technique when discuss about text narrative, so I give task to the students to make a group then they are I instruct to search generic structure in the text, search the characteristics, all the items about the text. Usually I force the students to write their opinion, so I know whose the students work or not usually the weakness in class discussion technique is just smart students have opinion in the group. The reason why I instruct the students to write their opinion they can get individuals' score and groups' score”

From that statement, the teacher used the class discussion technique and the teacher invite all the students to give their aspiration in the group. So, the students can get the information from the friends. When the researcher ask about the think pair share technique, the answer of the teacher the researcher concluded the teacher is really good to used this technique, the teacher used the technique very well by her own and the

teacher become the students more active. The researcher also ask about learning cell technique, the teacher said yes but seldom I used that. The teacher used learning cell technique for certain material. The answer of the teacher can be seen as follow:

“Actually I seldom used learning cell technique but when I used learning cell technique, I instruct the students to write short conversation. If the time is long I can used learning cell technique and I can test the students’ speaking by tell about short conversation their had done write.

Based on the statement above, the researcher concludes that the teacher used learning cell technique based on the material and the time, the teacher also can take students score by used learning cell technique. Used short written exercise technique is one of strategy that become the students know how to write well and how to put grammatically. From that statement from the teacher, if the teacher want to take score the students she did not used short written exercise but she instruct the students to spoken in front of their friends.

The next question is about collaborative learning group. The teacher answer she have not used collaborative learning group. Based on the teachers’ statement, the researcher conclude the teacher did not used collaborative group in classroom activities.

When the researcher asked about student debate, the teacher gave the statement, the researcher concludes that she have not used the student debate technique. The researcher asked the teacher about reacting to a video. From the statement above, the teacher have not used a reaction to a video in classroom activities, the teacher instruct the students to spoken. The last question of interview is A class game technique. The

statement of the teacher can concludes, the teacher gave the students games for make students more active in the classroom activities, every the students gave aspirations in the class the teacher always gave feedback for the students le a score.

B. Research Discussion

In this part, the researcher tried to analyze the data which had been found by checklist observation and interview.

1. The techniques used by teachers in teaching English in integrated vocational schools.

In this step, the researcher used checklist observation to get the result of the question about the technique used the teachers in teaching English in integrated vocational schools. The explanation is a follow:

Base on the finding of the teacher A and teacher B technique they used in classroom. Teacher A used A class discussion in active class. The teacher splitting into some groups that really fair, the students combine and sharing together, teacher B is same with teacher A, teacher B used a class discussion and make group for become the students sharing the material each other. Teacher A and teacher B in class discussion does not instruct the student to use logic to evaluate their position but both of the teachers focus on team work in the group. Next technique about think pair share, teacher A and teacher B used think pair share group technique in classroom activities, teacher A and teacher B review the

materials last meeting before start new material but teacher A and teacher B invite all students to give their participations in think pair share technique.

The next technique is a learning cell, teacher A used learning cell technique and teacher B used learning cell technique sometimes, by used this technique teacher A and teacher B ask the students to work together about the materials and the students prepare for the assignment. Next short written exercise, teacher A always used this technique after learn but teacher B very seldom used this technique, teacher B instruct the students to spoken in front of friends and teacher A instruct the students to write the material based on the students' opinion. The next about collaborative learning group technique, teacher A used this technique for become the students discuss each other in the class about the material, same with teacher A teacher B used this technique but very seldom. Next, student debate technique, teacher A used this technique for make the students give their participations in the group and teacher B does not used this technique. Then, reaction to a video, teacher A and teacher B used video in classroom activities and the student more active in the class when the teacher used this technique. Last, class game technique, every meetings teacher A and teacher B used games in the classroom activities.

The students very interest with the material when the teacher include the game in learning process. In technique teaching the teachers A and B not implemented all the indicators of teaching technique. Teacher A just not

implemented one indicator from teaching technique. The indicator from the technique is the teacher A does not ask the students to use logic to evaluate their position. There some reason why the teacher does not implemented this indicators because the teacher A became the students to evaluate their position in process of discussion. In discussion technique the teacher make sure all students gave the participant so the teacher can see the evaluate their position.

Teacher B does not implemented the indicators from the technique in two indicators. The indicators are the teacher does not ask the students to use logic to evaluate their position and the teacher B does not implemented student debate technique. The reason from the teacher B why dose not implemented the use logic to evaluate because the teacher B saw the evaluate from the students when the students discussion in their class. The second reason why the teacher does not implemented students debate in the learning process because the teacher just teach the grade one and there is no the material that support to implemented student debate.

According to Hisyam Zaini student debate and debate method is method that can help the students for convey their idea and opinions. There are some excess from debate method, the excess are to make the students brave to talk each other and to be responsible for the knowledge obtained in the debate process.

From the finding and the theories above, it can be said almost all the techniques of the teaching implemented by both of teachers. However there is one technique that one of the teacher does not implemented in learning process, the technique is student debate.

2. The classroom activities used by teachers in implementation techniques teaching.

Based on the finding of the teachers A and teacher B In this step, the researcher used checklist observation and notes to get the result of the question about the classroom activities used by teachers in implementation technique teaching in integrated vocational school. The explanation is a follow:

Based on the data of checklist observation and notes the researcher got in implementation classroom activities used small groups in classroom activities. There are three classroom activities in small group technique such as pair-share, buzz groups, and three steps interview. Teacher A and Teacher B used this classroom activities. Teacher A used pair-share technique by instruct the students to think what the students want to write around 30 second, one minute to make a abstract what they want to write, next the teacher gave the time 3 until 5 minutes for the students to explain the result in front of their friend in theclass. teacher A implemented this classroom activity for become the students more active in the class and the students connect each other and for classroom activities buzz groups the teacher implemented

and the teacher divided the students in 4-5 students in one group. Teacher A does not implemented three steps interviews' classroom activities in her classroom activities because teacher A used debate class for become the students ask and answer each other.

Teacher B same with teacher A, she implemented two classroom activities in technique small group. Techer B implemented that classroom activities pair-share to became the students connect each other by discuss about the result of the students' write before that the teacher gave the students time to write and chose the material, and teacher B implemented buzz groups in classroom activities, teacher B divided the students in 3-5 students in one group and the teacher gave the participant in large classes. The teacher make sure the students talk about the issue, the teacher calls on some of the groups to report and ask other group to convey the conclusion by raise hands. Same with teacher A teacher B does not used three steps interview because the teacher got the information from the report of discussion in the buzz groups .

According to Braxton and Jhones, there is strong empirical evidence that active involvement in the learning process in vitally important in two areas: for the mastery of the skills, such as critical thinking and problem solving that got from discussion in the group discussion.

Based on statement above the researcher concluded that the teacher A and teacher B in classroom need pair share and become the students some groups for

make the students more active and the classroom activities will be good in the classroom.

From the data of checklist observation and notes the researcher got in implementation classroom activities whole class involvement. Whole class involvement there are three classroom activities. First, the teacher check, whole class debate, and role play and debates. From that classroom activities teacher A implemented all off classroom activities and teacher B does not implemented all of classroom activities in her classroom activities. teacher A deliver material to the students around 15 until 20 minutes to clearly the material next continue the next project, and the teacher A used the class debate to become the students more active to convey their opinions, the teacher A assign the students to write short assignment to assess the extent to which students understanding the material. The students make short assignment to show they understand about the material. The teacher A instruct the students to gave the arguments each other in debate, for the ending the teacher instruct the students to summary arguments for each other.

Based on the statement from Frederic, taking advantage from debate class. The advantages of the dividing aisle in large teacher halls, the instructor assigns sides of debate to the two halves of the class or by prearrangement, students sit on the side of the room representing the point of view of debate.

The researcher can conclude that the teachers used whole class involvement And students debate in classroom activities based on the materials, if the materials needs to use debate class the teachers used whole class involvement activities.

The data of checklist observation and notes the researcher got in implementation classroom activities Reading and writing exercise have two indicators classroom activities. First, close reading and second classroom assessment. From both of classroom activities teacher A and teacher B used reading and writing exercise. Teacher A just implemented classroom assessment in her classroom activities, teacher A instruct the students to write short assignment to assess the extent to which students understanding the material. The students make short assignment to show they understand about the material. Teacher B implementation both of classroom activities, teacher B implemented close reading, teacher assigns the students to write some topics after that the students read the result of the write the topics and teacher B implemented classroom assessment, teachers B instructs students to write short assignment to assess the extent to which students understanding the material. The students make short assignment to show they understand about the material.

Based on the data above the researcher concludes that the teacher A and teacher B gave the students activities in the class based on the skills of the students.

3. The classroom activities pursuant to techniques suit the effective teaching theory.

After managing the data, the researcher found that the teacher A used all techniques teaching and teacher B used five techniques teaching English. The researcher got some information about it. The description about the data is described as follow:

a. Class Discussion

The teacher apply class discussion technique and teacher A and Teacher B drive her students to think critically and lead her students to use their logic so that they evaluate their position in a class discussion, teachers said actually in the class there are learning groups, it is finished make when the class wants to start a lesson in the early semester but every meeting the group must change the students. In every group the students must combine it is mean there are smart student, there are diligent students and there are slowly student, so they can help each other, usually to lead the students the teachers usually show some videos to the students and play a game, because the students really like watch and play a game. So from the technique the teachers used can used can become the students used logic in the learning activities.

Based on that statement, teachers use some techniques as a indicators to make the students to think critically in the class discussion. Various techniques can make the students active. Teacher B and teacher A invite all students to give aspiration in the group become the students get information from their friends.

b. Think Pair Share

When the researcher ask about the think air shares' techniques, the teacher A and teacher B use that techniques before start new material. She ask the students about the material last meeting. In the classroom before the teacher start the classroom activities in learning process the students get ice breaking from the teachers. The ice breaking like a review the material last meeting. For remember the students about the material last week the teacher gave the games and who remember the material by use game that student get reward like a score or point. From that techniques the teacher A give a reward for the students whose can remember the material last meeting by use technique think pair share. The teacher make sure the students remember about the material last meeting before start new material. Teacher B used this technique for make the students more active and the students implemented this technique very well, the students can remember all material start from small things until big things.

c. Learning Cell

When the students sharing about the lesson each other, they will getting new information from friends, the teacher A used learning cells' technique for make the students among two students sharing about the material the teacher gave. She used

learning cells' technique in grade one about text recount. Teacher A really clearly implemented this technique to the students. Teacher A always instruct the students become more active in the class. That class no one student can silent, all the students talk about the topic with their partner. The teacher A used learning cells' technique for increase the students' reading ability.

d. Short written exercise

When the researcher ask the teacher about the short written exercise, the teacher A used this technique, but teacher B does not used this technique. Teacher A make sure every students make a resume about the material they had done learn. From that technique all the students make a resume but who can answer the questions from the teachers they get a chance to convey their task. That classroom activity can make the students active and want to be winner to get a score from the teacher.

Based on the teacher A answer, the researcher conclude the teacher called on the students randomly every the teacher gives the task to make sure all the students brave and accustomed for convey their opinion.

e. Collaborative Learning Group

Collaborative learning group is one of the techniques the teacher A used, when the researcher ask the teacher about collaborative learning group. From the statement from the teacher, the researcher conclude the teacher make the students work each other in the group. The teacher become the students in several groups, each group there are for until five students. Every groups have jobs. That technique really effective for students

because the students can work together in the group and have a leader for manage every works.

f. Student debate

The next question from the researcher is about student debate. Teacher A used student debate technique and teacher A used student debates' technique just for several material not all material, for example talk about narrative text between first group and second group different assumption about text narrative. Every groups responsibility with their group until final examination so the score is same so the smart's students and general's students responsibility with their friends so they know about their job each other. From that activity the researcher indicates that the teacher give task for every students but they learn together with the group, so their group get score until final examination.

g. Reacting A Video

The researcher also ask about reacting a video's technique. From that technique the teacher A and B become the students spirit again in learning process. From kinds of techniques the teachers always showed the videos that have connect with the material they learn. The teacher gave a treatment for the students. That treatment for make a students do not feel bored with the subject.

h. Class Game

The last question of interview is the class games' technique the teacher A and teacher B used in the classroom activities. The teachers said game is really important in learning process. The teachers gave the games based on the mood the students, and the students can play that games very well. The teacher B become the students got score if the students gave aspiration every activities in the class. Although the game does have connecting with the material but there is dedications in that games.´

Based on the data above, the most teachers implemented all the technique of effective teaching English. From the interview, the researcher has gotten to the respondents, the researcher got the conclusion that the classroom activities pursuant to techniques suit the effective teaching theory, the teachers used various technique and classroom activities in the learning process in classroom such as small group, whole class involvement, and reading and writing exercise. The techniques such as a class discussion, second a think pair share, third technique a learning cell, fourth a short written exercise, fifth collaborative learning group, sixth a student debate, seventh a reaction to a video, and eighth is class game. That technique and classroom activities really help the teacher to become the students more active and that classroom activities become pursuant of elements of effective teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. CONCLUSION

As mentioned before, based on the finding and discussion in chapter IV it can be conclude:

The first, the technique the teachers used in teaching English at vocational high school Islamic integrated Khoiru Ummah and vocational high school Islamic integrated Rabbi Radhiyyah. Based on the result of this research the researcher concludes that the teachers have implemented the most of the techniques in teaching English such as a class discussion, think pair share, a learning cell short written exercise, collaborative learning group, student debate, and class game. The teachers implemented that technique in classroom activities. Every meeting the teachers change the technique for make sure the process learning of the students very well by used that techniques. Second, the classroom activities the teachers used in implementation the technique teaching already

good activities in teaching English by used several activities such as small group, whole involvement, reading and writing exercise. The classroom activities reflect the technique teaching English in the classroom, every classroom activities the teachers gives the students technique and activities based on the material they learn. Last the classroom activities pursuant to techniques suit the effective teaching theory. The teachers used the techniques and the classroom activities already pursuant with the elements of effective teaching such as about academic learning time, the use of positive reinforcement, cues and feedback, co-operative learning, classroom atmosphere, high order question, direct Instruction, and indirect teaching. From above teacher's techniques, activities that the teachers implemented very well by follow the elements of effective teaching.

B. SUGGESTION

After did the observation in the classroom and interview the teachers as the respondents, the researcher would like to give some suggestions which may useful for:

1. The schools

The school can use the techniques and classroom activities in English class, but also the school can be use in other subject that techniques and classroom activities, it is so easy to implement in learning process in the classroom.

2. The teachers

Technique teaching and classroom activities is two of important keys that the teachers can use to make a good and active students in learning process the classroom. The teachers can used one or more the techniques teaching based on the theory and the teacher can pursuant the technique with elements of effective teaching based on the theory from Welbergs' to make sure the technique suit with the effective teaching. So, the teachers can used that techniques and classroom activities in the classroom.

3. Future researcher

The future researchers have to make the other researcher which is better than this one. The researcher hopes that the other time the other researcher investigate about how effective the technique based on the theory from Welbergs' and this research can be used as the related finding.

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KARTU KONSULTASI PEMBIMBING SKRIPSI

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 PEMBIMBING II : Henny Septia Utami, Ph.D., M.Pd.
 JUDUL SKRIPSI : An Analysis of Classroom Activities Purported to be Effective Techniques Teaching English in International Schools

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin
- * 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
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Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	16/Februari 2019	Chapter 1.		
2	08/Maret 2019	Chapter II		
3	26/Maret 2019	Chapter III		
4	20/Agustus 2019	Chapter IV		
5	29/Agustus 2019	Chapter V		
6				
7				
8	13/Oktober 2019	Acc Thesis / Munqasam		



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	02/Januari 2019	Konsultasi Rencana Penelitian		
2	15/Januari 2019	Konsultasi Bab I / Pendahuluan		
3	05/Maret 2019	Konsultasi Chapter II		
4	19/April 2019	Konsultasi Chapter III		
5	12/Mai 2019	Konsultasi Instrumen		
6	06/Juni 2019	Konsultasi Chapter IV		
7	25/Juni 2019	Konsultasi Finding Discussion Chapter V and Abstrak		
8	23/Oktober 2019	Acc Thesis / Munqasam		



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KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
Nomor : 001 /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. Henny Septia Utami, M.Pd 17102010

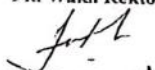
Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Heli Agustin
N I M : 15551018

JUDUL SKRIPSI : An Analysis Of Effective Techniques English Teaching In Integrated Vocational Schools.

- 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, 31 Desember 2018
a.n. Rektor IAIN Curup
Plt. Wakil Rektor I, A.


Hendra Harmi

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



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH II CURUP
Jalan Jendral Sudirman tempel rejo kecamatan Curup Selatan

SURAT REKOMENDASI

Nomor : 420/2019 /Cabdin II/2019

Yang bertanda tangan dibawah ini:

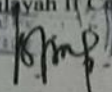
Nama : Inne Kristanti, SP., M.Si
NIP : 19740126 199903 2 003
Pangkat/Golongan : Pembina/IV a
Jabatan : Kepala Cabang Dinas Pendidikan Wilayah II Curup
Dinas pendidikan dan kebudayaan provinsi Bengkulu

Berdasarkan surat permohonan izin penelitian dari Dekan Fakultas Tarbiyah IAIN Curup Nomor : 587/In.34/FT/PP.00.9/04/2019 tanggal 26 April 2019, untuk mahasiswa :

Nama : Heli Agustin
Nim : 15551018
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Tempat Penelitian : SMK Khairu Ummah & SMK Rabbi Radhiyya Kabupaten Rejang Lebong
Waktu Penelitian : 30 April s/d 30 Juli 2019

Pada prinsipnya kami **menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan skripsi dengan judul "*An Analysis of Offective Technique Teaching English in Integrated Vocational School*"

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 3 Mei 2019
Kepala Cabang Dinas Pendidikan
Wilayah II Curup

Inne Kristanti, SP., M.Si
NIP. 19740126 199903 2 003

Tembusan Yth

1. Kepala Cabang Dinas dan Kebudayaan provinsi Bengkulu
Cq. Kepala bidang pembinaan SMA
2. Dekan Fakultas Tarbiyah IAIN Curup
3. Kepala SMK Khairu Ummah & SMK Rabbi Radhiyya



YAYASAN AL AMIN CURUP
SEKOLAH MENENGAH KEJURUAN ISLAM TERPADU (SMK IT)
K H O I R U U M M A H

Alamat : Jl. Pemancar TVRI Desa Tasik Malaya Kec. Curup Utara Kab. Rejang Lebong
Kode Pos 39125 Email : smkitkutm@gmail.com No. Telp. (0732) 3345042

Curup, 27 Juli 2019

Surat Keterangan Selesai Penelitian
Nomor : 146/421.5-SMKIT.KU/VII/2019

Assalamu'alaikum Warahmatullahi Wabarakatuh,

Yang bertanda tangan di bawah ini :

Nama : Rajab Effendi, S.Pd.I., S.Pd
Jabatan : Ka. SMK IT Khoiru Ummah
Alamat : Air Putih Baru

Dengan ini menerangkan bahwa mahasiswa/i yang beridentitas :

Nama : Heli Agustin
NIM : 15551018
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah
Universitas : IAIN Curup

Telah selesai melakukan penelitian di SMK IT Khoiru Ummah selama 2 (dua) bulan, terhitung mulai dari tanggal 30 April 2019 sampai dengan 30 Juli 2019 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "*An Analysis of Effectife Technique Teaching English in Integrated Vocational School*".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh,
Ka. SMK IT Khoiru Ummah



Rajab Effendi, S.Pd.I., S.Pd

Tembusan :

1. Arsip
2. Yayasan Al-Amin

F/A

KETERANGAN TELAH WAWANCARA

Yang bertanda tangan dibawah ini:

Nama : Fitri Rahmadani, S.Pd
Jabatan : Guru Bahasa Inggris
Pekerjaan : Guru

Menerangkan dengan sebenarnya bahwa:

Nama : Heli Agustin
NIM : 15551018
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris

Telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul "**An Analysis of Classroom Activity Pursuant to Effective Techniques Teaching English in Intergrated Vocational Schools**"

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Curup, 27 Juli 2019
Mengetahui,



Fitri Rahmadani, S.Pd



















Appendix 1

1. Finding from observation

a. The Techniques Teaching Used by The Teachers

Table 1

The result of Observation the techniques teaching used by teacher

NO	Teaching Techniques	Classroom Activities)	Yes	No	Notes
1	A class discussion	The teacher leads students to have a class discussion for the assigned material by splitting them into some small groups.	✓		The teacher splitting into some groups really fair, that is because in the groups not just with smart people only but combine so they can sharing each other.
		In the process of discussion, the teacher triggers students to think critically.	✓		The teacher ask the students to think critically about the materials which the teacher give.
		In the process of discussion, the teacher guides students to use their logic to evaluate their positions.		✓	The teacher does not ask the students to use logic to evaluate their position but the teacher focus on team work in the groups.
2	Think pair share	The teacher asks students to think of the previous lesson.	✓		The teacher ask the students about the lesson last week before start new lesson.
		The teacher leads students to discuss with their peers or partners about the previous lesson.		✓	The teacher ask the students one by one about previous lesson, the aim is for all of the students' remember about the previous lesson.
		The teacher assigns			The teachers invite the

		students to share the result of their peer-discussion about the previous lesson with the class.	✓		student who can answer the question about previous lesson the student must answer by big sound then another students can hear what their friends say.
3	A learning cell	The teacher assigns students in pair to ask and answer each other the material or text which has been read.	✓		The teacher ask the students sharing each other about the material.
		The teacher instructs students to work in pair in order to prepare for the assignment.	✓		The students must prepare for the assignment.
		The teacher asks students to write down some questions after they read a text or material in order to be further negotiated in pair.	✓		After discuss about the materials the teacher ask the students whose have question about the material.
4	Short written exercise	The teacher gives some time (about 10 minutes) to students to review or make a resume of the learned material.	✓		The teacher instruct the students to make a resume after learned material.
		The teacher instructs students to give feedback for the reviewed or resumed material.	✓		The students received the instruct from the teacher to explain the result of reviewed the materials.
5	Collaborative learning group	The teacher assigns students to work in group (usually there are 3 to 6 persons in one	✓		The students must learn by some groups, in one groups the teacher put 4 and 5 person.

		group) in order to deal with the given task.			
		In group work, the students actively review the given task as well as negotiate their ideas with one another.	✓		In team work the students must share about the idea they have with another then they can discuss together.
6	Student Debate	The teacher assigns students to have a debate about the given topic or material.	✓		The teachers give big chance for the students to convey they idea by debate technique the teacher used.
		In the debate activity, the students are led to take their position and gather information in order to support their views and explain those views to others.		✓	-
		In the debate activity, the students give verbal presentation to support their views as well as to explain those views.	✓		All the students must convey they idea to another students for now how well their thinking and could solving problem about the lesson.
7	Reaction to a video	The teacher helps students to understand what they are learning by displaying a video or a movie related to the learned material.	✓		Before star the lesson the teachers show the video or movie. The movie connect with the lesson they want to study.
8	Class game	The teacher provides some games in order to review the learned materials.	✓		The students play games to make the situations enjoyable in learn English subject.

		The teacher triggers students' joy to the learned materials through giving some games.	✓		Games is favorites' technique for the students, so the teacher really creative manage the learning activities.
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Based on the result of the first observation, it can be seen that the teacher used 16 sub indicators from 19 sub indicators techniques teaching English in her class. He teacher used many techniques for the students.

Table 2

The result Observation Checklist for the Analysis of the Techniques and classroom activities pursuant to techniques suit the effective (based on Welberg's (1990) theory)

Notes:

Some abbreviations of the techniques in the blueprint entail: Class Discussion (CD); Think Pair Share (TPS); Learning Cell (LC); Short Written Exercise (SWE); Collaborative Learning Group (CLG); Student Debate (SD); Reaction to a Video (RV); and Class Game (CG)

No	Elements of effective teaching	Effective teaching in the classroom	CD	TPS	LC	SWE	CLG	SD	RV	CG	Notes
			✓	✓	✓	✓	✓	✓	✓	✓	
1	Academic Learning time	The teacher manages the learning time properly while applying the teaching techniques as well as the related activities.	✓	✓	-	✓	-	✓	✓	✓	The teacher almost manages the time for learning activities in the class, but there are several techniques the teacher does not used time in learning activities because the techniques learn together there is no competition.
		The teacher manages the learning time									Teacher manage the

		properly while handling students' discipline in dealing with the applied techniques and learning activities.	✓	✓	-	✓	-	✓	✓	✓	classroom activities are really good, she is know how handle the students' in the classroom.
		The teacher manages the learning time properly while handling digression from the main technique and activities.	✓	✓	✓	✓	✓	✓	✓	✓	-
		The teacher manages the learning time properly while handling the students' off-task behavior.	✓	✓		✓	✓	✓	✓	✓	The teacher handling the students' task behavior by the time.
		The teacher manages the learning time properly while handling the transition from one technique or activity to the other.							✓		The teacher handle learning time focus on technique reaction to a video, because after showed the video the teachers give instruction to the students to do other activity.
2	The use of positive Reinforcement	The teacher gives a reward to the students who show correct or expected behavior.					✓	✓	✓		-

	Question	questions based on the principle of Higher Order Thinking Skills (HOTS) in order to train students' reasoning.	✓	✓				✓			-
7	Direct Instruction	The teacher explains the lesson and material step by steps, uses advance organizers, checks for students' understanding, has students answer turn by turn in an ordered style, and gets feedback on their answers.		✓	✓	✓	✓		✓		-
8	Indirect Teaching	The teacher promotes independent learning.	✓								The teacher make the students more enthusiastic if the teacher said about their independent learning.
		The teacher incorporates students' ideas into discussion.	✓					✓			-
		The teacher manages the learning activities which trigger high frequency of interactions among students.	✓				✓	✓			

Based on the result of second table observation it can be conclude there was difference among the result of first table observation and second table observation. From the data above, several techniques pursuant with effective teaching. The first table is the techniques the teacher used in classroom activity. In second table how the teacher pursuant the techniques teaching with effective teaching theory.

Table 3

The result of Observation Checklist as Regards the classroom activities used by teachers in the implementation of techniques teaching

NO	Indicators (Teaching Techniques)	Sub Indicators (Classroom Activities based on the teaching techniques)	Teaching and learning activities in the classroom (including the techniques and the related classroom activities)	Yes	No	Notes
1	Small Group	a.Pair-Share	The teacher leads students to talk about an issue or topic in classroom to use the “think/write-pair-share” technique	✓		The teacher used classroom activity pair-share and the students more actively in the class because they are connect with another.
		b.Buzz Groups	Buzz group is implementation to ensure students’ participation in large classes.	✓		The teacher divided the students in 4-5 groups, and all the students in the group must participant inform their opinions.
		c.Three steps interview	The first person in the dyad interviews is questions the second person. The second person then interviews or questions the first person. For the next step, two dyads work together.		✓	The teachers used debate class for ask and answer each other.
2	Whole class involvement	a.The teacher check	The teacher does some steps, the first step is to deliver a material for 15 to 20 minutes, and then	✓		The teachers deliver a material for 15 to 20 minutes that are clearly for continue

			project a question for the class to see.			the next project.
		b.whole class debate	The teacher assigns sides of a debate to the two halves of the class	✓		The teachers used the class debate and the students more active to convey their opinion.
		c.Role playing and debates	The teacher assigns the students assume the roles of individuals or groups in a real situation.	✓		The teacher assigns students assume the roes of individuals or group in real situation. The students excited in the group role play and debates.
3	Reading and writing Exercises	a. Close Reading	The teacher assigns students to improves reading comprehension and models how to read and interpret a passage while the students follow in their book.		✓	-
		b.Classroom Assessment techniques	The teacher instructs students to write short assignment as a means to keep students mentally engaged in the course material and also as feedback to assess the extent to which student understanding the material.	✓		The teachers instructs students to write short assignment to assess the extent to which students understanding the material. The students make short assignment to show they understand about the material.

The third table of observation is about what classroom activities the teachers used. The classroom activities is different with techniques. Based on the result of the table the teachers used 6 indicators of 8 classroom activities, there are 2 classroom activities the teachers did not use.

Appendix 2

1. Teacher B

Table 4

The result of Observation the techniques teaching used by teacher

NO	Teaching Techniques	Classroom Activities)	Yes	No	Notes
1	A class discussion	The teacher leads students to have a class discussion for the assigned material by splitting them into some small groups.	✓		The teacher splitting into some groups, every group there are 3-5 students. The teacher mix the students for make good group.
		In the process of discussion, the teacher triggers students to think critically.	✓		The teacher ask the students to think critically about the materials which the teacher give.
		In the process of discussion, the teacher guides students to use their logic to evaluate their positions.		✓	The teacher does not ask the students to use logic to evaluate their position.
2	Think pair share	The teacher asks students to think of the previous lesson.	✓		The teacher ask the students about the lesson last meeting before start new material.
		The teacher leads students to discuss with their peers or partners about the previous lesson.		✓	The teacher ask the students one by one about previous lesson, the aim is for all of the students' remember about the previous lesson.
		The teacher assigns students to share the result of their peer-discussion about the	✓		The teachers invite the student who can answer the question about previous lesson the student answer the

		previous lesson with the class.			question.
3	A learning cell	The teacher assigns students in pair to ask and answer each other the material or text which has been read.	✓		The teacher ask the students sharing each other about the material.
		The teacher instructs students to work in pair in order to prepare for the assignment.	✓		The students must prepare for the assignment.
		The teacher asks students to write down some questions after they read a text or material in order to be further negotiated in pair.	✓		After discuss about the materials the teacher ask the students whose still confused with the material.
4	Short written exercise	The teacher gives some time (about 10 minutes) to students to review or make a resume of the learned material.	✓		The teacher instruct the students to make a resume after learned material.
		The teacher instructs students to give feedback for the reviewed or resumed material.	✓		The students received the instruct from the teacher to submit the result of reviewed the materials to the teacher.
5	Collaborative learning group	The teacher assigns students to work in group (usually there are 3 to 6 persons in one group) in order to deal with the given task.	✓		The students must learn by some groups, in one groups the teacher put 3 and 5 person.

		In group work, the students actively review the given task as well as negotiate their ideas with one another.	✓		In team work the students must discuss together about the material.
6	Student Debate	The teacher assigns students to have a debate about the given topic or material.		✓	-
		In the debate activity, the students are led to take their position and gather information in order to support their views and explain those views to others.		✓	-
		In the debate activity, the students give verbal presentation to support their views as well as to explain those views.		✓	-
7	Reaction to a video	The teacher helps students to understand what they are learning by displaying a video or a movie related to the learned material.	✓		Before star the lesson the teachers show the video or movie. The movie connect with the lesson they want to study.
8	Class game	The teacher provides some games in order to review the learned materials.	✓		The teacher gave some games to make the situations enjoyable in learn English subject.
		The teacher triggers students' joy to the learned materials through giving some	✓		Games is favorites' technique for the students, so the teacher gave creative games manage the learning

		games.			activities.
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Based on the result of the first observation, it can be seen that the teacher used 14 sub indicators from 19 sub indicators techniques teaching English in her class. He teacher used many techniques for the students.

Table 2

The result Observation Checklist for the Analysis of the Techniques and classroom activities pursuant to techniques suit the effective (based on Welberg's (1990) theory)

Notes:

Some abbreviations of the techniques in the blueprint entail: **Class Discussion (CD); Think Pair Share (TPS); Learning Cell (LC); Short Written Exercise (SWE); Collaborative Learning Group (CLG); Student Debate (SD); Reaction to a Video (RV); and Class Game (CG)**

No	Elements of effective teaching	Effective teaching in the classroom	CD	TPS	LC	SWE	CLG	SD	RV	CG	Notes
			✓	✓	✓	✓	✓	✓	✓	✓	
1	Academic Learning time	The teacher manages the learning time properly while applying the teaching techniques as well as the related activities.	✓	✓	-	✓	-	✓	✓	✓	The teacher almost manages the time for learning activities in the class, but there are several techniques the teacher does not used time in learning activities because the techniques learn together there is no competition .

		The teacher manages the learning time properly while handling students' discipline in dealing with the applied techniques and learning activities.	✓	✓	-	✓	-	✓	✓	✓	Teacher manage the classroom really good, she is know how to handle the students' in the classroom activities.
		The teacher manages the learning time properly while handling digression from the main technique and activities.	✓	✓	✓	✓	✓	✓	✓	✓	The teacher manage the time really good with the technique teaching she used and classroom activities.
		The teacher manages the learning time properly while handling the students' off-task behavior.	✓	✓		✓			✓	✓	The teacher handling the students' task behavior time by time.
		The teacher manages the learning time properly while handling the transition from one technique or activity to the other.							✓		The teacher handle learning time focus on technique reaction to a video, because after showed the video the teachers

		students to make some small groups in order to address the problem or task collaboratively.	✓		✓		✓				–
5	Classroom atmosphere	The teacher manages the classroom in order to be pleasant, effective, and motivating.		✓	✓	✓	✓			✓	The teacher manages the classroom almost all the techniques.
6	Higher Order Question	The teacher provides students with some questions based on the principle of Higher Order Thinking Skills (HOTS) in order to train students' reasoning.	✓	✓							–
7	Direct Instruction	The teacher explains the lesson and material step by steps, uses advance organizers, checks for students' understanding, has students answer turn by turn in an ordered style, and gets feedback on their answers.	✓	✓	✓	✓	✓			✓	-
8	Indirect Teaching	The teacher promotes independent learning.	✓	✓							The teacher make the students more enthusiastic if the teacher said about their independent learning.

		The teacher incorporates students' ideas into discussion.	✓				✓					-
		The teacher manages the learning activities which trigger high frequency of interactions among students.	✓				✓					The teacher manages the learning activities which trigger high frequency of interactions among students in class discussion and collaborative learning group.

Based on the result of second table observation it can be conclude there was difference among the result of first table observation and second table observation. From the data above, several techniques pursuant with effective teaching. The first table is the techniques the teacher used in classroom activity. In second table how the teacher pursuant the techniques teaching with effective teaching theory. From the second table the teacher did not used student debates' but the teacher used class discussion for make the students interaction each other.

Table 6

The result of Observation Checklist as Regards the classroom activities used by teachers in the implementation of techniques teaching

NO	Indicators (Teaching Techniques)	Sub Indicators (Classroom Activities based on the teaching techniques)	Teaching and learning activities in the classroom (including the techniques and the related classroom activities)	Yes	No	Notes
1	Small Group	a.Pair-Share	The teacher leads students to talk about an issue or topic in classroom to use the “think/write-pair-share” technique	✓		The teacher used classroom activity pair-share and the students more actively in the class because the teacher make the students connect with another.
		b.Buzz Groups	Buzz group is implementation to ensure students’ participation in large classes.	✓		The teacher divided the students in 3-5 groups, and all the students in the group must participant inform their opinions.
		c.Three steps interview	The first person in the dyad interviews is questions the second person. The second person then interviews or questions the first person. For the next step, two dyads work together.		✓	The teachers used debate class for ask and answer each other.
2	Whole class	a.The teacher	The teacher does some steps, the first step is to deliver a material for 15			The teachers used class discussion for whole class

	involvement	check	to 20 minutes, and then project a question for the class to see.		✓	involvement.
		b.whole class debate	The teacher assigns sides of a debate to the two halves of the class		✓	-
		c.Role playing and debates	The teacher assigns the students assume the roles of individuals or groups in a real situation.		✓	-
3	Reading and writing Exercises	a. Close Reading	The teacher assigns students to improves reading comprehension and models how to read and interpret a passage while the students follow in their book.	✓		The teacher assigns the students to write some topics after that the students read the result of the write the topics.
		b.Classroom Assessment techniques	The teacher instructs students to write short assignment as a means to keep students mentally engaged in the course material and also as feedback to assess the extent to which student understanding the material.	✓		The teachers instructs students to write short assignment to assess the extent to which students understanding the material. The students make short assignment to show they understand about the material.

The third table of observation is about what classroom activities the teachers used. The classroom activities is different with techniques. Based on the result of the table the teachers used 4 indicators of 8 classroom activities, there are 4 classroom activities the teachers did not used.

Appendix 3

Interview Guidance of the Techniques and Related Activities

Applied by the Teachers

- Researcher : Assalamu'alaikumwr wb miss, I'm so sorry disturb your time miss, I want to ask about techniques and activities in your class miss.
- Teacher A :walaikumsalam wr.wb helli, yes heli what kind of the questions?
- Researcher : Do you apply a class discussion technique?
- Teacher A :Yes, yes, *of course I use the class discussions' technique.*
- Researcher : How do you organize students into some groups for a class discussion?
(Please give an example if any!)
- Teacher A : *Actually in the class there are learning groups, it is finished make when the class wants to start a lesson in the early semester but every meeting the group must change the students.*
- Researcher : How do you drive your students to think critically in a class discussion?
(Please give an example if any!)
- Teacher A : *In every group the students must combine it is mean there are smart student, there are diligent students and there are slowly student.*
- Researcher : How do you lead students to use their logic so that they evaluate their position in a class discussion? (Please give an example if any!)
- Teacher A : *So they can help each other, usually to lead the students I usually show some videos to the students and play a game, because the students really like watch and play a game. So they can use their logic in the learning activities.*
- Researcher : Do you apply "think pair share" technique?
- Teacher A : *yes, of course I did that..*

Researcher : In the application of “think pair share” technique, how do you assign students to think of the previous lesson? (Please give an example if any!)

Teacher A : *The ice breaking like a review the material last meeting.*

Researcher : In the application of “think pair share” technique, how do you assign students to interactively discuss about the previous lesson with their peers? (Please give an example if any!)

Teacher A : *I apply the think-pair-share technique before start the classroom activities in learning process the students get ice breaking.*

Researcher : In the application of “think pair share” technique, how do you assign students to share the result of their peer discussion with the class? (Please give an example if any!)

Teacher A : *For remember the students about the material last week the teacher gave the games and who remember the material by use game that student get reward like a score or point.*

Researcher : Do you apply a learning cell technique?

Teacher A : *yes, I am use learning cells' technique in grade one.*

Researcher : In the application of a learning cell technique, how do you organize students to work in pair in order to ask and answer each other? (Please give an example if any!)

Teacher A : *I am use that technique in recount text. So both of the students pairs, the students read the text and after that the students share and discuss about the text they had done read, because the text is different theme.*

Researcher : In the application of a learning cell technique, how do you instruct students to write down some questions after reading a text or material which you provide?

Teacher A : *Before I instruct the students to read the material the students must pairs with friends then I give the text and the students must read by scanning after that I instruct the students to tell about the material they had done read.*

Researcher : Do you apply a technique so-called short written exercise?

Teacher A : *Yes, of course.*

Researcher : In the application of short written exercise technique, how do you assign students to make a review or resume of the given material? (Please give an example if any!)

Teacher A : *Every students must resume about the material they had done learn, but not all the students can convey that resume, around two or three students get a chance to convey their task to the students and teacher*

Researcher : Do you apply a technique so-called collaborative learning group?

Teacher A : *Yes, in collaborative learning group there are three until five students.*

Researcher : In the application of collaborative learning group technique, how do you organize students to work together in group? (Please give an example if any!)

Teacher A : *Every students have a job each other, before start discussion class the students choose who the leader from that group. The leader can manage the group to be a solid group, so they can do their jobs very well.*

Researcher : Do you apply a technique so-called student debate?

Teacher A : *yes, but student debates' technique just for several material not all material.*

Researcher : In the application of student debate technique, how do you split students into groups for debating? (Please give an example if any!)

Teacher A : *for example talk about narrative text between first group and second group different assumption about text narrative.*

Researcher : In the application of student debate technique, how do you lead students to take their position and gather information in order to capably support their views and explain those views to others? (Please give an example if any!)

Teacher A : *Every groups responsibility with their group until final examination so the score is same so the smart's students and general's students responsibility with their friends so they know about their job each other.*

Researcher : Do you apply a technique in the form of reacting to a video?

Teacher A : *yes, of course. For make the students spirit again in learning process.*

Researcher : What kind of videos do you display in the classroom? (Please give an example if any!)

Teacher A : *Kind of the videos is motivations' video or narrative, of course the videos have a connecting with the subject.*

Researcher : Do you apply a class game technique?

Teacher A : *Game? Yes, of course. The English subject is really danger for the students, if the students feel bored they can ignore with the subject.*

Researcher : Do the games which you provide for students have connection with the course materials?

Teacher A : *Sometimes the games not always about the materials but I gave the game which the students can play that game.*

Researcher : What kind of games do you provide for students? (Please give an example if any!)

Teacher A : *If there are games the students really interested. Kinds of game are role play, card, and music based on the mood of the students*

Researcher : thank you so much miss for giving me a time miss, if I have something to ask, could I contact you again miss?

Teacher A : YES, OF COURSE. You can call me whenever you want Heli.

Research : Thank you so much miss, wassalamu'alaikum wr wb miss.

Appendix 4
Interview Guidance of the Techniques and Related Activities
Applied by the Teachers

- Researcher : Assalamu'alaikum wr. wb mbak, thanks for giving me much times for do the interview about technique in your class.
- Teacher B : it's ok heli, what are the questions heli?
- Researcher : thank you mbak, for the first question,
- Researcher : Do you apply a class discussion technique?
- Teacher B : *yes, of course.*
- Researcher : How do you organize students into some groups for a class discussion? (Please give an example if any!)
- Teacher B : *I used class discussion technique when discuss about text narrative, so I give task to the students to make a group then they are I instruct to search generic structure in the text, search the characteristics, all the items about the text.*
- Researcher : How do you drive your students to think critically in a class discussion? (Please give an example if any!)
- Teacher B : *Usually I force the students to write their opinion, so I know whose the students work or not usually the weakness in class discussion technique is just smart students have opinion in the group. The reason why I instruct the students to write their opinion they can get individuals' score and groups' score"*
- Researcher : Do you apply "think pair share" technique?
- Teacher B : *yes, before I do that before I start the class.*

Researcher : In the application of “think pair share” technique, how do you assign students to think of the previous lesson? (Please give an example if any!)

Teacher B : *For 20 minutes I review first about the lesson last meeting, when the students forget about the lesson last meeting I remind them again by explain little bit about that lesson. Sometime I give a question for the students for example, I write Indonesian sentence in positive sentence after that I ask the students (who can make this sentence in English, if there is DID why we must used VI?) for make a student interest I give a reward point.*

Researcher : In the application of “think pair share” technique, how do you assign students to interactively discuss about the previous lesson with their peers? (Please give an example if any!)

Teacher B : *I invite the students to share the material to other students if there are students do not now about the material last meeting. Sometime I instruct the students to explain about the material.*

Researcher : Do you apply a learning cell technique?

Teacher B : *Actually I seldom used learning cell technique but when I used learning cell technique, I instruct the students to write short conversation.*

Researcher : In the application of a learning cell technique, how do you organize students to work in pair in order to ask and answer each other? (Please give an example if any!)

Teacher B : *If the time is long I can used learning cell technique and I can test the students' speaking by tell about short conversation their had done write.*

Researcher : Do you apply a technique so-called short written exercise?

Teacher B : *Very seldom used short written exercise technique, because this technique need much time. sometimes there are reason from the students*

such as lazy to open the dictionary and said not finished. I usually instruct the students to spoken

Researcher : In the application of short written exercise technique, how do you assign students to make a review or resume of the given material? (Please give an example if any!)

Teacher B : -

Researcher : In the application of short written exercise technique, how do your students provide feedback for the material which they review or resume? (Please give an example if any!)

Teacher B : -

Researcher : Do you apply a technique so-called collaborative learning group?

Teacher B : *Not yet, I have not used collaborative learning group.*

Researcher : In the application of collaborative learning group technique, how do you organize students to work together in group? (Please give an example if any!)

Teacher B : -

Researcher : In the application of collaborative learning group technique, how do you guide students to actively review the given task in group? (Please give an example if any!)

Teacher B : -

Researcher : Do you apply a technique so-called student debate?

Teacher B : *Like I said before if student debate I have not used that technique, for me if we want use student debate technique based on the material not all material we can used debate technique.*

Researcher : In the application of student debate technique, how do you split students into groups for debating? (Please give an example if any!)

Teacher B : -

Researcher : In the application of student debate technique, how do you lead students to take their position and gather information in order to capably support their views and explain those views to others? (Please give an example if any!)

Teacher B : -

Researcher : In the application of student debate technique, how do you manage students so that they are able to give verbal presentation in debate? (Please give an example if any!)

Teacher B : -

Researcher : Do you apply a technique in the form of reacting to a video?

Teacher B : *for now, I have not used the video for classroom activities in the classroom.*

Researcher : What kind of videos do you display in the classroom? (Please give an example if any!)

Teacher B : -

Researcher : Do you apply a class game technique?

Teacher B : *yes, of course. Every day and every meetings I gave games for the students.*

Researcher : Do the games which you provide for students have connection with the course materials?

Teacher B : *The students more active if I gave the games and I can take the score from that games although there is no connection the game with the material for example spelling, usually the students forget about how to spell the alphabet so I gave that game for them.*

Researcher : thank you so much miss for giving me a time miss, if I have something to ask, could I contact you again miss?

Teacher B : YES, OF COURSE. You can call me whenever you want Heli.

Research : Thank you so much miss, wassalamu'alaikum wr wb miss.

