

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter described the research findings and discussion of this research related to the research problems. Data obtained by researcher from the field is the data from observation and interview. Before presenting the findings of the study, the description the setting of study was needed to be presented.

A. Data Presentation

Data presentation was the way to presents the data that collected by the research. The data has presented in form of narration. In this research, the main data was transcript of interview with an English teacher and students of SMAN 1 Kampak Trenggalek and lesson plan from that teacher. Based on the result of observation that conducted from 12 march until 26 march 2019 and interview to the subject of the study, the followings were presented the findings of the day.

1. The Data From Observation

Observation was conduct on Tuesday 12th and 19th March 2019. From the observations, the researchers saw the conditions in SMAN 1 Kampak and students teaching and learning activities especially in English lesson. The researcher saw English language learning in the classroom. The frequency of the observation was related to the topic taught in the class. The researcher followed the class from the beginning until the end of the class. In the first coming, the students were quite confused about my coming. Fortunately, Mrs. Eni Istanti explained to them about me and what the researcher do. She also

gave me time to introduce myself to the students. Later, the students were very cooperative. The researcher sat at the back row, so the researcher could watch everything. In the first observation, the researcher felt bored in class. There were many things to be observed and to be recorded.

Picture 4.1: Table of Observation

Opening Activities	<ul style="list-style-type: none"> • The teacher greeted the students using English • The teacher checked the attendances list • The teacher wake the students interest by asking question about their daily life. • The teacher also explained the material that would be learned at the meeting about future tense. 	
Main Activity	Observing	<ul style="list-style-type: none"> • The students are asked to read the book silently • The teacher explained the definition of future tense • The students pay attention when the teacher was explained
	Questioning	<ul style="list-style-type: none"> • The teacher guided the students, so that they would ask a question about conversation or vocabulary especially how to make the sentence about future tense that had been discussed in it.

	Exploring	<ul style="list-style-type: none"> • The students also explored the material in the handbook. They discussed it with their seatmate. • When there is a part of the material which is they had not understand, they would ask to their teacher
	Associating	<ul style="list-style-type: none"> • The teacher requested to the students to make a group, one group consist of two people • Every group should make the dialogue about future tense by instruction in the handbook
	Communicating	<ul style="list-style-type: none"> • After the students have done make the dialogue, the teacher asked to the students to present their dialogue in front of class
Closing	<ul style="list-style-type: none"> • The teacher evaluated students performance • The students with the teacher concluded what they had been learnt today • They concluded about future tense • The students also asked a question if they did not understand about the material • The teacher closed the meeting, before the teacher close the meeting, the teacher tells to the students about material next meeting • The teacher closed the meeting by saying hamdallah together 	

2. The Data From Interview

The interview was conducted on Tuesday, 12th and 26th March, 2019 in SMAN 1 Kampak Trenggalek. Actually this research was aimed to know the English teacher of student perceive the students need in learning English and find out the implication to those teachers teaching strategies. The researcher gets the data by observation and conducting an interview to 10 students as the representative of each Multiple Intelligence. Every students' given the similar question that could answer the research question and fulfill accomplish the goal of this research.

The interview guide was divided into three parts. Those four parts were introduction, learning need, and teaching strategy. The data that have been collected by the researcher were as follows:

a. Introduction

The first part of interview guide is introduction. The teacher that has been interviewed was Mrs. Eni Istanti S.Pd. she was be an English teacher in SMAN 1 Kampak Trenggalek. According to her explanation, the researcher asked about the profile of the school. After that the researcher asked about the English learning that occurred in the school. How students' response and English language teaching that has been presented and what strategies are used by the teacher in teaching English. From the interview, the researcher obtained the data that the teacher often used the media in English learning in the

classroom. The teacher sometimes use projector to make it easier to convey material to the students, sometimes when material such as Narrative text the teacher tells students to retail the story in front of class to practice their vocabulary. English teacher also say used media in classroom learning can make students response more to the material taught. With the presence of media such as LCD, students are more enthusiastic about learning until the end, because the presence of interesting learning media makes the learning process does not stressful and teacher must also be smart to use strategies and methods in teach the students in class.

Dari interview dengan guru bahasa inggris, bu Eni Istanti berkata:

“Media serta strategi pembelajaran itu sangat membantu saya dan siswa untuk memudahkan dalam pembelajaran bahasa inggris di kelas. Dengan adanya media yang menarik, siswa yang biasanya bolos sekolah sedikit berkurang karena guru dapat membuat susana kelas tidak membosankan dan malah mengasikkan”.

b. Learning need

The second parts of interview were learning need. In this case, the researcher ask to the teacher about the information related to the need of learning to implement the target need that have been proposed before. Learning need itself was deal with the knowledge and abilities that required by the student to perform the degree of competence in the target situation. To find the English language teaching practice in

classroom, the teacher should know the provided knowledge with all of the existing source that influence it.

The next information was students' English mastery. The students of IPS 3 have various level ability in English. Some students have good ability, but the others have standard ability. Even though they were not good enough in English, but they have tried to understand the material explained by the teacher. Students were excited when the teacher asks them to make a group discussion. Through this activity, the students have the opportunity to develop their idea and convey them to the audience. They look enjoy although they must strive to express their ideas due to the lacks of speaking ability. They always hold the dictionary and write down what they could say in advance. To face this situation, she was applied various technique and method in English language teaching. Through this way, the teacher wants to make the student interesting to learn English.

c. Teaching Strategy

The last part was identified the teaching strategy through the interview. The first question was deal with the goal of teaching English. The teacher said that the main goal of teaching English was helped the students to communicate in English. There was no difference goal among the department in senior high school of SMAN 1 Kampak. Because the materials were depend from syllabus. The

materials that should be taught are stated in syllabus in form of basic competence. The goal was aimed to reach the purpose of learning a language that is a form of communication. It is not consider on the learning need.

In English language teaching practice in classroom, she has presented the material in various ways. It was depended on the type of material and the situation of teaching and learning process. In presenting the material, the teacher not only depend on textbook. Sometimes she adapted the material for other sources. Two major sources for collecting the material have derived from textbook and internet. The reason for choosing internet is that internet haves been a familiar thing for us at the present. The students also might improve their ability through browsing material in internet under the guide of teacher.

In English language teaching and learning process she has been accustomed to use a various media to attract the student interest. SMAN 1 Kampak itself already haves some media, such as LCD and tape recorder as form of teaching media. This teacher usually use laptop and LCD in her teaching and learning process, and sometimes she used with board to teach grammar and structure.

B. Research Finding

1. Stage in ELT Practice in Classroom

There are three stages in English language teaching practice in classroom. The first step is opening activity, the second is the main activity and the third is closing activities. Main activity is included of observing, questioning, exploring, associating and communicating. All these stages are used by the English teacher in SMAN 1 Kampak Trenggalek.

In this part, the researcher examined the data about ELT practice in classroom of the first grade students of IPS 3. The researcher described the data which are found in the field based on the result of observation, interview, questionnaire and also documentation. The English language teaching practice describe in several part, such as there are method of ELT in classroom, the material, the media (LCD, and game) and teacher and students role. It covers the method was used and activity in class SMAN 1 Kampak.

The first steps research, the researcher did observation in the first grade students' of SMAN 1 kampak Trenggalek, the researcher interviewed with English teacher about strategy used in English language teaching in classroom. The researcher also asked how to condition the class well and how reaction of students when it gets English lesson in class and method are used in teaching English. And then the researcher invited to go to classroom with Mrs. Eni Istanti as the English teacher to see the condition of this class.

After entering into the class the teacher allowed the researcher to sit on the back of the classroom to observe the teaching learning process. The

teacher starts the lesson by reviewing the materials in the previous week by way of asking to some students. The teacher then turned on the projector and display the material will be described. The English classroom in this meeting study about future tense. The teacher first explains the definition of future tense and the teacher also explained function of future tense in day in life. The teacher also asked to students whether they already understand with material has been described.

The teacher gave example how to create a dialog about future tense in the whiteboard. When the students had understood how to make a dialog, the teacher asked for students to make a dialogue about future tense. The teacher also gave the opportunity to some students in front of class to read dialogue and corrected by another friends and teacher. The teacher emphasized on the students that pronounce must clear. And the end of the lesson, the teacher gave a correction on some mistake made by students particularly in pronunciation and how to made future sentence correctly and the teacher also provides a closing lesson on topics that have been studied today. The teacher also gave homework to the students to make dialogue about future tense in the group with her friends.

After the teacher gave most of his time in the classroom, the researcher prepared a questionnaire to be distributed to all students who are in this class. This questionnaire contains about the students' interest toward English lesson and how much the students has mastered English lesson. The students should answer the questionnaire according to ability in English lesson. With the

results from the questionnaire and interviews, the researchers can see how enthusiastic students on the English lesson and what the problems faced by students and whether the learning process in classroom goes well.

In the class the researcher views English language teaching that lasts. The researchers also see and observe the response of the students when the teacher explains the material. The researcher saw there are a few students pay attention and there are also some students who do not pay attention and they crowded themselves. When explaining the material the teacher also asks question to the students are they understand with material is described. When there are some students who still have difficulty with the material, the teacher explains again until the student felt sufficiently understanding, so that the learning process becomes smoothly.

The researcher felt the conditions of the classroom have begun to be conducive. The condition of conducive learning is achieved if the teacher is able to create warmth and enthusiastic for students through the strategies owned every teacher, so intertwined atmosphere fun to achieve the learning goals. The teacher can create calm classroom atmosphere and the learning process smoothly. The students also can receive the material from the beginning up to the end of the lesson.

In English language teaching in class, their teacher use several strategies, one of which is that the teacher encourages students to communicate in English in the classroom, the teacher must make students actively participate in the class and always take advantage of opportunities to

practice with classmates, the teacher must have clear goals in learning English. With a variety of learning strategies it is expected that students do not feel bored and can overcome the problems of students who only match certain types or types of learning.

2. Students Response Toward ELT Practice in Classroom

In the class, all aspects of learning met and to proceed between the teacher with students. And the task of teacher mostly occur in the class is teaching students to provide the condition of learning that affective and conducive. Condition of the class that conducive can be accomplished if the teacher capable of creating warmth and enthusiastic against the students through strategies owned by every teacher, so it can be reached the learning objectives desire. From the interview with English teacher Mrs. Eni Istanti Said that :

“menciptakan kelas yang kondusif di kelas melalui prinsip kehangatan dan keantusiasan itu sangat penting. Cara yang biasa dilakukan oleh para guru yaitu menggunakan pendekatan terhadap siswa, memberi motivasi dan juga antusias terhadap tugas dan aktifitas siswa selama proses pembelajaran sedang berlangsung”

- a. The materials used by the teacher in English language Teaching at the first grade students of SMAN 1 Kampak

The observation and interview English teacher was done on Tuesday 12th March 2019. From observation students and interview English teacher, the researcher gets some information and students data. In the next week the researcher do research on 19th and 26th March 2019. In this study, the researcher entered to the classroom again to see

activities of students in learning English and learning process as well as how the response of the students when get lesson in classroom.

The teacher uses the material to developed the students ability and knowledge and hopefully, it should help the students to understand the lesson easily. The English classroom in this meeting study about future tense. The teacher managed of class during process teaching and learning in class.

b. Media used by the teacher in English language teaching at the first grade students of SMAN 1 Kampak

Based on the observation and interview with the English teacher, the researcher found that there are some media used by the teacher in English teaching. The use of media is very needed to teach the purposes of teaching and learning and it should be various. The use of media can be increase the probability that the students will learn more and the knowledge can be retain in their mind. There are some media used by the teacher in English teaching:

1. Multimedia Projector

One of media that the teacher used in English teaching is projector. The teacher used projector to teach and to easily students in catching material of teacher. The teacher can deliver a topic not only verbally but also visually that is much supportive for the students to give more concentration in the class. Using projector sometimes distracts students' interest to follow English lessons.

The teacher can make use of power point presentations, image as teaching tools through the use of projector. With the use of projector in the classroom, students can take better notes with the ability to discern what information the teacher display is most useful to them. While based on the interview, the teacher said that:

“saya menggunakan proyektor untuk menjadikan kelas menjadi lebih menyenangkan. Karena siswa merasa bosan ketika saya memberikan penjelasan yang terlalu panjang, tetapi jika saya menggunakan proyektor serta menyajikan materi yang lebih unik dan simple mereka menjadi lebih memperhatikan pelajaran” (interview with Mrs. Eni Istanti on Sunday, 11th March 2019).

2. English Book

English book is one of media that use by the teacher. English book is very needed by the teacher and also by the students. English book contains the material that the teacher uses in teaching. The book is an important medium in English lesson, where each students can find out about the overall material being taught in a period of pursuit for example in one semester. The students also read the material before starting the lesson and can review what has been taught.

The English book can be LKS or students supplementary book from the other. English book facilitated the teacher in delivering learning materials and also facilitated the students in repeat the lesson or learn new lesson because it can be taken home. Based on the interview with the teacher and students, the students said that:

“kadang-kadang guru kami mengajar menggunakan buku paket mbak” (interview with students on Tuesday, 19th March 2019). Beside

the teacher said that : *“iya selain menggunakan LKS dalam mengajar saya juga menggunakan buku paket, karena di buku paket lebih lengkap dibandingkan dalam LKS”* (interview with Mrs. Eni Istanti on Sunday, 11th March 2019).

3. Video

Based on the interview, the teacher also used video to teach English. With the presence of video, the students become more familiar with the material presented by the teacher through implementations of a movie that is being played. On that day the teacher shows video, that is about cartoon or video about fairy tale. As the researcher found on the interview, the teacher said that:

“iya mbak terkadang saya menggunakan laptop untuk menampilkan video seperti kartun ataupun cerita dongeng kepada siswa, setelah itu saya menyuruh mereka untuk menulis dan menceritakan ulang apa yang telah mereka lihat”(interview with Mrs. Eni Istanti on Sunday, 11th March 2019).

The teacher sometimes used media such as video to teach in class. The influence of media such as video will be more quickly entered into humans than other media. Interspersed with videos that are displayed can make students become more enthusiastic in paying attention to the lesson in classroom. This process can make it easier for the students in understanding the lesson and it is also easy to practice it, because videos can affect the human thoughts and emotions.

Then the benefits for the teacher make it easier to deliver the material and can be repeated at anytime with the same material and the same learning. From the many benefits that can gained from using

video as a medium of learning, it is very evident that the teacher can take advantage of the video that is used as a learning medium.

Next researchers conducting cross-check by interviewing four students for the validity of the information and the level of the reliability of the data obtained from key informants.

Based on the interview result with them, students 1 (Tuesday, 26th March 2019) states that:

“sejauh ini kita saat diajar oleh bu Eni sudah mengerti, tetapi kita masih kesulitan dalam memahami pelajaran bahasa Inggris karena di sekolah tugas kita terlalu banyak, tidak hanya dari pelajaran bahasa Inggris. Tapi Mrs. Eni always mengajari kami dengan sabar, lucu, ceria, dan penuh senyum. Apalagi pelajaran bahasa Inggris di siang hari selalu datang pada waktu setelah istirahat sehingga banyak dari kita yang mengantuk selama di kelas, karena itu Bu Nila selalu mengajar dengan canda diselingi sehingga tidak membosankan.”

Meanwhile Subjects 2 (Tuesday, 26th March 2019) also states that:

“Sebenarnya saya suka cara Mam Eni dalam mengajar pelajaran bahasa Inggris, karena gurunya sabar dan menyenangkan. Cara mengajarnya tidak terlalu tegang, dalam menyampaikan materi diselingi lawakan tetapi mudah dimengerti. Tetapi ketika diminta membaca, apalagi diminta maju kelas untuk mengerjakan tugas / pertanyaan, setidaknya saya tidak suka kak, karena saya malu, apalagi kalau jawaban saya salah.”

The explanation from Subjects 3 (Tuesday, 26th March 2019) states that:

“Guru saya biasanya membuat kuis secara mendadak, bagi siapa saja yang ingin maju ke depan kelas untuk menyelesaikan kuis, sehingga akan menerima nilai tambahan, jadi kami lebih antusias untuk belajar bahasa Inggris.”

While according to Subjects 4 (Tuesday, 26th March 2019) states that:

“sebenarnya saya masih kesulitan dalam mengafalkan kosakata bahasa inggris tapi saya tertarik saat mengikuti pelajaran karena kadang guru kami menggunakan media pembelajaran yang menyenangkan.”

Based on the statement above, the researcher can conclude that students' response to study English has begun to rise, although there are some students still less because of it was caused some of the students are still in the enrichment of English vocabulary so as barrier to study it. From the result of observation, the researcher saw that despite some students less to study English, they do not give up to learn more enterprising again.

3. The teacher and students' problem in ELT Practice in Classroom

Based on the observation and the research students of SMAN 1 Kampak, there are some factors that make problems in English learning process toward the first grade students of X IPS 3. They are from the teacher, and from the students. The problem factors are as follow:

1. The teacher

The first problem can be derived from the teacher itself. In the process of teaching in class, often the teacher confront of the problems that arise of the environment and the students. The problem make the teacher can't teach their students effectively. The teacher problem in motivate the students and condition of the class. The teacher problem describe as follow:

a. The teacher have problem in motivated the students

Sometime the teacher have problem in motivated the students. Based on the observation, the researcher found that the teacher always tries to motivate the students, but sometimes the teacher felt hard to motivate the students. The students sometimes do not listen and follow

the lesson well. So, some of the students became lazy in learning English.

b. The condition of the class

Sometimes the teacher got difficulties with conditions in the classroom. This is influenced by several factors. Based on the observation on Tuesday, 19th March 2019 touch by Mrs. Eni Istatanti, the researcher found some of the constrains in condition class. The teacher was difficult to control the class. The constrain faced such as, the students busy themselves when the learning process is ongoing.

On the other hand, based on the interview with the teacher said that: *“anak-anak itu kadang suka bermain sendiri dan tidak memperhatikan saat pelajaran sedang berlangsung, tapi saya harus tetap biasa mengkondisikan kelas agar pelajaran biasa berjalan lancar”*. (interview with Mrs. Eni Istanti on Tuesday, 19th March 2019).

2. The students

The second problem can be derived from the students. From the research of the First grade students of SMAN 1 Kampak, there are some of the problems that the researcher found in learning process teach English, so that students less interested in learning English. This is due the factor level of mastery English is different for every students. The problem faced by students described as follows:

a. The students felt hard to learn English

One of the complain that often happened when English studied on the students are trouble them to speak English. Based on research in the class and interview the students, the researcher found that some of

students feel hard to learn English because the students consider English difficult to comprehend because diversity is different. Some students assume that English is difficult and hard. The lack of vocabulary owned by students and do not use of grammar. As a result, they missed class and when they attending in class it's not because they want to learn English, but perhaps because they feel of failure.

The students feel hard to learn English because sometimes the students' doesn't know the meaning of a word in Indonesia or they feel hard to memorize vocabulary. Based on the interview result with them, student 1 said:

"bahasa inggris itu cukup sulit mbak, karena bahasanya susah untuk dipahami"(interview with students on Tuesday, 26th March 2019).

Meanwhile Subjects 2 (Tuesday, 26th March 2019) also states that :
"sebenarnya saya suka dengan pelajaran bahasa inggis, tapi saya masih kesulitan dalam menghafalkan kosa kata, jadi kadang masih kesulitan dalam menangkap ucapan dari guru saya."

While according to Subjects 3 (Tuesday, 26th March 2019) states that:
"kadang bahasa inggris itu menyenangkan saat guru kami menggunakan media pembelajaran yang menarik, tapi saya masih sedikit kesulitan dalam menghafal kosa kata serta membuat kalimat bahasa inggris"

Sorting out some students from first grade IPS 3, they assume that English lesson is difficult to understand. A lot of problems and complaints expressed by those who find it difficult to learn English language and this make them bored and reluctant to follows in learning in the classroom.

From the observation that researchers did, the researcher also saw that there were some students who did not listen when the teacher was explaining there were those who did not take lessons and they are cool paying outside the classroom sometimes some students go to the canteen when learning takes place.

b. Class environment

The students prefer like to chat or play with their friend during the lesson. The classroom condition also hampered them in learning English in class. One of the inhibiting factors in English language learning is not less important is the facility in learning. Because the facility is a medium that can be used by students in learning so that students more intensive to practice in class.

4. Solution for the teacher and students' in ELT Practice in Classroom

a. For the teacher

Every teacher taught the English lesson is felt easy, but it's hard for the students. Therefore, how to the teacher so that the English material given acceptable students well with a maximum and response was positive of the students in class. A teacher wanted students learners feel enjoy in learning process, feel happy against the material in convey with the right method. Before giving the material, the teacher should start by warming up like game, song, according with the theme of English language learning that is being studied.

The process of teaching subjects in English feel monotonous and bored if the teacher who taught minimal creativity, and less master the methods of English language teaching. Therefore, teachers should familiarize students to pronounce English and familiarize the students answer the teacher's questions in English, like: "*who is absent today ?*" "*what is the material today?*" "*clean the blackboard!*" "*do you have any homework?*" and etc. So that the students get used to hearing the phrase from the teacher and they respond well.

Based on the interview the teacher said that:

"kadang saya dalam mengajar menggunakan beberapa cara seperti menggunakan lagu, teka-teki, permainan serta gambar yang menarik agar siswa tidak jenuh di dalam kelas" (interview Mrs. Eni Istanti as English teacher on Tuesday, 26th March 2019)

It is very important for the teacher to apply English directly, namely the scaffolding of the talk where the students are familiar with the English expression. The teacher must have the creativity, the teacher must be good at applying the right method in teaching. If the students already felt comfortable and happy with the way the teacher in teaching, of course the material that has been the teacher conveys to the students was well be received.

b. For the students

One of the complaints that often occur in the students when get English lesson that they are not able to speak English. As a result some students become lazy to follow the lesson or even crowded themselves in the classroom when lessons take place. For the students who have trouble

speaking English, solution is the first to do is the will of students themselves to learn more enterprising again. How to cope with of another trouble is to read books, it can be done by students to train the ability to speak English. Looking for the books in English, read it until completed. Try to read to speak out, with the sound could foster a sense of self confidence within you. Frequently listen to English language music or movies in English then imitate and say loudly.

From the problems were found, there are some alternatives that might be able to overcome these problems, such as when the students consider English it difficult and it's hard, then it should the teacher explained that the English is not difficult. If the students to learn earnest, doing exercise, then by itself they could be familiar with the questions given, ranging from the easy to hard, and naturally the students understand in English learning.

C. Discussion

1. Material used by the teacher in ELT Practice in Classroom

According to Hardjono (1998: 93) there are some functions of instruction materials, those are as the medium of information, to stimulate the students interest, to develop the students ability, and to illustrate the things to the students. Teacher has responsibility in the choosing the material. Before choosing the right material, they are supposed to consider the factor especially for the suitability of their class.

There are some materials that the teacher used in English language teaching in class of the first grade on a class of X IPS 3 SMAN 1 Kampak, one of them is future tense. Before begin of the lesson, should be a teacher setting up a set of learning process that no trouble in teaching English in class. Material in teaching occupies a very important position of the overall curriculum, which should prepare for the implementation of learning achieve the target.

The teacher while teach used the lecture method and also use LCD to be used as learning medium. The first thing the teacher does is to re-explore the material that has been studied and related to the material that will be studied at the time about future tense. After that the teacher could explained definition of the future tense itself.

From observation that the researcher saw, the teacher while teaching used the lectured method and also used projector to be used as a learning media. The first thing a teacher does is to re-explore the material that has been studied and related to the material that could be learned at the time about future tense. After that the teacher explain the definition of the future tense itself. If the students understand the meaning of future tense, their teacher continued to makes the sentences about future tense.

The researcher saw the English language teaching and learning process that happened that took place in the classroom went quite smoothly. Students follow and pay attention to the teacher direction

when the learning process is taking place. Even though there are still some students who do not pay attention, but the class can still be conditioned by their teacher. The researcher assumed that the students are able to capture explanations from the teacher and students also ask questions from material that they do not understand.

2. Media used by the teacher in ELT Practice in Classroom

Based on the observation, the researcher found that there are some media that teacher used in English teaching. The media that used by the teacher at SMAN 1 Kampak such as film, picture, and English book. The used media depend on the material of the lesson. Brown (1977: 2-3) defines that media as the tools or the physical things used by the teacher to facilitate the instruction. The media also be used as a tool to present a message and stimulate the students to learn and can stimulate thought and interest the attention of the students against the material taught, so that the learning process going smoothly.

The researcher thinks that the use of media in teaching learning process is very important, because media is the components of learning material and equipment includes used for teaching. Besides that the media could attract and direct the attention of the students, so that it can lead to motivation to learn. There would be better for the teacher to always combine some media in teaching in order to make the students interest and make the students not feel bored in English learning process.

The media invited the probability that students learn more and the knowledge learned retain better in their mind. In choosing a media of learning, the teacher to adapt to their needs, the situation and condition of each. Accorded to the teacher how they can developed exact seen from the contents, an explanation the massages and the characteristic of students to determine the learning media.

The researcher saw when the teacher used learning media as teaching material in the classroom, students become enthusiastic to take part in learning. Students also enjoy and pay more attention when the teacher explains in front of the class. There are several media that are often used in teaching and learning processes by teachers at SMAN 1 Kampak, from the researcher saw during the research in X IPS 3 classes such as using a projector and displaying power points or a film.

3. Method were used in ELT Practice in Classroom

In learning a language especially a foreign language, it was needed method in order to increase the students' language ability. The method was a way used by the teachers to implement plants that have been prepared in the form of real activities to achieve learning goal. The method of English language teaching could support the improvement of students' ability. By using an interesting method of teaching English, it made the students attracted to be active in the class. As defined by Usman (1990:7) that to be able to manage the process of

teaching and learning, they had to have strategies and methods to do that.

The teacher adjusted the method and the activities to suit the students' need then it was used when teaching English in the class, the teacher have an important role in developing of their students. The abilities processed by the students also different, so the role of a teacher was to be able to adjust the best method for the students. The method commonly used by English teachers In SMAN 1 Kampak Trenggalek was Direct Method, Communicative Language Teaching, and Silent Way. The three methods emphasized on the process of interaction, communication, and students' activeness and it was according to the abilities of students of SMAN 1 Kampak Trenggalek that were active and communicative in classroom.

1. Direct Method

The direct method is the method used by the English teacher of SMAN 1 Kampak, the teacher use English to convey the material taught. Students would have captured the process of acquiring English through listening, and speaking conducted by the teacher directly to them (Larsen & Freeman 2000). As stated in the article by Alek (2014), the concept of a direct method in teaching English, that the teacher has the role of giving an example or as a model to students about doing something, and students are not only required to know but also able to apply that knowledge into real actions.

2. Communicative Language Learning

In this method, the process of interaction and communication was emphasized because the teacher directly interacts with students using English. The purpose of CLT itself was that students have competent communication skills. As defined by Richard and Rodgers (2001) they are defined as communicative competence is an approach in teaching foreign languages that emphasized on the concept of interaction, both in the process and the purpose of the learning process. CLT was founded on the theory of language as communication and targets to advance students' communicative competence. Variety techniques and teaching models contained in the Communicative Language Teaching method could help the process of teaching English which is appropriated to the situation and location as suggested by Febriyanti (2017).

3. Silent Way

The silent way is an English teaching method used by the English teachers of SMAN 1 Kampak. This method emphasized on the activity of the students and students' thinking, so the students were required to think actively and critically (Larsen & Freeman 2000). In teaching English used silent way method, as explained by Prihatini (2014) in her thesis, students are required to be independent in learning process, and this method encourages and shapes student responses, therefore the class becomes active.

4. Students Response toward ELT Practice in Classroom

From the research that has been done, researchers can describe how students response toward English language teaching practice in the classroom. The researcher has collected students' data from interviews and questionnaires. There are a number of students' opinions about the English lessons they have received while in class. Student responses to the process of English learning are explained as follows:

a. Students' response about English language teaching

Based on questions number 1, question in questionnaire showed that some of the students of IPS 3 were quite happy with English lessons. Most students assume that English is easy to understand. The material explained by their teacher is easy to understand because sometimes the teacher uses unique methods and strategies in teaching in the classroom. Students also like when teachers teach sometimes interspersed with games and watching movies and learning becomes more easy going.

In question number 2, 18 students of IPS 3 choose often enough to pay attention to the teacher when their teacher explains the lesson in class. Students consider their teacher very patient and the material taught is easy to understand. They are also happy because the teacher never discriminates between smart students and less intelligent students. Question 3, 13 students choose often enough face difficulties in learning English. Most of them have difficulty to memorize vocabulary and making tenses. Some of

them also still have difficulties in English pronunciation or when capturing teacher explanations when their teacher speaks English.

Question 4, 15 students choose quite often to ask questions when faced difficulties in understanding English lessons, but they are not afraid to ask the teacher when they faced difficulties such as the difficulty of making a sentence of tenses or difficulties in using grammar. Question number 8, 14 students choose quite often, some students perceive that their teacher quite often creates a pleasant atmosphere when the lesson is taking place. Sometimes their teacher makes a learning media that is liked by their students. So the learning process is not too stressful.

Question number 9, 20 students choose quite often, the teacher often uses various methods when learning takes place. With the presence of various methods, students are more enthusiastic in taking lessons and do not feel bored in the classroom. Teachers must also be creative in making methods and media used in teaching and learning, because this is the key to the success of a teaching and learning process in the classroom. Question numbers 10, 19 students of IPS 3 choose often help and guide in solving problems if students experience learning difficulties. Because the teacher's job as an educator, so here the teacher must be willing to help students when they faced difficulties when working on assignments or having difficulty understanding the material from the book and explanation from the teacher itself.

The result of this data indicate that the students are more likely to be able to follow learning actively if their teacher used media or learning strategies that are easy to understand in English teaching and learning process. In this response, it included cognitive aspect. Abu Ahmadi (1999: 163-164) stated that, cognitive is response is closely related to knowledge skills and information. So, here students have perspective that the students process information and lessons through efforts to organize, save, and the find relationships between new knowledge and existing knowledge. The cognitive learning model emphasizes how the information it processed.

b. Students' frequency in English language teaching

Based on question number 7, 25 students of IPS 3 chose often to study English on schedule. They are active in learning English in the classroom even though there are some students who are still less enthusiastic about learning and prefer to leave class. But from the results of the research that has been done, the researcher considers the teaching and learning process in the classroom is still quite conducive because more or less 70% of students can still learn well.

Question number 20, 15 students choose quite often in response when their teacher explains the lesson or when giving questions to students. The teaching and learning process in the classroom is often only one direction where students only hear what their teacher says. Teachers often provide motivation to the students that by asking make it easier to

know more about something than just listening. Therefore, students are more actively involved in interacting with teachers or between students. Here students are encouraged and encouraged to learn the material provided by the teacher so students can understand and respond to learning that has been well taught.

Students' frequency of the English learning above is categorized in conative aspect since in this response is related to the students' action in English teaching and learning process in class. It is similar with the theory of Abu Ahmadi (1999: 163-164) states that conative is response related to real behavior include action or habits. Students' habits in learning material upstream can make the teaching and learning process run smoothly.

c. Students' Assumption in English language teaching

Based on the question number 15, 16 students choose to be quite satisfied with the results achieved while getting English lessons. Learning outcomes achieved by students are influenced by two main factors, namely the factors of the student's own self or the ability of students and factors from outside of students or environmental factors. Clark (1981) stated that student learning outcomes in schools were 70% influenced by students' abilities and 30% were heard by the environment.

Even though students are quite satisfied with the results achieved, they also still want to study harder to get more satisfying results. With learning strategy that the teacher uses are expected to make students

learning interest become greater. Because of the higher of students ability and the quality of teaching, the higher the student learning outcomes in the class. Students' abilities and the quality of teaching can be done with varied learning methods.

This response includes in affective aspect. As Abu Ahmadi (1999: 163-164) stated that, affective is response related to emotions. This response arises when exits a change in what the audience likes about something. In this case, the students are interested when the teacher used unique learning strategy and media in English language teaching because using media is easier for students to understand.

Based on explanation above, the researchers saw that the response of students in English language teaching was quite good, although there were still some students who found it difficult to understand vocabularies, but about 70% of students thought English was easy and fun. Especially when their teacher uses interesting in learning media as projector, games and video in the learning process in class.