**TEACHERS' STRATEGIES FOR ENSURING STUDENTS FEEL
CHALLENGED IN CLASSROOM LEARNING
AT SMAN 1 REJANG LEBONG**

THESIS

**This Thesis Submitted to Fulfill the Requirement for 'Sarjana' Degree in
English Language Education**

By :

Yesi Purnama Sari

NIM. 13551107

ENGLISH *Tadris* STUDY PROGRAM

EDUCATION (*Tarbiyah*) Department

STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) Curup

2018

Hal   : **Pengajuan skripsi**

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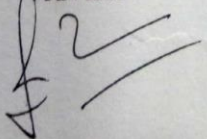Yth. Bapak Ketua STAIN Curup

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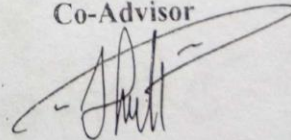Demikian permohonan ini kami ajukan, terima kasih.

Wassalam

Curup, January 2018

Advisor

Jumatul Hidayah, M.Pd
Nip. 19780924 200212 2 001

Co-Advisor

Henny Septia Utami, M.Pd

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STATEMENT OF OWNERSHIP

The writer who sign below:

Name   : YESI PURNAMA SARI

Nim   : 13551107

Study Program   : Bahasa Inggris

Program   : Tarbiyah

State the thesis under the title **"Teachers' Strategies for Ensuring Students Feel Challenged in Classroom Learning At SMAN 1 Rejang Lebong"** is pure and never proposed to get a degree at STAIN Curup, so and never to the other universities. This statement is made truly, if in the next day there is any mistake, the writer is ready to accept the punishment or the other criticism from STAIN suitable with its regulation.

Curup,   January 2018

Writer

YESI PURNAMA SARI

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN CURUP
Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759
Fax 21010 Curup 39119 email : staincurup@telkom.net

PENGESAHAN SKRIPSI MAHASISWA
Nomor: 412 Sti.02/6/PP.00.9/ 03 /2018

Nama : YESI PURNAMA SARI
NIM : 13551107
Jurusan : Tarbiyah
Prodi : PBI
Judul : **TEACHERS' STRATEGIES FOR ENSURING STUDENTS FEEL CHALLENGED IN CLASSROOM LEARNING AT SMAN 1 REJANG LEBONG**
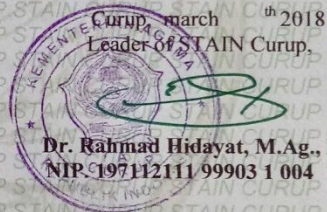
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Day/Date : **Tuesday/ 23th 2018**
Time : **8.00 a.m – 9.30 a.m**
At :**Room 3 Munaqosah STAIN CURUP**

Has been received to fulfill a partical requirement for the degree of strata I in English Study Program of Tarbiyah Stain Curup.

Curup, march th 2018
Leader of STAIN Curup,

Dr. Rahmad Hidayat, M.Ag., M.Pd
NIP. 197112111 99903 1 004

EXAMINERS,

Head

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

Secretary

Henny Septia Utami, M.Pd
NIK. 17102010

Examiner I

Indrayanto,M.Pd.,Ph.D

Examiner II

Sarwo Edy, M.Pd
NIK. 160801008

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Assalamualaikum Wr, Wb

Alhamdullilah, praise to Allah SWT the Al-Mighty and Merciful God whose blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to prophet Muhammad SAW and to all of his family and also to his followers who brought us from the darkness to the lightness.

This Thesis entitled **"Teachers' Strategies for Ensuring Students Feel Challenged in Classroom Learning At SMAN 1 Rejang Lebong"** is presented in fulfillment for the degree of Strata 1 in English Study Program of Tarbiyah of Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

In this occasion I would like to express my deepest gratitude to:

1. Dr. Rahmat Hidayat, M.Ag., M.Pd. As head of STAIN Curup.

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Finally, the writer hopes this thesis can help the English teacher and Students' who want to learn this subject. The writer realized that this thesis is still far form being perfect. Therefore, any suggestion and comment are always welcomed.

Wassalamu'alaikum.Wr.Wb

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Writer

YESI PURNAMA SARI
Nim. 13551107

Motto:

Tidak ada jalan mudah menuju kesuksesan,dan banyak dari kita harus melewati lembah gelap yang menyeramkan. Lagi dan lagi sebelum akhirnya kita meraih puncak kebahagiaan.

There is no easy walk to success ,and many of us will have to pass trough the valley of the shadow of death. Again and again before we reach the montain top of our the desires.

Dedication:

This thesis is dedicated to:

- ➤ **Allah SWT**

- ➤ **Prophet Muhammad SAW**

- ➤ *My beloved parents, my father "**Asan Nusi**" and my mother "**Tensi Nengsih**"*

- ➤ *my motivator (my husban " **Samhuri**")*

- ➤ *My close friends (Aan Nurhayati, Afrianti Ulandari, Bella Ewania,Deris Tiara Putri, Dian Utami, Eliska Sari, Melya, Nengsi Anggriani Harahap, Ovi Lestari,and Zeni Ayu Riski)*

- ➤ *All my friends in english study program academic years 2017*

- ➤ *My Almamater STAIN CURUP*

- ➤ *Everyone who has motivated me that I cannot mention one by one.*

ABSTRACT

YESI PURNAMA SARI, 13551107, Teachers' Strategies for Ensuring Students Feel Challenged in Classroom Learning At SMAN 1 Rejang Lebong

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor :Henny Septia Utami, M.Pd

The objective of the research are :1) To Investigate the teachers' strategies in ensuring students feel challenged in learning English at SMAN 1 Rejang Lebong, 2) To investigate the teachers' implementation in ensuring students feel challenging in learning English at SMAN 1 Rejang Lebong. The kind of this research was descriptive qualitative. The subject were three English Teachers at SMAN 1 Curup. The data collection was done by obervation and interview. The instruments were observation and interview guideline. The techniques of data analyzing were by qualitative organizing and preparing data, reading the data, coding, decribing and interpretation of data. The result shows that the teachers' implementation in ensuring students feel challenging in learning English at SMAN 1 Rejang Lebong are 1) Assessing starting points to ensure the students were still on the optimal zone, some teachers did some preparation and monitoring by arranging the learning process from the opening, while teaching and closing classroom, ensuring the classroom cleaning, doing diagnostic test on daily exercise, midterm and others. 2) Monitoring class pacing: English teachers organized effective classroom by giving individual work, monitoring the class pacing by giving students some question toward the material and letting the other students to answers about that question. 3) Helping students learn to self-assess: teachers assess the students by giving homework. It aimed to make students repeat more at home and understand more about the material which were taught by the teacher at class. Teachers analyze the students' behaviors with the environment, analyze the result of study, and give score toward the students' work. For finding information, some teachers had ways. 4) Differentiating course elements to meet individual student need. Teachers make students feel challenged by using various methods and activities in learning. Teachers had some activities, such as writing, and discussing, in which the teachers give more explanation before. 5) Using scaffolding to provide assistance for complex learning. It means that teachers ask students, and give that question for one of them by discussion in which all of students were covered on classroom.

Keyword: Strategies, Ensuring Students, Feel Challenged and Classroom Learning

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CHAPTER I

INTRODUCTION

A. Background of the research

Learning is an action and students' complex behaviors that is experienced themselves.[1] That means that learning is as a mental activities that cannot be seeing from outside. Learning is the way of someone perceives and learns the information. The idea of learning style comes, and it refers to the characteristic ways in which individuals oriented to problem solving

Additionally, teaching is important in learning because it shapes growing minds. Teaching is also parts of learning. It raises psyches bubbling with brilliance and curiosity.[2] That means that the importance of teaching will engage the students growing in good thinking which have good future, and it also will raise students spirit and motivation to know something. If teachers do not motivate students to defy laws of nature, statistics and the expected adverse effects of poverty, the world would be an empty place enveloped with miserable and violent people full of anxiety.

In spite of, one of learning principle is challenging. According M. Syaffurudin, challenging is an energy change within which is signed by action, appearance, and process by attention toward goal exercise.[3] From that opinion, challenging is defined as the process that initiates, guides and maintains goal-

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[1]Dimyati And Mudjiono. *Belajar dan pembelajaran*. Jakarta: .Renekacipta, 1998, p.221

[2] Ibid., pp. 31

[3]M. Syafaruddin, *Prinsip-prinsip Pembelajaran,* (Jakarta*:* Bumi Aksara, 2005), p. 82.

oriented behaviors and achievement in learning. The teaching should train the creativities of both the students and teacher at classroom. It also grows the students emotion (challenging feeling) for following the learning process.

The advantages of learning challenging are to improve the student's achievement, to build the interaction between teacher and student, and also student and student. Then, the teacher must build students' motivation. [4] Therefore, the advantages of learning challenging: first, increasing students' achievement in learning. It is caused by the fact that students can learn by enjoyable situation. By this condition, students are easier to absorb the material of learning well. Second, learning challenging supports learning activities and interaction, such as students can create the braveness to interact between students to students and students to teacher at classroom. The teacher can minimize the problem in learning in the classroom because they have good sportsmanship in learning at classroom. The third, building students motivation by covering the good achievement and interesting activities at classroom can increase students motivation in learning English. Moreover the English course can be a favorite course of the students there.

Additionally, according Elizabeth F Barkley, ensuring the challenging or make students feel challenged is a fundamental principle in teaching. If students

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[4]Fradd, S. & McGee, P . *Instructional Assessment: an integrative approach to evaluating student performance* Reading: Addison Wesley,1994, p 90

work in optimal challenge level, students are more engaged. [5] Therefore, ensuring the students challenge is main principle in teaching. Because solving the problem can create the time of challenging, the teachers make students feel challenged to learn it. In the other word, the learning gives them challenge to students for finding the overcome of them or answering.

Additionally, teacher can make choices to pursue students' interests and to develop their potential. Teacher need to be committed to developing the talent of individual students by providing them with challenging learning opportunities. With a firm belief that there are different pathways for students, teachers are capable of making a difference in each student's learning.[6]

In spite of, Harsly Gruckly argued characteristic of challenging learning was students have good participantion for learning and follow some classroom activities well. That means that first, students have good communication at classroom, as students show the interaction, such as students to students and students to teacher. Second, students have good enthusiast. It means that students have good interest for learning, such as the students find out the references about the material before learning taken place. Then, students who

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[5] Elizabeth F. Barkley, *Student Engagement Techniques A Handbook for College Faculty*, (Son Fransisco: John Wiley & Sons, Inc, 2000), p. 127

[6] Kiewra, K.A, *Teaching How to Learn: The Teacher's Guide to Student Success* (Singapore: Corwin Press. Mercer, N, 2009), p. 5.

are passive will be active.[7] That means that there are some characteristic of students feel challenged in teaching, such as the students always have participanton at classroom learning, the students on the passive will be active students because they felt challenged, and they keep spirit in learning, such as they prepare the learning material before it.

Based on pre observation, teachers at SMAN 1 Rejang Lebong implement the students fell challenged in learning English based on the Elizabeth F Barkley's theory completely. The implementation of the strategies which make students feel challenged were: teachers assess students' starting points by ensuring students are working in their optimal zone, and teachers determine some disciplines which already have widely used in diagnostic tests such as let students bring dictionaries and hand book or LKS (Students' paper Worksheet) every meeting. Background knowledge survey is done by giving exercise after meeting. For Monitoring class pacing, teachers offer variation on this technique: students are asked to reflect material for some minutes, to think of any questions they want to ask or comments they would have liked to make, and to read the questions/comments and answers, or to addresses them out loud to all. Teachers also help students to learn to self-assess. They were following: Helping students evaluate their learning and learning process. Teacher take

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[7] Harsly Gruckly, *Challenge Based Learning: A Classroom Guide*, (Yew York: Longman, 1999), p. 3

students responsibility to measuring their challenging level. Teacher used scaffolding to provide assistance for complex learning. They were following: Assess the students' skills, discuss with students areas where support is needed and mistakes are likely to occur. Then, before students have completed the task, ask them to discuss their work with peers in order to obtain guidance and suggestions. In short, teachers at SMAN 1 Rejang Lebong had applied the strategy to ensuring students feel challenging completely based on the Elizabeth F Barkley's version.

Additionally, based on interview to the English teacher at SMA N 1 Curup, especially on the XI 1 class, the students always feel spirit in following learning process. For example, students have fighting in speaking and then can speaking well after teacher teach in the classroom learning. By ensuring the students challenging, students have braveness for giving opinion, finishing some works, and active in learning activities. If it is seen from the student's aspect, there are some interesting phenomenons refer to the theory above. In fact, challenging the students at SMAN 1 Rejang Lebong gives some influences such as some students tried to be active in classroom. They showed high challenging in learning. Then, they also get good achievement for the English competition. Some students there always become winner in English competition (debate competition, speech contest kinds on regency and province level). For example, they have won some competition like speaking, debate, scrabble,

news reporter and soon competition. The students' achievements are not only on regency level, but also province and national championship levels.

Additionally, the school document that every year this school, SMAN 1 Rejang Lebong have showed good achievement in English subject. In final examination, this school got the highest school in this regency, and all of the students passed UN. Almost every year students have higher passing grade for this subject. [8] Thatt shows that the students have progress in achievement mainly in final examination of the English subject. The English subject have given contribution to this school in educational field. Most of students have good score when they learn English.

From the explanation above, it can be concluded that English teacher at SMAN 1 Rejang Lebong ensure the students fell challenged. It aims to progress student's motivation, activate learning and interest in learning English, and also give good influence toward students' achievement.

Based on the explanation above, the researcher formulated this research as "***The teachers' strategies for ensuring students feel challenged in classroom learning at SMAN 1 Rejang Lebong***".

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[8] Mrs. Nining , interview to English teacher, at SMAN 1 Curup, 22/05/2017

B. Research question

1. What are the teachers' strategies in ensuring students feel challenged in learning English at SMAN 1 Rejang Lebong ?

2. How do the teacher implement the strategies in ensuring students feel challenged in Learning English at SMAN 1 Rejang Lebong ?

C. The objective of the research

1. To Investigate the teachers' strategies in ensuring students feel challenged in Learning English at SMAN 1 Rejang Lebong

2. To investigate the teachers' the implementation in ensuring students feel challenged in Learning English at SMAN 1 Rejang Lebong

D. Significant of the research

1. Theoretically

To know about how to engage students' challenging in learning English. Because by feeling challenged, students can get motivation and interest in learning English.

2. Practically

a. For Students

It can improve students interesting in learning. Then, the students were more active in learning at classroom.

b. For teacher

Teacher can show the good competence in skill for teaching and learning process. Teacher can ensure challenging students the classroom. Therefore, the situation of learning process will become as a solution for learning and teaching problem for making students actively.

c. For researcher

It will be conducted as a contribution for researcher, and it can be applied when researcher become a teacher, and it also can be good reference for applicating challenging in teaching process

E. Limitation of research

This research focuses on teachers' strategy to engage the students in order they feel challenged in learning English. It investigate some activities on learning process for ensuring student feel challenged in classroom learning at SMAN 1 Rejang Lebong.

F. Definition of Key Terms

1. Teachers' strategies

Teacher is educator in learning process. Teacher is someone to guide students in learning. [9] Additionally, strategy is a method or a plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. [10] In this research, teacher' strategies mean strategy and plan chosen

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[9] AS Hornby, *Oxford Advanced Learners Dictionary,* (Oxford: Oxport University, 2001), p. 166.

[10] AS Hornby, Oxford advanced learners dictionary, export University p 166

by English teacher to solve the problem and manage the teaching learning process at classroom at SMAN 1 Rejang Lebong.

2. Classroom Learning

The definition of classroom learning in this study is adapted to the opinion that learning is the way of someone perceives and learns the information. The idea of learning style comes from general psychology. It refers to the characteristic ways in which individuals oriented to problem solving.[11] Classroom learning in this case is the classroom activity used by student in learning English at SMAN 1 Rejang Lebong

3. Feel Challenged

Feel Challenged is having the changing to find the concepts, and more spirit in learning activities. This application material has been contained with more challenging as well as containing the problems to be solved by students. [12]

G. The thesis organization

This paper consists of five chapters; the brief description is presented below.

Chapter 1 : This chapter consists of introduction, covering background of the study, statement of the problem, aims of the study, research methods and organization of the paper.

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[11]Ellis R, *The Study Of Second Language Acquisition Research*, (England: Oxford University Press, 1994), p. 225.
[12] Dimyati dan Mudjiono, Op.Cit., p. 132

Chapter 2 : This chapter provides theoretical foundation that is related to this research and previous study of the research.

Chapter 3 :This chapter presents method used in this research included type of the research, subject the research, techniques for collecting the data, tecniques for data collection, and data analysis.

Chapter 4 : This chapter explains the description and analyses of data found from the research. It also provides interpretation of data related to purpose of study and some theories.

Chapter 5 : This chapter shows conclusion of whole study. In addition, suggestion for following studies is presented

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Strategy

Teaching strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in teaching situation.[13]

Generally, a strategy is the method used to deliver information in the classroom, online, or in some other medium. There are a variety of teaching strategies that instructors can use to improve students learning, and it has some ways to make the class more engaging. [14]

Strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

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[13] Taylor A. Liss and, Marnie Reed, 2013, *Teaching Not Testing: Strategy For Teaching And Assessing Listening Skills,* MATSOL Annual Conference, p. 40-60
[14] Ibid., pp. 61

2. Classroom learning

Learning is an action and students' complex behaviors that is experienced themselves. Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience.[15] That means that learning is the act of acquiring new or modifying and reinforcing existing knowledge for learning process, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience.

Classroom learning means rethinking of the traditional classroom, replacing the standard learning with a blend of pedagogical approaches that more regularly involve the student in the learning process. Under a learning-centered approach, the instructor retains "control" of the classroom, but thought is regularly given to: (a) how well students will learn the material presented, and (b) the variety of pedagogically sound methods that may be employed to help the students better understand the core information to be learned.[16]

There is now strong empirical evidence that active involvement in the learning process is vitally important in two areas: (a) for the mastery of skills,

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[15] Shuck H. Dale, *Learning Theories an Educational Perspective.* London*:* Pearson LTD. 2009*,* p. 679

[16] Barr, R. B., & Tagg, J. *From Teaching to Learning: A New Paradigm for Undergraduate Education.* (Change, 1995), p. 12–25.

such as critical thinking and problem-solving and (b) for contributing to the student's likelihood of persisting to program completion

Classroom learning focuses on from a teaching-centric approach to a learning-centric approach. It covers replacing the standard learning with a blend of pedagogical approaches that more regularly involve the student in the learning process.[17] That means that the learning central approach involves letting students be more focused toward the material which the method used to explain the material to students. The variety of methods is better for giving explanation.

3. **Learning principles.**

According to Dimyati dan Mudjiono, there are some principles of learning:

a. The principle of Motivation and attention

In learning process, attention as a prefix is instrumental in triggering learning activities. While the motivation to have relevance to the student's interest, so that those who have high interest towards certain subjects could also lead to higher motivation again in learn. The principle of learning was motivation to engage the students' skill and performance in learning.

b. The principle of activeness

The activeness principle means students active or learning centered by students at classroom. The activeness cover the behaviors, skill and abilities

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[17] Ibid., pp. 78

for learning. In essence, learning is an active process in which a person's activity to change behavior and thought to be better.

c. The principle of involvement

   The principle of involvement the students should show the direct participant at class. It is closely linked to the principle of activity in which each individual must be directly involved to feel or experience it. Each of learning activity that should involve ourselves directly. So, the student had more experience in learning. If students had more experience in learning, they can gathering knowledge from the learning process.

d. The principle of repetition

   The repetition of principle was implemented by the teacher. The repetition means concerning about the material for learning. It should repetition more so the indicators of learning were achieved. The repetition can be on the process of learning or on test or evaluation form It is very important that where it can make learner more understanding toward the learning material.

e. The principle of challenging

   The challenging principle means, from the learning students had opportunities to show their ability based on their abilities level. The students can engage the skill for showing good participation and competition to achieve target or learning objectives. This application material have

containers with more challenging as well as containing the problems to be solved, then the students will also be challenged to continue to study it.

f. Principle amplifier and feedback

The other principle were amplifier and feedback. In this principle covers the reflection toward learning process at class. That is a student would be discouraged if they find out and get a good score. Moreover, if the results are very satisfying so that it could be a turning point that will be very influential for the sequel.

g. The principle of individual differences

The individual differences principle covers the students' differences both physically and psychologically. For this reason, the learning process contains application in which each student should be helped to be better in understanding the weaknesses and strengths that in itself and can then get the appropriate treatment to the abilities and needs of each.[18]

From quotation above, there were some principles in learning, such as the motivation and attention (give students more interest in learning). Activeness principle is students should be active to change behaviors. Involvement principle means it involve the direct activities in learning, Repetition principle means it should had repetition toward the material were thought. Then, challenging was principle to engage the students by high

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[18] Dimyati dan Mudjiono, *Op.Cit*, pp. 131-132

motivation to learn, next, individual different principle focused on the students ability one and else.

4. **Introduction to Challenge Based Learning**

Students today have instant access to information through technology, manage their own acquisition of knowledge through informal learning. As a result, teaching and learning methods are becoming effective at engaging students and motivating them to achieve.[19] That means,callenging based learning is a way to manage the learning process. It can be improve the students achievement and motivation in learning.

Challenge Based Learning is collaborative and hands on, asking students to work with other students, their teachers, and experts in their communities and around the world to develop deeper knowledge of the subjects they are studying, identify and solve challenges, make a difference in their community, and share their results with the world.[20] So, it also as collaborating students to work by the other student, and challenge learning in their learning environment. The guide includes specific recommendations for planning and implementing challenge based learning and includes best practices, practical tips, frequently asked questions, and ways to adapt the approach for younger students. The Appendix contains a collection of resources designed to facilitate the Challenge Based Learning process.

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[19] Harsly Gruckly, *Challenge Based Learning: A Classroom Guide*, (Yew York: Longman, 1999), p.1

[20] Ibid., pp. 3

There are some principles in learning, but the ensuring students to feel challenged were not easy for the teacher. To ensuring students feel challenged is important than the other learning principles in classroom. When students feel challenged, they can solve their problem in learning they also show the good interaction and good spirit. So, the teachers become a facilitator or scaffolder.

5. **Strategies for Ensuring Students Are Appropriately Challenged**

For ensuring the students feel challenged, the teacher can use some strategies. There are five strategies that should be implemented according to Elizabeth F Barkley. They were following:

a. **Assess students' starting points.**

To assess the students starting point, the teacher used test as instrument to survey the students' knowledge. By the test, teacher can know about the students' strangeness and the weakness or ability and disability in understanding learning material. Then, that test can be covered the diagnostic test or finding the students' types problem for understanding material. [21]

There were some element and objectives of the diagnostic test. It aimed to measure about the material in teaching on test format. Usually it cover about general knowledge. For ensuring their point teacher can

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[21] Elizabeth F barkley, *Op.Cit.,* pp. 127

describe their abiity or learning result on A, B, and C categories . it should be implemented on the test format both of pretest or posttest format. "[22].

b. **Monitor class pacing.**

Teacher monitor the class to ensuring the students on effective learning. The monitoring was important to do at class. It should attend the using of flexible time in learning, using various techniques in teaching, giving suggestion and giving reflection or feedback in teaching. By using flexible time, teachers know when should they give explanation and use appropriate activities at classroom. The aiming of using various method is in order to have various activities in learning process. It will engage the students' interest in learning. Then, teachers give suggestion , reflection or feedback. All of them are important to be implemented by the teacher to monitor class pacing. [23]

c. **Help students learn to self-assess.**

There are two theories for helping students learn to self asses in learning process were conducted by Elizabeth F Barkley and Swaner, LE. It was described below:

According to Elizabeth teacher should help students to assess to self assess in learning process. The assessment aims to measure the level of students challenging. Usually the assessment is used as a motivation for

[22] Elizabeth F barkley, *Op.Cit*., pp. 127-128
[23] Ibid, pp. 129

get more challenging zone. Assessing the students can help they evaluated the learning process. It can raised the students' achieving, weakness and disadvantages of method material had ben taught at class. In short, It is a strategy for helping students gain information and insight into their own learning.[24]

Additionally, according to Swaner, L. E, teacher can evaluate students on formative and summative. In formative, assessment occurs continuously throughout the process, guiding and facilitating learning, while summative assessment evaluates progress at checkpoints or at the conclusion. [25]

From both theories above assessing the students can help they evaluated the learning process. It can be concluded that it can raise the students' achieving, weakness and disadvantages of method material which had been taught at class. Teacher should determine before giving some assessment to students; it can be on formative and summative format.

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[24] Ibid., pp.129
[25] Swaner, L. E, *Challenge Based Learning A Classroom Guide* (MobileMe is a service mark of Apple Inc., 2010)p. 7.

d. **Differentiating course elements to meet individual student needs.**

To investigate the different course element to know individual needs in learning, there are some steps such as teaching. In teaching, teacher can know about the students' needed for learning. Teaching involved the interaction between students at teacher at class, from that the teacher can know about the students' needs. Next, studying, it involved the students' enrichment toward information. In studying, students can improve their challenge in learning and their ability for understanding material. The last assessing or testing. It is the process of documenting, usually measurable terms, knowledge, skill, attitudes, and beliefs. From that process can engage the students challenging in learning. [26]

In practical background for how to organize a course around differentiation principles.

a. Level: this is a way to know how deep the students challenging level. students who already know a portion of the material to move to new, more advanced material or more complicated, complex applications of the material, and focus the efforts of students for whom the material is new on building a solid foundation.

b. How students access material

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[26] Elizabeth, *Loc.Cit.*, pp. 130

There are two theories for assessing material in learning process were conducted by Elizabeth F Barkley and Swaner, LE. It was described below:

According to Elizabeth, it aim to know about ways or techniques in access the material in learning like teacher presentation, textbooks, online, media such as films and recordings, and computer-assisted instruction. [27] According to Swaner L.E, for the process, students identify the guiding questions (what they need to know) and identify resources and activities to answer their questions. Students can use the Internet, the school or public library, their social networks, or interview local experts in person or experts located anywhere in the world via the web. They are as a solution for students in finding some information[28]

It can be concluded that there are some ways or techniques in access the material in learning such as teacher presentation, textbooks, online, media such as films and recordings, and computer-assisted instruction, students identify the guiding questions (what they need to know) and identify resources and activities to answer their questions.

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[27] Ibid., pp. 134
[28] Swaner, L. E, *Loc.Cit*., pp. 113

c. Process: it covers the activities in learning it can be displayed on writing, discussing and creating.

d. Product. The product was as a different of individual needed to. It can be performed on essays, Web pages, media-based materials, presentations, demonstrations, role plays, models, and exhibits.

e. Classroom space

There are two theories for classroom space in learning process were conducted by Elizabeth F Barkley and Swaner, LE. It was described below:

According to Elizabeth Differentiate space by organizing a physical classroom, it can be displayed on individual, small-group, or whole-class work. [29] Additionally, according to Swaner, the exploration of the challenge will lend itself to multiple solutions, each group needs to select a single solution to develop and implement. Encourage them to use prototypes, descriptions, or sketches to select a single solution per group. [30]

That means that the group continues to develop this solution, including listing action steps, needed materials and where they will obtain them, responsibilities for each group member, any relevant timing considerations, how success will be measured, and so on. All

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[29] Elizabeth Op.cit ., pp. 139
[30]Swaner, LE. Op.Cit ., pp. 115

of these decisions are organized into a work plan. Along the way, students begin to plan how they want to implement and document their solution and identify the appropriate audiences.

f. Materials. The material were included on some technology, media, and traditional materials in a creative way to offer a wide variety of tools to support learning. It were used as a instrument to displayed the material for students.

g. Time

There are two theories for helping students learn to self asses in learning process were conducted by Elizabeth F Barkley and Swaner, LE. It was described below:

According to Elizabeth the time means when and what task were given. It should be design the format of used   by the teacher and the objective of that task or test. [31]Then According to Swaner L.E, it is needed for modification will increase the likelihood that students will understand important ideas and use important skills more thoroughly or individual needed in learning. . [32]

It can be concluded the time means when and what task/test were given and need for modification for using important skills more thoroughly or individual needed in learning.

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[31] Elizabeth, *Op.Cit.*, pp. 139
[32] L E Swaner, *Loc.Cit.*, pp. 119

e. **Use scaffolding to provide assistance for complex learning.**

When students are working on challenging projects, they need assistance to support them as they move from not knowing or not being able to becoming independent and competent. *Scaffolding* is a term used to describe the general strategy of breaking down multipart processes into smaller steps or providing students with examples, clues, prompts, reminders, and so forth to help them succeed at complex learning tasks. The steps are below:

a. Model. The model can be gotten from the students observe, how completed projects or solved problems.

b. Think out loud:

   To verbalize one's thoughts, especially when trying to produce a solution or c onclusion about something. Talk through the thought processes would engage in as carry out the task.

c. Anticipate difficulties: Discuss with students areas where support is needed and mistakes are likely to occur.

d. Break down.

   According to Elizabeth, It is an activity into smaller parts or provide prompts and cues: Break down a complex process into smaller procedural steps or highlight important aspects of a project.[33]

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[33] Elizabeth, *Op.Cit.*, pp. 130

Additionally, Swanner states that it lets students produce a big idea. It was on a global scale and that students can work with to gain the deep multidisciplinary content knowledge and understanding that is required by the standards for their grade level. It should be displayed on major news stories of the day.[34]

In short, it covers activity into smaller parts or provides prompts and cues. Then It was on a global scale and that students can work with to gain the deep multidisciplinary content knowledge and understanding that is required by the standards for their grade level on groups.

e. Use reciprocal teaching: Before students have completed the task, ask them to discuss their work with peers in order to obtain guidance and suggestions. Form small groups in which students share drafts of their research paper to get and provide supportive feedback.[35]

It can be concluded, the scaffolding should be designed on the model, process in giving the task, and it also should attend the difficulties. It also should have break down which follow some clues and next the reciprocal teaching give students guidance and suggestion.

There were two main theories in this research. They are from Elizabeth F Barkley's and Swaner, L. E . Both of them had some differences in implementation of promoting students challenged in learning at classroom.

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[34] Swaner, L. E., *Loc.Cit.*, pp. 10.
[35] Elizabeth, *Loc.Cit*.,pp. 130-133

But, the Elizabeth F Barkley's is more complete. It discussed the process, monitoring and until evaluation to promoting students feel challenged at classroom. Therefore, this research used Elizabeth F Barkley's because it is more relevant to be implemented in the classroom.

B. Review of Related Finding

Nini Nuraini, 2016, The teachers' strategy to create Learning Challenging at SMAN 1 Bandar Lampung. It shows that at SMAN 1 Bandar Lampung, the teachers used some strategies to create learning Challenging . This research investigate: the teachers' strategy to create Learning Challenging at SMAN 1 Bandar Lampung, Teacher Created a positive classroom climate. Based on the finding from the research, teachers did some ways in creating a positive classroom climate: such as first, teacher gives rewards to students. It is a strategy to increase students' motivation. Second, giving point or scoring, then establishing enjoyment by using humor in classroom: puzzle/game and quiz, friendly attitude and help their students, and giving students praise. Teacher arranged class to promote effective learning:, Whole-class, individual work, Pair works, Group work. For finding ways of managing of the class there are some aspects such as, teacher avoided needless or overly lengthy explanations and instruction, use various method and activities, such as first, Teacher discussed about discipline, Second, Let student brings dictionary.[36]

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[36] Nini Nuraini, *The teachers' strategy to create Learning Chalenging at SMAN 1 Bandar Lampung*, (Lampung: UNILA Thesis, 2016), p. Iv.

Dede Sumiati, 2013, :An Analysis Of Motivating Classroom Activities In Learning At English Study Program In STAIN Curup". Classroom activities involved the active learning like the method used in learning process on the mastering the skills. The importance of classroom activities was the handle of the learning process and bring the students on active learning. The problem in this research were motivating classroom activities in learning English in English study program in STAIN Curup and the students reason for preferring the activities. This research was concluded in the form of quantitative method. This research just take 10% population, that were 29 students. Techniques of collecting data by using interview and questionnaire. Techniques of analysis data used percentage formula. Based on finding showed that From the finding there are In whole class involvement has three types and it will be described: 1) questioning techniques where there is 11 or 1,98% in strongly agree and 7 or 12,06% on agree category 2) In Whole Class Involvement there are 13 students or 22,41% in strongly agree and in agree category there are 5 students or 8,62%. 3) Reading and Writing Exercise 10 or 17,24% students on strongly agree, on agree category there is 1 students or 1,72%. 4) in Small Group so there 3 students or 15,17% on strongly agree and 8 students or 13,79% agree. The reason by probing question will get clarification to make certainly there is 7 or 13,72% students motivating this reason in strongly and 10 or 19,60% on agree motivating the probing question. Reason for preferring leading question is no 1: this techniques can change students way in someone's thinking power there is 3 or 11,53 students on strongly agree for this

reason and 5 or 19, 23 % in agree statement for this reason, No 2: this technique is interest because it make us get new knowledge there is 5 or 19,23% students on agree statement. No 3: this techniques can shift form of thinking there 3 or 11,53% in strongly agree for this reason then in agree statement there is 6 or 23,07%. The reason for choosing classroom assessment technique first: I like this technique because each of process there is score there is 10 or 30,30% students in strongly agree and 1 or 3,03% in agree statement. Second: it can improve students' ability in writing there is **9** or 27,27% in strongly agree and 2 or 6,06% in agree statement, Third; it will motivated me because it give advantages for students mainly in scoring. [37]

Sri Septia Ningsi, 2008, Elemntary school teachers' strategy in motivating their students in learning English (case study of English teacher at elementary school in Curup). The objective of the research to find out the strategy used by English teacher in elementary school in learning. The method of the research is descriptive quantitative method. The data is collected by questionnaire item which have 23 items. The data were analyzed by percentage formula. The population of this research is all of teacher touch English subject in the third class, there are 8 teachers in 3 elementary schools. The researcher used total sampling that means researcher used all of total population as a sample. The result of this research showed that all teacher of three elementary school Zain there are giving exercise

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[37] Dede Sumiati, 2013, An Analysis Of Motivating Classroom Activities In Learning At English Study Program In STAIN Curup"

strategy, giving reward strategy, developing competition strategy, giving mark strategy, giving punishment strategy ego involvement strategy, making agreements strategy, and giving gift strategy. It found that the factors are supported the strategies are the condition, and facility of school, parents factors is also crucial influence in motivating students in learning. [38]

Dini Anggraini, 2008. *Classroom Management Approaches of Primary School Teachers.* This study aimed at investigating classroom management approaches of primary school teachers and exploring if their management approaches are consistent with the constructivist curriculum. The sample consisted of 2 teachers at this school . Data were gathered from the participants via Classroom Management Inventory developed by the researcher. Both descriptive and inferential statistics were utilized to analyze the data. Mixed Design ANOVA (within subjects and between subjects) was employed to investigate the dominant classroom management approach that teachers use and to explore the effect of some variables on classroom management approaches of teachers. Results of the study indicated that primary school teachers prefer to use student centered management approach rather than teacher-centered approach. That is teachers' management approaches are consistent with the constructivist instruction. Furthermore, some background variables were found to affect the classroom management approaches of teachers. A significant difference was found in

[38] Sri Septia Ningsi, *Elemntary school teachers' strategy in motivating their students in learning English (case study of English teacher at elementary school in Curup)*, (Curup: Thesis of STAIN Curup, 2008), p. iv.

classroom management approaches of teachers with respect to teaching experience, branch, type of certification and average number of students teachers have in their classes while no significant difference was found with respect to gender variable.[39]

This finding has different and similarities sides. The differences of both of them are that on the strategies used for making and engaging students challenging in learning. That identification theories of them were not same. Then the similarities is the teacher engaging the students challenging in learning aspect. It was applied on some ways. The similarities of this study are on classroom management style in learning process. Then, the difference is it was displayed on quantitative way. Then, this is about the positive learning environment. It focuses on the teacher strategies in created classroom learning which is dominant between behaviors of learning environment. It displayed on qualitative research in which the data getting from the interview and observation.

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[39] Dini Anggraini, *Classroom Management Approaches of Primary School Teacher,* (Pandang: UNP Thesis, 2008), p. iii.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

The design of this research was descriptive research which presented in qualitative way. According to Subana, qualitative was primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It is potential quantitative research. Qualitative Research was also used to uncover trends in thought and opinions, and dive deeper into the problem.[40] That means that it aimed to explore out understandings and perceptions, to explore the features of settings to understand the phenomenon or the teachers' strategies and implement the challenging of students in learning at SMAN 1 Rejang Lebong.

According to Arikunto ," Descriptive research purposed to collect a particular data of interest factually and accurately.[41]". In this research, descriptive aimed to describing the factual data about the teachers' strategies and implement the challenging of students in learning at SMAN 1 Rejang Lebong.

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[40] Subana, *Dasar-Dasar penelitian,* (Bandung: Pustaka Setia, 2002), p. 16.
[41] Suharsimi Arikunto, *Procedure Penelitian Suatu pendekatan prakte*k. (Jakarta: Rineka Cipta, 2002), p.108

B. Subject of the Research

Subject of the research or somewhat known by study population refers to people who are the focus of the research. [42]The subject of the research was English teachers at SMAN 1 Rejang Lebong. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the research[43]. The researcher chose purposive sampling because the subject of the research have the characteristic such as based on the Elizabeth F Barkley which stated that for ensuring students feel challenging were following: assess students' starting points, monitor class pacing, help students learn to self-assess and use scaffolding to provide assistance for complex learning. Based on observation, three of English teachers at SMAN 1 Rejang Lebong implement strategies and implement the challenging of students in learning at SMAN 1 Rejang Lebong. So, researcher used total sampling based on the characters of 3 English teachers who teach at X IPA, X IPS, XI IPA, and XI IPS who implement that theory.

C. Technique for Collecting Data

To collect the data in this research, the researcher went through the following strategies:

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[42] Stephen D. Lapan and Mary Lynn T, Quartaroli, *Qualitative Research : An Introduction to Method and Design*, (San Francisco : Jossey-Bass, 2012), P. 83

[43] Altman DG, *Practical Statistic for Research,* (London: Chapman & Hall, 1991), P. 76

1. **Observation**

    This research used direct observation in participant type. According to Catherine Dawson, participant observation means watching the events, situation, or activities from inside by taking part in the group to be observed. It freely interacts with the other group members, participates in various activities of the group, acquires the way of life of the observed group or his own, and studies their behavior or other activities not as an outsider but by becoming a member of that group.[44] In this research, participant observation means watching the situation and condition taken place. It makes notice take as long as participant observation. In doing observation researcher, used tools to record the observation on classroom and checklist observation. In this research, the researcher would use observation to the teachers' strategies and implement the challenging of students in learning at SMAN 1 Rejang Lebong.

2. **Interview**

    Interview was the communication through dialogue (question and answer) orally, either directly or indirectly. [45] In this research, the researcher used interview to the teacher. It was used to support the data that was obtained from observation. This research used semi structure type. Semi structure type wa used because the questions were on

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[44] Catherine Dawson ,*Practical Research Methods,* (United Kingdom: Oxford OX4 1RE, 2002), p.67

[45] Ibid., pp. 23

structural format based on the theories. According to Catherine Dawson, semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored[46] That means that semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. The researcher prepared to interview some questions about teachers' strategies and implement the challenging of students in learning at SMAN 1 Rejang Lebong.

D. Research Instruments

Depend on the above strategies for collecting data, there are some instruments which the researcher used for collecting the data as follow:

1. Checklist of Observation

A Checklist of observation was list of thing that an observer was going to look at when observing a class. This list may have been prepared by the observer. Observation checklist did not only give an observer a structure and

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[46] Ibid., pp. 22

framework for an observation but also served as of understanding with the teachers, who may as result would be more comfortable, and get all of the classes. The researcher just wrote check (√) that balance in each subject that was observed.

The researcher designed the observation checklist items, it was based on the indicators which were in blueprint based on the main theory. It was adopted from the Elizabet F Barkley theories. Researcher designed the item form, and it was done after constructing the blueprint and the written interview. Interview would be validated by profesional judgement. The researcher gave the observation to an expert to get the comment and feedbacks about the interview which had been made. Then researcher did the revision to evaluate interview whether there were items or some points that should be revised.

The writer check (√) if the some indicators of observation on the target of the research which balance in each subject that was observed. The checklist would be given when observer get the indicators in n teaching English on classroom learning in teachers' strategies and implement the challenging of students in learning at SMAN 1 Rejang Lebong. In this reseach, reseacher observed 3 English teachers at SMAN 1 Curup. The blue print of observation checklist was following:

Table 1
Observation checklist

No	Variable	Indicators	Sub-Indicators	Meeting					Note
				1	2	3	4	...	
1	The teachers' strategies for ensuring students feel challenged	Assess students' starting points.	1. To ensure students are working in their optimal zone, 2. Determined Some disciplines already have widely used diagnostic tests 3. Background Knowledge Survey (give evaluation or test pre-test–post-test evaluations.						
2		Monitor class pacing.	4. Offering variation on this technique 5. Teachers suggest that at a point late in a class session (10–15 minutes before the end), 6. students are asked to reflect on the class and in two minutes, think of any questions they want to ask or comments they would have liked to make, 7. they write them on a piece of paper. 8. The teacher collects the anonymous papers and in the remaining minutes of class 9. Teacher reads the questions/comments and answers or addresses them out loud to all						

| 3 | | Help students learn to self-assess. | 10. Help students evaluate their learning and learning process
11. Teacher take students responsibility to measuring their challenging level
12. Applied diagnostic learning log
13. Students write one list of the main points that they understood and a second list of points that were unclear along with possible remedies for problems
14. Analyzing their learning problems and doing something about them.
15. Helping students gain information and insight into their own learning | | | | | | | |
| 4 | | Differentiate course elements to meet individual student needs. | 16. Challenge students who already know a portion of the material to move to new, more advanced material or more complicated
17. complex applications of the material,
18. it focus the efforts of students for whom the material is new on building a solid foundation.
19. It Make content available through a variety of | | | | | | | |

			method								
			20. It offer activities in a range of modes (for example, writing, discussing, creating), at varied degrees of sophistication								
			21. Replace some or all tests with other kinds of products								
			22. organizing a physical classroom in ways that allow students to work in a variety of configurations (individual, small-group, or whole-class work)								
			23. Use technology, media, and traditional materials in a creative way to offer a wide variety of tools to support learning.								
5		Use scaffolding to provide assistance for complex learning.	24. Carry out the skill while students observe, or provide examples that students can imitate, such as completed projects or solved problems.								
			25. Talk through the thought processes you would engage in as you carry out the task.								
			26. Discuss with students areas where support is needed and								

			mistakes are likely to occur. 27. Break down an activity into smaller parts or provide prompts and cues: Break down a complex process into smaller procedural steps or highlight important aspects of a project. 28. Before students have completed the task, ask them to discuss their work with peers in order to obtain guidance and suggestions.								

2. Interview

In this research, the researcher used interview and checklist as the instrument of this research. Instrument of interview was the researcher does the interview about the teachers' strategies and implements the challenging of students in learning at SMAN 1 Rejang Lebong.

The researcher designed the interview items. They were based on the indicators which were in blueprint based on the main theory. They were adopted from the Elizabeth F Barkley to design the question form and after constructing the blueprint and the written interview. Interview blue print would be validated by lecturer at STAIN Curup as a validator. The researcher chose the other lecturer at STAIN Curup teacher as professional judgment. The researcher gave the interview to the lecturer to get the comment and

feedbacks about the interview which had been made. Then researcher did the

revision to evaluate interview whether there were   interview or some points

that should be revised. It was following:

Table 2
Interview guide

No	Variable	Indicators	Sub-Indicators	Questions
1	The teachers' strategies for ensuring students feel challenged	Assess students' starting points.	1. To ensure students are working in their optimal zone, 2. Determined Some disciplines already have widely used diagnostic tests 3. Background Knowledge Survey (give evaluation or test pre-test–post-test evaluations.	1. How did you ensuring students are working in their optimal zone? 2. How did you determine some disciplines already have widely used diagnostic tests 3. How did you implement Background Knowledge Survey ?
2		Monitor class pacing.	4. Offering variation on this technique 5. Teachers suggest that at a point late in a class session (10–15 minutes before the end), 6. students are asked to reflect on the class and in two minutes, think of any questions they want to ask or comments they would have liked to make, 7. they write them on a piece of paper. 8. The teacher collects the anonymous papers and in the remaining minutes of class 9. Teacher reads the questions/comments and answers or	4. How did you offer variation on this technique? 5. How did you suggest that at a point late in a class session? 6. How did you ask to reflect on the class and in two minutes, think of any questions they want to ask or comments they would have liked to make? 7. How did you collect the anonymous papers and in the remaining minutes of class? 8. How did you read the questions/comments and answers or addresses them out loud to all?

			addresses them out loud to all	
3		Help students learn to self-assess.	10. Help students evaluate their learning and learning process 11. Teacher take students responsibility to measuring their challenging level 12. Applied diagnostic learning log 13. Students write one list of the main points that they understood and a second list of points that were unclear along with possible remedies for problems 14. Analyzing their learning problems and doing something about them. 15. Helping students gain information and insight into their own learning	9. How did you help students evaluate their learning and learning process? 10. How did you take students responsibility to measuring their challenging level? 11. How did you apply diagnostic learning log? 12. How did you let students write one list of the main points that they understood and a second list of points that were unclear along with possible remedies for problems? 13. How did you analyze their learning problems and doing something about them? 14. How did you help students gain information and insight into their own learning?
4		Differentiate course elements to meet individual student needs.	16. Challenge students who already know a portion of the material to move to new, more advanced material or more complicated 17. complex applications of the material, 18. it focus the efforts of students for whom the material is new on building a solid foundation. 19. It Make content available through a variety of method 20. It offer activities in a	15. How did you challenge students who already know a portion of the material to move to new, more advanced material or more complicated? 16. How did you complex applications of the material? 17. How did you focus the efforts of students for whom the material is new on building a solid foundation? 18. How did you make

			range of modes (for example, writing, discussing, creating), at varied degrees of sophistication 21. Replace some or all tests with other kinds of products 22. organizing a physical classroom in ways that allow students to work in a variety of configurations (individual, small-group, or whole-class work) 23. Use technology, media, and traditional materials in a creative way to offer a wide variety of tools to support learning.	content available through a variety of method ? 19. How did you offer activities in a range of modes (for example, writing, discussing, creating), at varied degrees of sophistication? 20. How did you replace some or all tests with other kinds of products 21. How did you organize a physical classroom in ways that allow students to work in a variety of configurations ? 22. How did you use technology, media, and traditional materials in a creative way to offer a wide variety of tools to support learning?
5		Use scaffolding to provide assistance for complex learning.	24. Carry out the skill while students observe, or provide examples that students can imitate, such as completed projects or solved problems. 25. Talk through the thought processes you would engage in as you carry out the task. 26. Discuss with students areas where support is needed and mistakes are likely to occur. 27. Break down an activity into smaller parts or provide prompts and cues: Break down a complex process into smaller procedural	23. How did you carry out the skill while students observe? 24. How did you talk through the thought processes you would engage in as you carry out the task? 25. How did you discuss with students areas where support is needed and mistakes are likely to occur? 26. How did you break down an activity into smaller parts or provide prompts and cues? 27. How did you ask them to discuss their work with peers in order to obtain guidance and

			steps or highlight important aspects of a project. 28. Before students have completed the task, ask them to discuss their work with peers in order to obtain guidance and suggestions.	suggestions.?

E. Technique for Analysis Data

Data analysis is integral and pivotal in the qualitative study. The aim is to organize the data. It is done by arranging, putting the data in the right order, agglomerating, coding, and categorizing the data. That organization and management of the data is for discover theme and hypothesis that are finally promoted as substantial theory.

1. Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up observation checklist, or sorting and arranging the data into different types depending on the sources of information.[47] In this research, researcher did some organizing and preparation for analyzing data from interview and observation which covers activities of identifying teachers' strategies and way to implement the challenging of students in learning at SMAN 1 Rejang Lebong.

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[47] John W. Creswell, *Research, Design, Qualitative, Quantitative, And Mixed Methods Approaches,* Third Edition,(Los Angeles University Of Nebraska-Lincoln, 2009), p. 185

2. Read the data.

Determining a general sense of the information and to reflect on its overall meaning or points of participant response, and some answering from interview and it also prom observation result.

3. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term. [48]

4. Decription

Advance how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.

5. Interpretation

A final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories. [49]

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[48] Ibid., pp. 185-186

[49] Ibid., pp. 187-189

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

There are three English teachers in SMAN 1 Rejang Lebong. The teachers have used strategies for teaching English. The data had been gotten by using observation before and after that cross check the checklist observation by using interview guideline. The observation and interview were done in different times. Researcher did observation for teacher A for three times such as October 23th, 2017, November 1th, 2017, and November 3th, 2017. Then, researcher did interview in October 20th, 2017. Researcher did interview for the teacher B on the October 25th, 2017, November 07th, 2017 and November 10th, 2017. Meanwhile, the interview was done on October 20th, 2017. Additionally, researcher did observation with teacher C in November 1th, 2017, November 07th, 2017, and November 14th, 2017 then interview did on 0ctober 1th, 2017.

1. The teachers' strategies in ensuring students feel challenged in Learning English at SMAN 1 Rejang Lebong

Interview was used to gather the teachers' strategies in ensuring students feel challenged in Learning English. For getting the data, researcher also did observation for six times at this school. Three of English teachers have different teachers' strategies in ensuring students feel challenged in Learning English.

Researcher did crosscheck to both of them by checklist observation. It can be review as the result of interview. It is as been following the result of observation and field note bellow:

Table 1

Observation result of the Teachers

No	Strategies	Indicator
1	Assess students' starting points.	1. Teacher ensure students are working in their optimal zone, 2. Teacher determined some disciplines already have widely used diagnostic tests such as let students bring dictionaries and hand book or LKS (STUDENTS' PAPER WORKSHEET) every meeting. 3. Background Knowledge Survey (give evaluation or test pre-test–post-test evaluations by giving exercise after meeting
2	Monitor class pacing.	4. Offering variation on this technique 5. students are asked to reflect on the class and in two minutes, think of any questions they want to ask or comments they would have liked to make, 6. Teacher reads the questions/comments and answers or addresses them out loud to all
3	Help students learn to self-assess.	7. Help students evaluate their learning and learning process 8. Teacher take students responsibility to measuring their challenging level 9. Helping students gain information and insight into their own learning
4	Differentiate course elements to meet individual student needs.	10. Teacher complex applications of the material, 11. It focuses the efforts of students for whom the material is new on building a solid foundation. 12. It Make content available through a variety of method 13. organizing a physical classroom in ways that allow students to work in a variety of configurations (individual, small-group, or whole-class work)

		14. Use technology, media, and traditional materials in a creative way to offer a wide variety of tools to support learning.
5	Use scaffolding to provide assistance for complex learning.	15. Assess the students skill 16. Discuss with students areas where support is needed and mistakes are likely to occur. 17. Before students have completed the task, ask them to discuss their work with peers in order to obtain guidance and suggestions. 18. In listening teacher give a song (fill i the blank or items). In writing after discuses about material or text. The students write a paragraph or text by following language features and generic structure. That means, it focused on the product of writing. in speaking teacher let them to speak and express some opinion or idea (speaking product), both on dialogues. see their pronunciation and how they answers by using appropriate vocabularies. in reading teachers give a text, let then to read and find the difficult words from the text., and answers the question based on the text. 19. Asking to the students and making a groups

Based on observation result, teacher a assess students' starting points by ensuring students are working in their optimal zone. Teacher determined some disciplines already have widely used diagnostic tests such as let students bring dictionaries and hand book or LKS (Students' Paper Worksheet) every meeting. Background Knowledge Survey (give evaluation or test pre-test–post-test evaluations by giving exercise after meeting.it supposed by interview result for example: the teacher ensuring the students working in their optimal such by attending their uniform, their written, give some comment with their activities. For example when students drowsily, then they feel the teacher care about them and give them motivation. When the first time teacher enter the classroom,

ensuring the classroom were clean situation, asking the homework, attention their preparation in classroom, asking the comment about their task.

For Monitor class pacing, by offering variation on this technique, students are asked to reflect on the class and in two minutes, think of any questions they want to ask or comments they would have liked to make, reads the questions/comments and answers or addresses them out loud to all. It was supposed by interiview result, for example: sometime used various method and activities at class such as individual and group, but It defend on the difficulties of material had been given to students, At least give students about 2 questions to students about that material, let students to raise the hand for them will explained about the material for last meeting, never let them to write down the question but on orally

Help students learn to self-assess. They were following: Help students evaluate their learning and learning proces. Teacher take students responsibility to measuring their challenging level. Helping students gain information and insight into their own learning. Differentiate course elements to meet individual student needs. They were following: Teacher complex applications of the material. It focuses the efforts of students for whom the material is new on building a solid foundation. It Make content available through a variety of method, organizing a physical classroom in ways that allow students to work in a variety of configurations (individual, small-group, or whole-class work) Use technology, media, and traditional materials in a creative way to offer a wide

variety of tools to support learning. It was supposed by interview result, for example: By giving homework will make students memories in learning process, for they still not understand about material, so they show the response by asking to the teachers.

Use scaffolding to provide assistance for complex learning. They were following: Assess the students skill, Discuss with students areas where support is needed and mistakes are likely to occur. Then, before students have completed the task, ask them to discuss their work with peers in order to obtain guidance and suggestions. It was supposed by interview result, such as in writing teacher let students to write and assess their work based on the grammatical aspect about text,. In speaking teacher see their pronunciation and how they answers by using appropriate vocabularies. In reading teacher give the text add let them to find out the mind idea, topic and conclusion of the text. By discussion all of students were covered on classroom. Teacher "make learning groups, all of them had task, or project task as their works or exercise. In listening teacher give a song (fill i the blank or items). In writing after discuses about material or text. The students write a paragraph or text by following language features and generic structure. That means, it focused on the product of writing. in speaking teacher let them to speak and express some opinion or idea (speaking product), both on dialogues. see their pronunciation and how they answers by using appropriate vocabularies. in reading teachers give a text, let then to read and find the difficult words from the text., and

answers the question based on the text. Then, asking to the students   and

making a groups.

2. The teachers' the implementation   in ensuring students feel challenging in Learning English at SMAN 1 Rejang Lebong

Researcher did the observation and interview. It was found that teachers used

strategies for ensuring students feel challenging in Learning English. They were

followings:

Table 2

Interview result of the Teachers

No	Strategies	Implementation
1	Assess students' starting points.	- Teacher monitored the students at classroom, give students motivation - Attending the classroom situation, asking about students homework, attending the students preparation in learning, and asking the students comment toward the task - Asking the lesson of the last meeting, give more explanation about that, and let students to review
2	Monitor class pacing.	- Using various techniques such as individual or groups - Give students some question at least 2 question about the last material - Let students to explained more - Let students rewrite on the paper and other question give some comment
3	Help students learn to self-assess.	- Giving homework - Let students repeat more about the material - Using easy material without writing but on orally - Allow students used HP for finding the material or electronic dictionary or let students find it in internet.

4	Differentiate course elements to meet individual student needs.	- Giving the text and let students explained more (clever students) - Comparing the students answers and question - Building the classroom effectivities - Explaining the material - Monitoring the classroom - Giving feedback - Seeing the students notes - Using speaking skill - Using technology and print about - Listening by song (feel in the blank), writing disuse about text, speaking about expression or speaking product such as debate and speech and in reading by reading text and reading comprehension
5	Use scaffolding to provide assistance for complex learning.	- teachers engage the skill for example: In listening teacher give a song (fill i the blank or items). In writing after discuses about material or text. The students write a paragraph or text by following language features and generic structure. That means, it focused on the product of writing. in speaking teacher let them to speak and express some opinion or idea (speaking product), both on dialogues. see their pronunciation and how they answers by using appropriate vocabularies. in reading teachers give a text, let then to read and find the difficult words from the text., and answers the question based on the text. - Asking to the students and making a groups

The table above describe: Assess students' starting points, they were following: Teacher monitored the students at classroom, give students motivation. Attending the classroom situation, asking about students homework, attending the students preparation in learning, and asking the students comment toward the task . Asking the lesson of the last meeting, give more explanation about that, and let students to review

In Monitor class pacing were following: using various techniques such as individual or groups: Give students some question at least 2 question about the last material, Let students to explained more, Let students rewrite on the paper and other question give some comment

Help students learn to self-assess were following: by giving homework, let students repeat more about the material, using easy material without writing but on orally. Then, allow students used HP for finding the material or electronic dictionary or let students find it in internet.

Differentiate course elements to meet individual student needs. They were following: giving the text and let students explained more (clever students), Comparing the students answers and question, Building the classroom effectivities, explaining the material, monitoring the classroom, giving feedback, seeing the students note, using speaking skill, using technology and print about and listening by song (feel in the blank), writing disuse about text, speaking about expression or speaking product such as debate and speech and in reading by reading text and reading comprehension

Use scaffolding to provide assistance for complex learning. For example: teachers engage the skill for example: In listening teacher give a song (fill i the blank or items). In writing after discuses about material or text. The students write a paragraph or text by following language features

and generic structure. That means, it focused on the product of writing. in speaking teacher   let them to speak and express some opinion or idea (speaking product), both on dialogues. see their pronunciation and how they answers by using appropriate vocabularies. in reading teachers give a text, let then to   read and find the difficult words from the text., and answers the question based on the text. Asking to the students   and making a groups

B. Discussion

1. Teachers' strategies   in ensuring students feel challenged in Learning English   at SMAN 1 Rejang Lebong

Based on the finding, in assessing students' starting points, teacher did some ways: ensuring students are working in their optimal zone, determining some disciplines already have widely used diagnostic tests such as letting students bring dictionaries and hand book or LKS (Students' Paper Worksheet) every meeting, and doing background knowledge survey (give evaluation or test pre-test–post-test evaluations by giving exercise after meeting. For monitoring class pacing, they were following: offering variation on this technique, students are asked to reflect on the class and in two minutes, think of any questions they want to ask or comments they would have liked to make, teacher   reads the questions/comments and answers or addresses them out loud to all. In helping students learn to self-assess. For example: 1)Help students evaluate their learning and learning process, 2)

Teacher take students responsibility to measuring their challenging level, 3) Helping students gain information and insight into their own learning. For Differentiate course elements to meet individual student needs were following: 1) Teacher complex applications of the material, 2) It focuses the efforts of students for whom the material is new on building a solid foundation. 3) Make content available through a variety of method organizing a physical classroom in ways that allow students to work in a variety of configurations (individual, small-group, or whole-class work) 4) Use technology, media, and traditional materials in a creative way to offer a wide variety of tools to support learning. Use scaffolding to provide assistance for complex learning were following: 1) Assess the students skill, 2) Discuss with students areas where support is needed and mistakes are likely to occur. 3) Break down a complex process into smaller procedural steps or highlight important aspects of a project. 4) Before students have completed the task, ask them to discuss their work with peers in order to obtain guidance and suggestions.[50]

Based on the finding and theories on the Chapter II, there were some sub indicators which did not implement by the teacher at SMAN 1 Rejang Lebong such as in monitoring class pacing they did not write them on a piece of paper. Then, teacher did not collects the anonymous papers and in the

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[50] Elizabeth F. Barkley, *Student Engagement Techniques A Handbook for College Faculty*, (Son Fransisco: John Wiley & Sons, Inc, 2000), p. 127-156

remaining minutes of class. For Differentiate course elements to meet individual student needs teacher did not complex applications of the material. For Use scaffolding to provide assistance for complex learning, both of teachers did not break down an activity into smaller parts or provide prompts and cues: Break down a complex process into smaller procedural steps or highlight is an important aspect of a project. In can be concluded that those strategies were not maximal for school.

2. The teachers' the implementation in ensuring students feel challenging in Learning English at SMAN 1 Rejang Lebong

For ensuring the implementation of students feel challenged in Learning English at SMAN 1 Rejang Lebong. There were sub indicators should be implementation by the teachers at the school. They are assessing starting points, monitoring class pacing, helping students learn to self-assess and differentiating course elements to meet individual student needs. The followings were the descriptions of the finding:

a. Assessing starting points

In this part, teachers should ensure students are working in their optimal zone. Teacher determined some disciplines which already have

widely used such as diagnostic tests and implementing background knowledge survey. It was following:

> "The teacher ensuring the students working in their optimal such by attending their uniform, their written, give some comment with their activities. For example when students drowsily, then they feel the teacher care about them, I give them motivation"[51]

> It was supported by the teacher B

> "As a teacher the first time I check the students attended list, preparation classroom, greeting, praying at classroom. Checking the classroom environment, by asking and review the material before continue the new material for that meeting for English lesson. Then check how far their understanding point toward material or giving exercise" [52]

> Additionally the teacher C implement it was following:

> "the first time for giving greeting, checking the students attend list and checking the class condition[53]"

> Based on the interview above, to ensuring the students still on the optimal zone, some teacher did some preparation and monitoring. From the finding above, it can be said, teachers did some way to make the students fell enjoyable such as: first, teacher have arrange the learning process from the opening while teaching and closing classroom. In opening section, there is a greeting and brainstorming (conversation) to create the relationship or friendship and kindness in classroom learning. In while teaching, there are giving material and task activity. Then in closing material, teacher provided the evaluation.

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[51] Teacher A, interview result on 20/10/2017
[52] Teacher B, interview result on 20/10/2017
[53] Teacher C, interview result on 11/10/2017

Teachers do it before class begins seems to be a critical benchmark for many students. They tell me how much it means when teachers hang out by the saying "Assalamualaikum/ good afternoon and soon calling students by name. Furthermore, students say that teachers who are the ones who also care about them personally, and this personal interest motivates them to do better in class. It is easy to assume that this is a common practice, yet, my informal polling with students indicates that this is the exception and not the rule. And varying what teacher do keeps students guessing about what's going to happen in class. It also avoid the strangeness of them in learning. Second, teacher always give motivationto the students by talking about the nice experience mainly in learning English, so it can encourage the students motivation and learning too. Then give them motivation by using articles. It was wished to improve their interesting for learning more. In spite of, teacher also engage the students to self confidence in learning.

Then the teachers determining some discipline such as in interview result below:

> "When the first time I enter the classroom, I ensuring the classroom were clean situation, I asking the homework, attention their preparation in classroom, asking the comment about their task"[54]

> Then, teacher B stated that "it was beginning with check the students attend list, explained some discipline in learning (bring

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[54] Teacher A, interview result on 20/10/2017

dictionary or LKS (Students' Paper Worksheet) or hand book) when learning English"[55]

Additionally, teacher C said that " The first time teacher should make students interested in learning English then teacher will determine some disciplines"[56]

It can be said that, the teacher ensure the classroom cleaning because when the classroom was clean the learning process was enjoyable. The situation of learning become conducive. It is also as a discipline in classroom format. The second, teacher ask about the students preparation in classroom. The first way that should be done by the teachers is checking the students attend list at classroom. English teachers made classroom enjoyable by creating the cozy atmosphere when teaching tok place. The teacher can create communication well to students by made they had braveness in learning and taking participation in classroom. Then, English teacher also manage the students and learning process. There were some disciplines or agreements made jointly between students and teachers in the classroom. When students were not finishing a task, students might pay or students could not follow the learning process. In short, teacher discussed about discipline. It aimed to make students always follow discipline. Students and teacher had agreement for that case. Most of students follow it on sportively. The disciplined and the fining or consequence toward was

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[55] Teacher B, interview result on 20/10/2017
[56] Teacher C, interview result on 11/10/2017

not forbidden. Teacher let student brings dictionary, LKS (Students' Paper Worksheet) or hand book in each English lesson in that school. Teacher and students have agreement for that discipline and for students forgot to bring dictionary they cannot follow the lesson for that meeting.

In short, discipline is one achievement key in learning. Teacher should create positive learning in classroom even tough in multilevel learning. Teacher shows them the different spaces for each activity, involve them in arranging the classroom

They show that sportively by received that consequence.

The teacher dis diagnostic test for students, the teacher A said that " I review the lesson material before to check the student understanding toward the material"[57]

It was supposed by the teacher B stated that " Giving some questions about the material had been learned for last meeting"[58]

Next, Teacher C said that "I did test by give pre test and post test to word the material, especially for pre test i just give it on orally and post tents on written form"[59]

In the other side, the teacher did diagnostic test amid to know about students understanding toward some material indicators. The teacher did it in someway, such as the teacher did asking question at the classroom. It was used as a warm up activity before continuing the material in learning. The teacher checked the students by giving some exercise. It aimed to

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[57] Teacher A, interview result on 20/10/2017
[58] Teacher B, interview result on 20/10/2017
[59] Teacher C, interview result on 11/10/2017

know about the students' understanding toward material in learning. Next, there was also a teacher did it as pretest and posttest. Pretest can be used as a pre teaching. It was as a brainstorming toward the material for today or material for the last meeting. Then, the posttest an be served on the daily exercise, midterm and others.

According to Elizabeth F Barkley , the assesing to ensure students are working in their optimal zone, and determining some disciplines already have widely used diagnostic test and background knowledge survey (give evaluation or test pre-test–post-test evaluations.[60]

From the finding and theories, the teacher at SMAN 1 Curup had implemented assessing students' starting points. The implementation were based on theories were provided. So, this sub strategies were complete.

b. Monitor class pacing

In monitoring class pacing there some steps should be done by the teacher. It was following:

> The teacher A said that " sometime used various method and activities at class such as individual and group, but It defend on the difficulties of material had been given to students"[61]

> It was supposed by the teacher B said that" I used various method based on the material such as the last meeting about narrative theme, i will used various method to dig their understanding about

[60] Elizabeth F Barkly, Op, Cit.
[61] Teacher A, interview result on 20/10/2017

the narrative text"[62]" Teacher used various method in teaching yes I used various method such as individual, and talkative method"[63]

From the finding above, English teacher organized effective classroom by giving individual work. Individual work can help students work on themselves and it was more effective to do the individual task, and it was more effective for knowing students individual understanding or ability toward the material. If it was on group, teacher may be had difficulties on how students should do more work hard for finish it. To promote student-to-student interaction and allow students to work on tasks at their own pace task, teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in students´ lives beyond the classroom, using a wide variety of strategies to interact with them outside the class, and the educational institution. This also encourages students to perform their best in the classroom. A strong relationships with the students helps to decrease discipline problems.

Additionally, teacher gave group work to arrange the effective classroom or learning. It aims to create socialize among students, which way to do works in groups with their friends. Students are able to cooperate to do it. Teacher gave homework to the group based on

[62] Teacher B, interview result on 20/10/2017
[63] Teacher C, interview result on 11/10/2017

difficulties consideration when it was more difficult, if it did an individual and the best solution is giving, it was on groups.

The reason and when the teacher used groups works were analyzed through interview. The first teacher gave the groups works to students when teacher taught that material cannot solve by the individual. So, teacher let them to work together to help them in works. Teacher gave works on group in order the students can work together one and else. The second teacher gave the groups works to students works on group in order the students can work together and discussing their difficulties

That means that teacher gave the group work when teacher taught that material cannot be solved by the individual, so teacher let them to work together to help them in works. In order the students can work together and discussing their problems in doing work, It can be done out the classroom. Up next, the teacher gave students the challenge about decreasing point if they were late in a class session. For example, the teacher A said that:

> "At least give students about 2 questions to students about that material"[64] Then, teacher B said that" before give the question before the other students answers the teacher may not answer it, I give the changing for other students to give comments. Then give reword to the students had given good or right answers"[65] It was supposed by the teacher C said that " Giving praise to students who had given god answers"[66]

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[64] Teacher A, interview result on 20/10/2017
[65] Teacher B, interview result on 20/10/2017
[66] Teacher C, interview result on 11/10/2017

That means that the teacher monitored the class pacing by give students some question toward the material and let the other students to answers that question. Then, the teacher gave challenge to other students to answer it in order the students can give some responses toward the answers given by students' or teacher. The students feel challenged to answers that question at classroom because their teacher gave reward for the students who can answer it well. Reward is also amethod to enrich the student challenging in learning English. It can engage the students' motivation too.

Additionally, a praise to students tend to prefer challenging tasks and to understand information in depth. Students were more likely to choose projects that demand greater effort than extrinsically students' motivation who usually work to receive some reward or to avoid a penalty. Extrinsically, students' motivation tends to gravitate toward easier tasks and it was inclined to put forth the minimal amount of effort for the maximum reward. Even though students who enter school are often inclined to be either intrinsically or extrinsically motivated, a worthwhile goal for educators is to foster intrinsic motivation in students. Teachers gave rewards to students. It is a strategies in increase students' motivation. The evidence against rewards/praise and it can support of

teaching for intrinsic motivation. So, they would feel challenged in learning.

Furthermore, teacher asked students to reflect on the class and in two minutes, think of any questions they want to ask or comments they would have liked to make. It was following:

> The teacher A said " I let students to raise the hand for them will explained about the material for last meeting"[67]

> Then, teacher B stated that" sometime I used report such as slide about the text, asking to the student' response and understanding, asking to the students about the content of the text"[68]

> Teacher C said that " I give the students change to ask about the material was ongoing for that time. In this section the other students were allowed for giving the comments with their friend answers or comment"[69]

That means that for monitoring the class pacing, the students were given some challenge to give some opinion and responses the friend asking or question at classroom. It aimed to monitor the students understanding and engage their competition at class. In other the students had motivation to know more or more understand with the other the classroom.

Additionally, teacher collect the anonymous papers and in the remaining minutes of class. It was following:

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[67] Teacher A, interview result on 20/10/2017
[68] Teacher B, interview result on 20/10/2017
[69] Teacher C, interview result on 11/10/2017

Teacher A said:" I never let them to write down the question but on orally"[70] Nevertheless the teacher B that "teacher let students to write question every one of them"[71] in spite of, the teacher C stated that "sometime I let students to write some question and sometime also on directly or spontaneously" [72]

In short, the monitoring facing can be done by give student the changing for asking both on directly and in writing on the paper to. It aimed to make the students show good participant at the class. All of the students active and challenging at the class because all of them have the same changing at the class. The next, there is way to monitor the class pacing such as reading the questions/comments and answering or addressing them out loud to all. Then the teacher response was:

"I never used, because the time in earning were limited"[73] it supposed by the teacher B and Teacher C "nothing time to discussed about it"[74]

In short, all of the teacher never applied collecting the anonymous papers and in the remaining minutes of class. It is caused the teacher had not time to applied or discussed about in in classroom. In classroom learning, the time was not enough. The next, there is way to monitoring the class pacing such as collect the anonymous papers and in the remaining minutes of class. Then the teacher response was:

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[70] Teacher A, interview result on 20/10/2017
[71] Teacher B, interview result on 20/10/2017
[72] Teacher C, interview result on 11/10/2017
[73] Teacher A, interview result on 20/10/2017
[74] Teacher B, interview result on 20/10/2017/

"I never used, because the time in earning were limited"[75] it supposed by the teacher B and Teacher C " we Never used it in learning, because nothing time t discussed about it"[76]

In short, all of the teacher never applied reading the questions/comments and answers or addresses them out loud to all. It is because the teacher had not time to applied or discussed about in in classroom. In classroom learning, the time was limited. So, for discussing the learning material, the teacher often pended the time for next meeting because the time allocation were not enough .

Furthermore, according to Elizabeth F Barkley, monitoring class pacing can be done by using various techniques such as individual or groups, giving students some question at least 2 question about the last material. letting students to explain more, letting students rewrite on the paper and other students give some comment.[77] From the comparison between theories and finding, teacher did monitoring face in teaching English at classroom. This strategy were complete for implementation.

c. Help students learn to self-assess

Teacher had some way to promote and helps students assessing the students self. Teacher helps students in assessing their self.   The finding were discussed below:

[75] Teacher A, interview result on 20/10/2017
[76] Teacher B, interview result on 20/10/2017/
[77] Elizabeth F Barkley , Op. Cit.

The teacher A said that" By giving homework will make students memories in learning process, for they still not understand about material, so they show the response by asking to the teachers"[78]

Next, teacher B said that "Giving some evaluation by giving the test to students based on basic competency and standard of competency, practice of English skill such as speaking. Listening, reading and writing" [79] Then, teacher C also stated that " By giving the test to students in other to know about the students understanding, by give the exercise some question both of oral and written form" [80]

That means that teacher assessed the students by giving homework. It aimed to make students repeat more at home and more understand about the material were taught by the teacher at class. Then, before it, teachers gave students some challenge to ask about that homework. In assessing, there are also teacher who served it on test form both of summative and formative. In formative, teacher gave exercise or task to students after finishing the basic competency and standard of competency, practicing of English skill such as speaking. Listening, reading and writing. Then, the teacher took the reusability for measuring the students' challenging level. It was described below:

The teacher A said that "if they had responses they will ask more ti the teacher about that material " [81] The teacher B said that " attending how far the students challenging with that material it can be said how that wanted to know about it? students had how their authensiou ? When give them some items/exercise they would

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[78] Teacher A, interview result on 20/10/2017
[79] Teacher B, interview result on 20/10/2017
[80] Teacher C, interview result on 11/10/2017
[81] Teacher A, interview result on 20/10/2017

following well."[82] Next the teacher C argued "I asked them to know how their challenging they were interested or not"[83]

In the other words, the teacher had some ways to know the students challenging level such as by checking the students' responses about that material. If students were more active, it was coded that they had interest and they also had more level of challenging in learning mainly for that material. Then, the challenging level can be showed by their participation in classroom, their spirit, and motivation in learning English. Additionally, teacher can ask them to know how their challenging is, and whether the classroom were interested or not. Next, teacher applied diagnostic learning log to determine students feel challenging in learning. It was following:

> Teacher A said that "For the first learning I give students some questions, from that I can diagnose about their understanding or ability."[84] Teacher B argued that "I did communication with them, about their ability in learning. Let students asking about the material if they still not understand. And discussing about it if the time was provided"[85] Teacher C said that" I ask them and let them to write the summary about the material or exercises" [86]

That means that teachers had way to apply diagnostic learning such as giving students some questions or exercise. From that result, teacher concluded some diagnose of the students understanding toward the material

[82] Teacher B, interview result on 20/10/2017
[83] Teacher C, interview result on 11/10/2017
[84] Teacher A, interview result on 20/10/2017
[85] Teacher B, interview result on 20/10/2017
[86] Teacher C, interview result on 11/10/2017

in teaching English. Then there was also a teacher who did communication with students to know about their difficulties and abilities in learning English. Additionally, teacher let students ask about the material if they were still not understand. After that, they did discussion about it.

On the other hand, teacher let students write one list of the main points that they understood and a second list of points that were unclear along with possible remedies for problems. It was following:

> Teacher A argued that "I analyze the students' behaviors with the environment"[87]. Then, teacher B said that" To analyze the result of study, how are they achievement? Give some question or exercise, and how far their ability, give scoring and determining the score to students and repaired some understanding (for students had not good achieving)"[88] Next, teacher C said that "analyze the students' problem in learning English"[89]

In the other word teacher had some ways to do it such as analyzing the students' behaviors with the environment. It covered about the student politeness both on learning and toward behaviors on social life. Next, analyzing the result of study, how their achievement were, wehether it needs some remedial or improvement. It depends on the result and teacher analyzed result. Then, the teacher gave score toward the students' work by respecting and caring to the learning. Teacher had ways to create it. The first teacher respects students' learning by giving the correction or scoring toward students' works. Then teacher gave a score on a satisfactory result.

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[87] Teacher A, interview result on 20/10/2017
[88] Teacher B, interview result on 20/10/2017
[89] Teacher C, interview result on 11/10/2017

Usually, teacher gave a score when students are indicated to had satisfactory achievement, and gave the scoring to students' exercised to motivate and keep their interest for following the learning process. The last, teacher analyzes the students problem in learning English. It is as a step to solve the student problem and engage them for challenging level. Then, teacher helped students gain information and insight into their own learning. It was following:

> Teacher A said that "I let students used HP or android and electronic dictionary and internet at classroom for finding the information about learning material"[90]
>
> Teacher B said that by using discussion at classroom among the students. students can ask directly what the thing they wanted to know, and the discussion on whole class"[91]
>
> Teacher C said that "I give information to students after they asking about what they want to know?"[92]

For finding information, some teachers had some ways. For example, they let students used HP or android and electronic dictionary and internet for finding the information or let students creatively for finding the material or information about learning material. In spite of, there are also teachers who used discussion at classroom with the students. It aimed to make student had some opinion and they can communicate or share the information one another. The discussion took place on small groups and

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[90] Teacher A, interview result on 20/10/2017
[91] Teacher B, interview result on 20/10/2017
[92] Teacher C, interview result on 11/10/2017

whole class. Next, the teacher explained more information from the students question. From the answers of question teacher can explore some information about it.

d. Differentiate course elements to meet individual student need

The English teacher at SMAN 1 Rejang Lebong had some way for applying the students   will feel challenging when learning English language. Mainly in challenge students who already know a portion of the material to move to new, more advanced material or more complicated. It was following:

> Teacher A said that" I make it challenging by using various method ad activities in learning. Such as implement the lintas minat. For example speech, debate based on the material for that meeting and challenged the students by using different techniques and material. It avoid the students fell boring at classroom."[93]
>
> Teacher B argued that "I give the test such as give some sentences and let students explained more about that sentences (grammar aspect)" [94]
>
> Teacher C said that "I challenged the students to know parts of material and making some questions from that I can know who from them still not understand and more understand about the material"[95]

That means that teacher make students feel challenged by using various methods and activities in learning. By using a variety of learning methods, teachers did not use the same method on nearly the same material.

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[93] Teacher A, interview result on 20/10/2017
[94] Teacher B, interview result on 20/10/2017
[95] Teacher C, interview result on 11/10/2017

Besides, it also distinguish between the teaching methods of class. the second teacher also said that teacher should use the various method and activities in order the learning process more interesting,unpredictable lesson. In choosing the material, teachers have some consideration such as about the difficulties level of material. Teacher also chose the activities based on the context of classroom situation such as on exercise, debate, correction exercised, and etc. Teachers chose activities based on the existing material and adapts to the student's ability on a regular basis and they used various activities such as on exercised, debate, correction exercised, and soon. It aimed to make students feel interesting in learning. Additionally, teacher complex applications of the material in teaching. It was described below:

> Teacher A said that " I compare the students' question and answers in the book and analyze their reason"[96]
>
> Teacher B said that " It depend of material for learning such as if about the song , teacher let students to analyze the content of it, in order it can be more interested. [97] Teacher C argued that "I used application based the material"[98]

Teacher compared the students' question and answers in the book and analyze their reason. It aimed to investigate the students understanding and disabilities in learning or in understanding the material

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[96] Teacher A, interview result on 20/10/2017
[97] Teacher B, interview result on 20/10/2017
[98] Teacher C, interview result on 11/10/2017

in learning. Teacher used material for learning such as the song.Teacher let students to analyze the content of song in order the students can be more interested. It aimed to make students more challenged in learning.

Additionally, teacher make content available through a variety of method. It was following:

> Teacher A said that" building the with their understanding. It usually used various method in one method" [99]
>
> Teacher B argued" I used some various method"[100]

That means that the teacher engaged understanding for various method in teaching. English teachers chose activities and method based on the level of difficulty of the material and selecting learning activities more easily without ease or less the difficulty level material. In using various method in teaching, the teahers used answering question, discussion, game and soon. It avoided students boring in the learning situation.

Then, teacher did not offer activities in a range of modes (for example, writing, discussing, creating), at varied degrees of sophistication. It was below:

> " I did offer it for specific time, but the teaching based on the syllabus and lesson plan" [101]

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[99] Teacher A, interview result on 20/10/2017
[100] Teacher B, interview result on 20/10/2017
[101] Teacher A, interview result on 20/10/2017

That means that all of the teacher did applied activities in a range of modes (for example, writing, discussing, creating), at varied degrees of sophistication on learning because it based on their teaching administration. Additionally, teacher replaces some or all tests with other kinds of products. It was following:

> Teacher A said that "Before offering some activities, such as writing, and discussion the teacher give more explanation before. Then let them to write down for example about text and determined the language features and generic structures. [102]
>
> Teacher B said that " by building the classroom effectively, give explanation before in front of class, monitoring the class, see the students notes are they w rite or not. Giving motivation to students mainly about score."[103]
>
> Teacher C said that" I let students to write and sometime discussion for example write sentences"[104]

Teacher had some activities, such as writing, and discussion the teacher give more explanation before. The students focus on writing about the text, the text discussed about the information of the text, language features and generic structures of that text. Teacher let students understand about it. Teachers built the classroom effectively, and teacher explained material before other activities in learning. In spite of, teacher give motivation to students mainly about achievement in classroom.

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[102] Teacher A, interview result on 20/10/2017
[103] Teacher B, interview result on 20/10/2017
[104] Teacher C, interview result on 11/10/2017

Additionally, teacher organized a physical classroom in ways that allow students to work in a variety of configurations. It was explained below:

> Teacher A said that "it not always on test format but it can applied on orally or ask answers between students and teacher and determine about the skills of students"[105]

> Teacher B argued that "using non test such as in speaking, phychomotoric score and dig the vocabularies by speaking method"[106]

> Teacher C had said that "I did not change the test and non test, but it depend on the situation and material for that meeting"[107]

At SMAN 1 Rejang Lebong, teacher organized a physical classroom in ways that allow students to work in a variety of configurations, such as give some test and non-test for determining the skill and students' ability in understanding material for learning process. By using non test such as in speaking, phycomotoric score and dig the vocabularies by speaking method. It was as an effective way to know they weakness and strangeness. Then, in giving test and non-test, it should match with the situation and condition

Teacher also used ttechnology, media, and traditional materials in a creative way to offer a wide variety of tools to support learning. It was following:

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[105] Teacher A, interview result on 20/10/2017
[106] Teacher B, interview result on 20/10/2017
[107] Teacher C, interview result on 11/10/2017

Teacher A said that "teacher always used test but just asking for the first meeting when the check students' attend list."[108] Teacher B said that " I will check the students read the task before. Such as based n the students' attendant list, and answers the questions on randomly. [109]

Additionally, teacher C said that" I give question to students and let other students to response it. [110]

At SMAN 1 Rejang Lebong, teacher always used test but just asking for the first meeting when the check students'' attend list randomly. It aimed to test students understanding in learning, their abilities or skill in learning English.

Additionally, according to Elizabeth F Barkley the difference course elements to meet individual student needs by following: challenge students who already know a portion of the material to move to new, more advanced material or more complicated, complex applications of the material. It focused the efforts of students for whom the material is new on building a solid foundation,. It makes content available through a variety of method. It offers activities in a range of modes (for example, writing, discussing, creating) at varied degrees of sophistication. It replaces some or all tests with other kinds of products, organizing a physical classroom in ways that allow students to work in a variety of configurations (individual, small-group, or whole-class work), using technology, media, and traditional materials in a creative way to offer a wide variety of tools to support

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[108] Teacher A, interview result on 20/10/2017
[109] Teacher B, interview result on 20/10/2017
[110] Teacher C, interview result on 11/10/2017

learning.[111] From the comparison between theories and finding, teacher did differentiate course elements to meet individual student needs in teaching English at classroom. This strategy were not complete for implementation. Because there was indicator uncompleted such as replace some or all tests with other kinds of products.

e. Use scaffolding to provide assistance for complex learning.

This aspect is applied in learning English. Teacher carried out the skill while students observe or provide examples that students can imitate, such as completing projects or solving problems. They were discussed below:

> Teacher A said that " In listening I give a song (fill i the blank or items). For writing after discuses about material or text. Next I give some question or items and let they write a paragraph or text by following language features and generic structure" in speaking I let them to speak and express some opinion or idea (speaking product), in reading I give a text, let then to read and find the difficult words from the text., and answers the question based on the text. [112]
>
> Teacher B said that " in writing I let students to write and assess their work based on the grammatical aspect about text, generic structure and language features. In speaking I see their pronunciation and how they answers by using appropriate vocabularies. In reading I give the text add let them to find out the mind idea, topic and conclusion of the text. In listening the teacher give a passage or song lyric and analyze the content and filll the blank"[113]
>
> Teacher C said that "in reading, it focuses on the reading comprehension of the text had been read by them, in speaking I let

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[111] Elizabeth F Barkley , Op. Cit.
[112] Teacher A, interview result on 20/10/2017
[113] Teacher B, interview result on 20/10/2017

them to dialogues. in reading I give a text, let then to read and find the difficult words from the text., and answers the question based on the text.[114]

Based on finding, teachers engaged the skill for example: In listening, teacher give a song (fill i the blank or items). In writing, after discusing about material or text, the students write a paragraph or text by following language features and generic structure. That means that it focused on the product of writing. In speaking, teacher let them to speak and express some opinion or idea (speaking product), both on dialogues, seeing their pronunciation, and how they answers by using appropriate vocabularies. In reading, teachers gave a text, let then to read and find the difficult words from the text, and answer the question based on the text.

Additionally, teacher talk through the thought processes would engage in as carry out the task. It was following:

Teacher A said that "When teacher forgot, I asked to them (students), and give that question for one of them, if it still wrong, the teacher choose the other students"[115]

Teacher B said that " I discussed it to the students to know how their ability and understanding. By discussion all of students were covered on classroom"[116]

It supposed by the teacher C "I always discussed it to students in other they can replay what their understanding for that material"[117]

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[114] Teacher C, interview result on 11/10/2017
[115] Teacher A, interview result on 20/10/2017
[116] Teacher B, interview result on 20/10/2017
[117] Teacher C, interview result on 11/10/2017

That means that teachers asked them (students), and gave one question for each of them. If it was still wrong, the teacher chose the other students. Then, teachers discussed it to the students to know their ability and understanding. By discussion, all of students were covered on classroom. It aimed to make students more understand about what teacher had teach to students. Then, teacher discussed with students which area needed support and which mistakes are likely to occur.

Teachrs also broke down an activity into smaller parts or provide prompts and cues. Breaking down a complex process into smaller procedural steps or highlight important aspects of a project. It was following :

> Teacher A said that "I did not Break down an activity into smaller parts or provide prompts and cues[118]
>
> It was supposed by the teacher B "i did used it"[119]
>
> Whereas the teacher C said that "I break the activities for example give clues for them when give the individual and groups task. [120]

That means that both English teachers did not break down an activity into smaller parts or provide prompts and cues. However one of them did it when determined the groups and giving that task.

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[118] Teacher A, interview result on 20/10/2017
[119] Teacher B, interview result on 20/10/2017
[120] Teacher C, interview result on 11/10/2017

Furthermore, teachers completed the task, asked them to discuss their work with peers in order to obtain guidance and suggestions. It was following:

> Teacher A argued that "I give the time to discussed about that task, let them to make group, offer them the time and inform the resource such as internet, newspaper and library. Giving the response toward the content of material/task to know about their mistakes [121]

> Teacher B said that "make learning groups, all of them had task, or project task as their homework. They can use social media as a resource"[122]

> Then, teacher C said that " the first time I ask them to make group, I let them to explained more about the material for that meeting'[123]

> In short, teacher gave time to discuss that task, let them to make group, offered them the time and informed the resource such as internet, newspaper and library. Teacher made learning groups, all of them had task, or project task as their homework.

Based on the finding and theories on the Elizabeth F Barkley, there were some sub indicators which were not implemented by the teacher at SMAN 1 Rejang Lebong, such as in monitoring class pacing, they did not write them on a piece of paper. Then, teacher did not collects the anonymous papers and in the remaining minutes of class. For Different course elements to meet individual student needs, teacher did not did complex applications of the

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[121] Teacher A, interview result on 20/10/2017
[122] Teacher B, interview result on 20/10/2017
[123] Teacher C, interview result on 11/10/2017

material. In using scaffolding to provide assistance for complex learning, both teachers did not break down an activity into smaller parts or provide prompts and cues although breaking down a complex process into smaller procedural steps or highlight was important aspects of a project. In can be concluded that those strategies were not maximal for school. [124]

From the finding and discussion, it was found that implementations of strategies were not perfect. The teacher did not apply discussing with students which areas the support is needed and mistakes are likely to occur, breaking down an activity into smaller parts or provide prompts and cues, and before students have completed the task, asking them to discuss their work with peers in order to obtain guidance and suggestions

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[124] Elizabeth F Barkley, Loc.Cit

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. Teachers strategies in ensuring students feel challenged in Learning English at SMAN 1 Rejang Lebong are assessing students' starting points, monitoring class pacing, helping students learn to self-assess and using scaffolding to provide assistance for complex learning.

2. The teachers' the implementation in ensuring students feel challenging in Learning English at SMAN 1 Rejang Lebong are 1) to assess starting points to ensuring the students still on the optimal zone, some teacher did some preparation and monitoring by arranging the learning process from the opening while teaching and closing classroom, ensuring the classroom cleaning did diagnostic test on daily exercise, midterm and others. 2) To monitor class pacing, English teachers organized effective classroom by giving individual work, monitoring the class pacing by giving students some question toward the material and letting the other students answer that question., and giving some change for students give some opinion and responses to the the friend who asks question at classroom. 3) To help students learn to self-assess, teachers assess the students by giving homework. It aimed to make students repeat more at home and understand more about the material taught by the teacher at class. Teacher analyze the students' behaviors with the environment, analyze the result of

study, and give score toward the students' work. For finding information, some teachers had some ways. For example, letting students used HP or android and electronic dictionary and internet for finding information. 4) To differentiate course elements to meet individual student need, teacher make students feel challenged by using various method and activities in learning. Teacher had some activities, such as writing, and discussion in which the teacher give more explanation before. The students focused on writing about the text, and the text discussed about the information of the text, language features and generic structures of that text. 5) To use scaffolding to provide assistance for complex learning, teachers asked them (students), and give that question for one of them. By discussion, all of students were covered on classroom. It aimed to make students more understand about what teacher teach to students. Then, teacher discussed it with students in which support is needed and mistakes are likely to occur.

B. Suggestions

1. For SMAN 1 Rejang Lebong

    SMAN 1 Rejang Lebong should advise the teacher in order to make them get the description toward how to encourage the qualities of English learning and the program of English activities.

2. For Students

It let students improve their effort to find out information. Nowadays, there are many media to make students active in learning English and can be used as strategies for teaching English mainly for ensuring the students fell challenging. If the students fell challenged, they will increase their achievement in learning English.

3. For the next researcher

The next researcher should conduct more research in this area. The writer hopes that, the other time, the researchers can investigate more about the strategies for ensuring the students fell challenging at SMAN 1 Rejang Lebong

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