

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter presented the research finding that derived from statement of research problems. This research has three kinds of research problem. Those three research problems were included teacher's perception on the target need, teacher perception on learning need, and its impact of those two perceptions on the teachers teaching strategy.

#### **A. Data Presentation**

Data presentation was the way to present 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 of SMKN 2 Trenggalek and four item of lessons plan from that teacher.

##### **1. The data from interview**

The interview was conducted on Friday, May 30<sup>th</sup>, 2014 at 8.35 am in SMKN 2 Trenggalek. Actually this research was aimed to know how the English teacher of pastry student perceive the student need in learning English and find out the implication to those teachers teaching strategies. The interview guide was divided into four parts. Those four parts were introduction, target need, learning need, and teaching strategy. The data that have been collected by the researcher were:

a. Introduction.

The first part of interview guide is introduction. The teacher that has been interviewed was Mrs. Marmawati, S.Pd. She lived in Krandegan village, Gandusari sub district, Trenggalek. She graduated from English Educational Program of IKIP PGRI Kediri in 1997, and she has taught English from 2000 up to now. She was be an English teacher for around 14 years. Especially in SMKN 2 Trenggalek, she has been English teacher in SMKN 2 Trenggalek since 2008. She also taught English in other two schools before has been English teacher in SMKN 2 Trenggalek. There were SMK Islam Durenan and SMK PGRI Pogalan. She was one of two English teacher that has been civil government in SMKN 2 Trenggalek and the only one teacher that teaching English in first and second grade pastry department.

According to her explanation, pastry department was a department that learn on how to produce any kinds of cakes, cookies, and beverages. In SMKN 2 Trenggalek itself, she was not only teaches in pastry classes but also some other department classes too. The other departments were JB (*Jasa Boga*), RPL (*Rekayasa Perangkat Lunak*), and TGB (*Teknik Gambar Bangunan*).

Ideally, English for vocational school students were affected by English for Specific Purpose. However, Mrs. Marmawati did not meet this subject during the study in university. Since she was become an English teacher, she was joined workshop for many times. Commonly,

the workshops were focused on how to improve English in term of education.

b. Target need

Here was the information related to target need that have been collected by researcher from the interview with an English teacher of SMKN 2 Trenggalek. According to principle of ESP, an English teacher of vocational school should be considered on necessities, lacks, and wants in formulating the course design. In this term, the researcher will be explained the necessities, lacks, and wants of pastry student according to the teacher perception. The finding of the target need was explained in the following term:

1) Necessities

Necessity here deal with the language used that needed by pastry students to support their performance in the real field. To know the necessities of pastry student, the teacher should be know the situation of the student real field according to the department. She said that her student would be worked in cakes, cookies and beverages industry. While actually, the pastry student commonly placed in restaurant, hotel, and bakery industry in *prakerin* program.

SMKN 2 Trenggalek was delegated some student to conduct *prakerin* in Malaysia annually. When they were over there, they would be placed in hotel or restaurant. The destination

hotel or restaurant were provided the opportunity for students to know the process of cakes, cookies, and beverages be produced. Moreover, those hotel and restaurant also provided the opportunity for student to learn how to serve the cakes, cookies or beverages to the customer. Here, the target situation of pastry students were hotel, restaurant, and bread factory.

Thus, the languages used that should be provided by the teacher were related to cakes, cookies, and beverages industry. From information about *prakerin*, it could be seen that student not only learned the process of production cakes, cookies, and beverages but also learned the way to serve it to the customer.

The language use that needed by the students was related to the target situation, that were produced and served the cakes, cookies, and beverages. In term of cakes, cookies, and beverages production, the should be able to communicates in this situation. For example, asking the step of making cake, mentioning the tool, explaining the process, etc. While in term of food serving, they should be able to communicate well to the customer, for example greeting, asking, and offering the product to the customer.

## 2) Lacks

The next term in target need is lack. Lacks were deal with the material needed by the student but it have not studied before. To know the students lacks, the course design should be compared

the necessities and the student prior knowledge and find out what the gap of those two term.

According to the teachers' explanation, she did not care whether the students have understood the material that she wants to teach or not. She just followed the instruction from syllabus. She will teach all of the material contained in syllabus.

But in other context, the teacher were explained about the pastry students speaking ability. The researcher assumed that it was in a line with the necessities. The student were enjoyed in discussion, but they often afraid to speak when the teacher required them to use fully English. The teacher said that it caused by their limitation of vocabulary and the lack of self-confidence.

From the explanation, it could be concluded that the lacks of student were the limitation of vocabulary and the lack of self-confidence.

### 3) Wants

The last term of target need was wants. Students wants were deal with the student awareness of learn the language. In this case student aware of the role of language to support their work in the real field. It was deal with the desire of learned the language in certain purpose.

According to the teacher explanation, students should be considered the *prakerin* program and to pass the exam rather than the need of English in the real field.

When refer to the target situation, teacher said that pastry student did not have a good spirit in learning English. It was caused by their economic background. Generally, the vocational school students were ascribed to medium-low economic, and they were decided to study in vocational school in order to learned certain skill to help them got a job directly after school. In this case, there were rarely of them that want to develop their skill after school. The teacher was perceived that the student did not really need English to communicate in the real field.

But according to the teacher explanation, the researcher assumed that the students wants were be able to communicate well while *prakerin*. It caused by the teacher explanation that the students were considered the language need when they selected to *prakerin* in foreign company.

c. Learning need

The third 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 out the learning need of pastry student, the teacher should be known the provided knowledge with all of the existing source that influence it.

In this case, the researcher was tried to find out the learning need of pastry student. In term of students' background in deciding pastry as their department, she said that it was due to their final score in junior high school rather than their interest. No matter what their reason, the student should be serious to learn it. The purpose was to avoid the waste result in the future.

Generally, almost all student of vocational school have similar expectation. The expectations were be able to mastery a particular skill that might be applied directly after they graduate from school. Here, for pastry student, their common expectation were got job or made their own industry related to cakes, cookies, and or drink production.

The further information were student attitude related to the department. In this case, she did not have clear information too. However, in term of teaching and learning English, the students show a good enthusiasm, and they was tried to understand all of the material that has explained by the teacher even it quite difficult for them. During the learning process takes place, there were often a student that did not care about the material. They just follow the lessons without an effort to give feedback. But she claimed that it was something normaly in the teaching and learning process in a wide class.

Pastry department it self were dominated by female student. As the teacher said, there were only two male students in first grade pastry class. Therefore, the classes were easy to direct during the learning process.

Most of student in vocational school come from middle to lower economic. Thus, they studied in vocational school in order to mastery on certain skill to apply directly after school.

The next information was students' English mastery. The student of pastry department 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 student have the opportunity to improve 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 will say in advance.

In term of motivation to learn English, student of pastry department has a low motivation in common. According to the teacher, it was due to their mindset that English was difficult subject. Therefore, they were just learning English to past the standard value and did not try to improve their English mastery. To face this situation,



she was applied various technique and method in teaching and learning process. Through this way, she want to make the student interesting to learn English.

d. 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 student to communicate in English. There was no difference goal among the department in vocational school. Because the material were depended to the syllabus. And in formulating syllabus, the course designer were decided the similar goal for all of vocational school student. 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 as a form of communication. It is not consider on the learning need.

In teaching and learning process, 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 was 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 have been a familiar thing for us at the present. The student also might

improve their ability through browsing material in internet under the guide of teacher.

Actually the number of English teacher in SMKN 2 Trenggalek were more than enough. They were consisted of two civil government teacher, three MOU teacher and an assist teacher. All of them were graduated from English educational department.

For many years experience, there was a common problem in learning English. The problem was the student lacks of spirit in learning. Usually, student imagine that English as the most difficult subject. It made the student felt secure while she came and started the lesson. In a line with the spirit of student, their motivation got low too. It usually make the student join the lesson indolently. To faced this situation, the teacher usually use a variour strategies to save drabness situasion. Even she has been used the different teaching strategies, but she was not making a change to the material.

In teaching and learning process she has been accustomed to use a various media to attract the student interest. SMKN 2 Trenggalek itself already have some media, such as LCD and tape recorder as form of teaching media. She has said that those two media help her so much even there was no existing laboratory for language learning process. This teacher usually use laptop and LCD in her teaching and learning process, and sometimes she used white board to teach grammar and structure.

The location of SMKN 2 Trenggalek were separated from the main street. It helped to built up the comfortable situation of teaching and learning process. The pastry department itself have pleasant situation of teaching and learning activity. If there was a teacher did not come to the class to teach, they should be left the assignment for the student and the teacher that have guard duty will care of them.

The time allocation for teaching and learning English was twice a week and 90 minute of each. She said that the time alocation and the material that should be done were quite enough and sould be enough.

The method has been the important thing in teaching and learning process. In this case, the teacher said that she always apply various method in teaching to avoid the students boredom. The most frequently method in her teaching and learning process were group discussion, direct explanation and also presentation. In selected the method she was considered on the material and the situation in class while teaching and learning process running.

In term of evaluation, she was preferred to use a test in the end of basic competence or "KD". She claimed that this kind of evaluation be able and should be able to measure the student English proficiency, because in the process of formulating test were based on the material that have been discussed before in teaching and learning process.

## 2. The data from lesson plan

The researcher received the lesson plan from the teacher on Friday, July 21<sup>th</sup>, 2014. At the same time, it has been the end of research.

From the lesson plan, researcher has gotten some information related to teaching strategies. The teacher has gave four lesson plans randomly. The lesson plans contain four kinds of skills, they are listening, speaking, reading, and writing. Listening were stated in one lesson plan, speaking were stated in one lesson plan, and for reading and writing were elaborate in one lesson plan. The last lesson plan were the evaluation. Here was the data collected from lesson plan:

### a. First lesson plan

The first lesson plan deal with listening. The time allocation was 90 minutes, which has started by evaluation of the previous meeting first in 45 minutes and continued by listening in the last 45 minutes. The basic competence was to express various intensions. The material was completed the dialogue based on the spoken given. The teaching method was three phase technique combine with suggestopedia in form of individual and in group work. The media used by the teacher was question sheet and active speaker. The material were adapted from two kinds of book entitle “Win The Day” and “The Universe of English 2 Elementary Level I, Sularto,S.Pd”. To assess the student understanding, the teacher used the objective and subjective test. The objective test stated in first lesson plan are in form

of multiple choice test and for the subjective one was fill in the blank test. The multiple choice test consist of 10 numbers. The fill the blank test consist of 5 numbers.

b. Second lesson plan

The second lesson plan contains speaking materials. The time allocation was 90 minutes. The basic competence was to express various intensions. The material of speaking was giving opinion, asking agreement, agreement, and disagreement. The teaching method was three phase technique in form of group work. The media that used by the teacher picture. The material were adapted from two kinds of book entitle “Win The Day” and “The Universe of English 2 Elementary Level I, Sularto,S.Pd”. To assess the student understanding, the teacher used the subjective test. The teacher showed some picture and asked to the student to work in pair to make a dialogue contain expressing opinion based on the picture.

c. Third lesson plan

The third lesson plan deal with reading and writing skills. The time allocation was 90 minutes. In 90 minutes, teacher have to deliver two kinds of material. It was started by deliver reading material in first 45 minutes and continue to writing material in the last 45 minutes. The basic competence was to express various intensions. The material of reading was a set of exercise which consist of multiple choice question related to certain passage. The material of writing is talking about noun

clause. The teaching method was three phase technique in form of individual and group work. The media that used by the teacher was question sheet and picture. The material were adapted from two kinds of book entitle “Win The Day” and “The Universe of English 2 Elementary Level I, Sularto,S.Pd”. To assess the student understanding, the teacher used the subjective test in form of explaining test which has more that one possible answer.

d. Fourth lesson plan

The fourth lesson plan was evaluation. The time allocation was 90 minutes. The basic competence was to express various intensions. The material was a set of test which has consisted of close test, descriptive test, true false test, and feel in the blank. The teaching method was three phase technique in form of individual work. The media that used by the teacher was question sheet and relevant picture. The material were adapted from two kinds of book entitle “Win The Day” and “The Universe of English 2 Elementary Level I, Sularto,S.Pd”.

## **B. The Finding of The Research**

The finding of the research was the presentation of the informations that have been found by the researcher from the research. This finding of the research were arranged and presented in such way in which research problems become the basic reference of the arrangement and presentation.

## 1. Teacher perception on the students' target need

Student need in learning English deal with target need and learning need. Target need covered three kinds of need they are necessity, lack, and want; while learning need, it is the knowledge and abilities that required by the student to perform the degree of competence in the target situation. Target need was useful for determine the destination in learning. While learning need deal with the effort to find out the information about route according to the provided of vehicles and guides related to the required knowledge, the provided roads within the learners' mind and the student motivation. Target need has focused on the effort to determine the language used needed based on the target situation.

In this research, researcher was found the target need according to the teacher point of view. The finding of the research in term of necessities, lacks, and wants were described in the following explanation:

### a. Necessities

In this case, necessity deal with the language used that needed by pastry students to support their performance in the real field. The teacher said that her student would be work in cakes, cookies and beverages industry.

As the teacher said:

*“Yang saya ketahui tentang jurusan Patiseri adalah jurusan yang membahas tentang pengolahan bahan baku menjadi kue dan minuman. lulusan jurusan ini diharapkan dapat bekerja di industri kue atau pun minuman”.*

According to the the utterances above, we can see that pastry students were expected to get job in cakes, cookies and beverages industry. Moreover, the teacher gave the addition about the target situation in the following utterance:

*“Kalau dari sekolah sendiri biasanya menempatkan mereka di hotel atau restoran saat prakerin, kadang-kadang di industri kue juga. .... Setiap tahunnya untuk jurusan patiseri ada yang dikirim untuk prakerin di Malaysia. Di sana mereka biasa di tempatkan di hotel-hotel berbintang ataupun restoran. Setahu saya, mereka tidak hanya dilibatkan dalam proses pengolahan kue dan minuman tapi ada sebagian dari mereka yang mendapat tugas untuk melayani waiters”.*

According to the teachers' explanation, pastry student commonly placed in restaurant, hotel, and bakery industry in *prakerin* program. Every year, SMKN 2 Trenggalek was delegated some selected student to conduct *prakerin* in Malaysia. When they were over there, they will placed in hotel or restaurant. The destination hotel or restaurant provided the opportunity for students to know the process of cakes, cookies, and beverages be produced. Moreover, those hotel and restaurant have provided the opportunity for student to learn how to serve the cakes, cookies or beverages to the customer. Here, the target situation of pastry students were hotel, restaurant, and bread factory.

Thus, the language use that needed by the students was related to the target situation, that were produced and served the cakes, cookies, and beverages. In term of cakes, cookies, and beverages production, they should be able to communicates in this situation. For



example, asking the step of making cake, mentioning the tool, explaining the process, etc. While in term of food serving, they should be able to communicate well to the customer, for example greeting, asking, and offering the product to the customer.

b. Lacks

In this research lacks deal with the language used that needed by pastry student in the target situation but it have not studied before. To know the students lacks, the researcher have to compare the necessities and the student prior knowledge according to the teacher explanation and find out what the gap of those two term.

According to the teachers' explanation, she did not care whether the students have understood the material that she wants to teach or not. She just followed the instruction from syllabus. She will teach all of the material contained in syllabus.

As she said:

*“Semua mbak, semua materi yang ada di silabus harus mendapat porsi yang sama untuk disampaikan pada siswa. Semua harus dikuasai siswa, tidak terkecuali. Dan tidak ada pertimbangan dan perlakuan khusus untuk siswa yang punya good speaking”.*

However, in other case the teacher said that:

*“Kalau suruh diskusi itu ya kelihatan enjoy, tapi mereka ngomongnya masih campur bahasa Indonesia, soalnya kalau disuruh bahasa Inggris semua itu lho, mereka takut ngomong terus diam jadinya, jadi ya semampunya mereka saja”.*

But in other context, the teacher were explained about the pastry students speaking ability. The researcher assume that it was the

implemented of the necessities. The student were enjoyed in discussion, but they often afraid to speak when the teacher required them to use fully English. The teacher said that it caused by their limitation of vocabulary and the lack of self-confidence.

From the explanation, it can be conclude that the lacks were about students' limitation of vocabulary and the lack of self-confidence.

c. Wants

In this research, student wants deal with the student awareness of pastry student to learn the language (English). In this case student aware of the role of language to support their work in the real field. It is deal with the desire of learned the language in certain purposes.

According to the teacher explanation, students were consider the *prakerin* program and to pass the exam rather than the need of English itself in the real field.

While refer to the target situation, the teacher said that pastry student did not have a good spirit in learning English. As teacher said that ” *kebanyakan dari mereka terhadap pelajaran bahasa Inggris itu tidak suka. Katanya sulit itu*”. It is probably caused by their economic background.

The teacher gave the addition that:

*“... setahu saya mereka yang memilih untuk bersekolah di SMK itu adalah mereka yang ekonominya menengah kebawah. Harapan mereka setelah lulus SMK mereka dapat langsung bekerja. Dengan mereka memasuki SMK mereka berharap*

*dapat menguasai skill tertentu dan segera diaplikasikan setelah mereka lulus. Kalau untuk jurusan patiseri sendiri, harapannya mungkin mereka ingin membuat usaha mandiri atau pun bekerja di bidang produksi kue dan minuman”.*

Generally, the vocational school students were ascribed to medium-low economic, and they decided to study in vocational school in order to learned certain skill to help them got a job directly after school. In this case, there were rarely of them that want to develop their skills after school. Look at the student expectation, the teacher perceive that the student did not really need English to communicate in the real field.

But according the researcher point of view, it assumed that the students wants is be able to communicate well while *prakerin*. It caused by the teacher explanation that the students were considered the language need when they selected to *prakerin* in foreign company.

## 2. Teacher perception on the students' learning need

The students' target need had formulated in the previous term of finding. Actually, learning need here were deal with a set of learning system to fulfill the student need in language used according to the target need. Learning need covered by the knowledges and abilities that required by the student to perform the degree of competence in the target situation. Learning need was deal with the effort to find out the information about route according to the provided of vehicles and guides related to the required knowledge, the provided roads within the learners' mind and the

student motivation. Learning need has focused on the effort to determine the language learning to implement the target need.

In this research, researcher has found the learning need according to the teacher point of view. In this case, researcher was asked to the teacher the information about the need of student in learning English to implement the target need that have been proposed before. To find out the learning need of pastry student, the teacher should be knew the provided knowledge with all of the existing source that influence it.

In term of students' background in deciding pastry as their department, she stated that:

*“Macam-macam ya mbak, saya sendiri kurang tahu pastinya. Tapi secara umum, siswa memilih untuk bersekolah di SMK itu karena mereka ingin punya skill untuk segera bekerja setelah lulus nantinya. Tapi kalau jurusan bisa jadi karena minat mereka, arah orang tua, ataupun karena nilai mereka. Di SMKN 2 Trenggalek sendiri yang menjadi jurusan favorit dan banyak peminatnya adalah Teknik Gambar Bangunan dan Rekayasa Perangkat Lunak, jadi tidak menutup kemungkinan kalau siswa yang mengambil jurusan patiseri karena nilai mereka tidak mencukupi untuk berada di kedua jurusan tersebut”.*

According to the teacher utterance, the reason of student took pastry as their department due to their final score in junior high school rather than their interest.

In term of students expectation, it usually appear after they joined the department. In this term the teacher stated that:

*“Harapan mereka tentunya mereka ingin bekerja setelah menyelesaikan studinya. Dengan mereka memasuki SMK mereka berharap dapat menguasai skill tertentu dan segera diaplikasikan setelah mereka lulus. Kalau untuk jurusan patiseri sendiri,*

*harapannya mungkin mereka ingin membuat usaha mandiri atau pun bekerja di bidang produksi kue dan minuman”.*

From the above utterance, the student expectation was got a job and work directly after school. It also in a line with their information related to the student background:

*“Tapi setahu saya mereka yang memilih untuk bersekolah di SMK itu adalah mereka yang ekonominya menengah kebawah. Harapan mereka setelah lulus SMK mereka dapat langsung bekerja”.*

In this case, they have expected to mastery a particular skill that might be applied directly after they graduate from school. Here, for pastry student, their common expectation were to get job or made their own industry related to cakes, cookies, and or drink production. This expectation has occurred not only for pastry department but also for student of vocational school in common, because they have has a midle-low economic, thus they want to get a job to face it.

The further information was the pastry student attituded toward their selected department. In this case, the teacher said that she did not have clear information about this term.

As she stated that:

*“Kalau sikap mereka terhadap jurusan saya kurang tahu mbak. Itu yang lebih tahu guru produktif. Tapi setahu saya semua siswa di sini, di SMKN 2 Trenggalek antusias ketika mereka melakukan praktek.”*

From the utterances, the teacher said that the students have attended the program of pastry deptment. Although pastry were not

the students' interest in common, but they was showed their seriousness in learned. The teacher said that the student should be serious in learned to avoid the wasted time and money in the future.

The pastry classes were dominated female student.

As the teacher said:

*“Kebetulan siswa di jurusan patiseri itu kebanyakan perempuan. Bisa dikatakan hampir semua perempuan. Tapi untuk yang kelas satu ini ada 2 murid laki-lakinya. Dengar-dengar sih salah satu dari mereka itu mengambil jurusan patiseri karena arahan orang tuanya dan yang satu lagi kalau tidak salah karena keinginannya sendiri”.*

From the above explanation, there was the information that pastry department pruned to learned by female student. This pruned might be affected by some reason. The teacher was assumed that the process of made a cakes, cookies and beverages were closer with women activity. Thus, it have been one of the reason of student to join pastry department. Thus, pastry department dominated by female student.

In term of student English proficiency, the teacher did not have clear information on it. As she stated in her utterance:

*“Macam-macam ya mbak. Kalau di jurusan patiseri sendiri di kelas itu ada yang sudah bagus ada juga yang biasa saja. Yang sudah bagus itu ya 2 atau tiga orang saja, selebihnya standar lah mbak. Tapi ndak ada yang parah-parah banget. Kalau diajar ya antusias, berusaha mengikuti, meskipun sepertinya itu sulit untuk mereka.*

*Kemampuan yang mereka miliki itu ada yang memang dari awal sudah bagus, ada juga yang terbentuk selama sekolah di sini, tapi menurut saya tidak ada siswa yang kemampuannya menurun. Mereka selalu menunjukkan progress yang baik.”*

From the utterance, it could be seen that the student of pastry department have a various level of proficiency. Generally, the student have standard English proficiency. The students' prior knowledge also could be clearly initiated. Basically, they were had good effort in learning English since they have been student of SMKN 2 Trenggalek. They have be able to improve their English proficiency.

In term of teaching and learning English, student have showed a good enthusiasm. As she said in her utterance:

*“Antusias mbak, ada respon mbak kalau diajar. Ya yang diem gitu ada, yang masa bodoh juga ada, namanya juga anak banyak. Kalau kebanyakan itu antusias, mengikuti apa yang kami terangkan. Kalau suruh diskusi itu ya kelihatan enjoy, tapi mereka ngomongnya masih campur bahasa Indonesia, soalnya kalau disuruh bahasa Inggris semua itu lho, mereka takut ngomong terus diam jadinya, jadi ya saya biarkan semampunya mereka saja.”*

The student of pastry department were had a good attitude and the teaching and learning process. Some of them sometimes did not care on the teachers' explanation. But according to the the teacher, it was something normally happen in a classroom teaching and learning process.

The pastry student were enjoyed while the teacher asked them to make a group discussion. They could be more active because ther mind were active to think the material that have been discussed. But, the tacher should be faced the problem that the student could not speak in English well. She has been afraid to speak when the teacher asked them to used fully English, thus the discussion did not run well. To face the problem, the teacher was allowing the student to used both English and Indonesia.

Therefore, the discussion could be effective to improve the students critical thinking and their self-confidence.

The question was students' motivation toward learning English. in this case, the teacher said that pastry student were had a low motivation on it.

As stated in her utterance that:

*“Ya ada siswa yang menggebu-gebu untuk bisa belajar bahasa Inggris, tapi kebanyakan dari mereka terhadap pelajaran bahasa Inggris itu tidak suka. Ya, yang jelas anaknya kurang semangat, ya karena mereka malas untuk untuk belajar. Yang jelas ya seperti itu. Mereka yang sudah merasa sulit tidak ada motivasi untuk belajar itu, jadinya ogah-ogahan.”*

From the utterance, it could be seen that student have low motivation in common. It was caused by their mindset toward English that assumed English as a difficult material, thus they were not interested to learn it. Therefore, they were just learning English to past the standard value and did not try to improve their English mastery. To face this situation, she was applying various technique and method in teaching and learning process. Through this way she want to make the student interesting to learn English.

3. The impact of this perception on the students' language need toward the teaching strategies

Teaching strategy is a set of a plan in teaching. Teaching strategy deal with material, teaching method, teaching media, and evaluation. The researcher have collected the information related to the teaching strategy



from in terview and lesoon plan. The content would be described in the following explanation.

a. Material

From the interview, the teacher did not gave adequate information. But it has been clear while researcher analyze the the teacher lesson plan. For material, the teacher said as following utterance:

*“Materi berdasarkan silabus yang harus di capai mbak. Di sini banyak KD-KD. Kompetensi dasarnya itu tertera di silabus kalau lebih jelasnya. Contohnya daily activities itu untuk kelas satu ya mbak, terus ada lupa aku mbak kalau ndak melihat itu. Untuk speaking ya macam-macam ekpression, ya yang dasar-dasar itu.”*

From the interview, teacher said that the material was depended on the syllabus. She cannot mention one by one because she could not remember well. While look at the lesson plan, the material was presented in various form, such as a list of expression, a group of grammatical patterns and passages.

In addition, for the sources, she said that the materials were adopted from internet and textbook according to the syllabus. While according to the from lesson plan, the material were derived from the textbook only.

b. Teaching method

Teaching method was a way to implement the strategy, in this case teaching method was the way of teacher to teach their student. For teaching method, here was the teacher utterance:

*“Kalau di kelas patiseri saya sebagai guru bahasa Inggris itu sering saya buat kelompok, itu lebih antusias karena mereka berpikir. Ya kadang ada ceramah, ada mencatat tapi jarang mbak kalau mencatat. Kalau caramah itu mencatatnya ya membuat rangkuman sendiri”.*

Through the interview and lesson plan, the teacher have collected some method that teacher usually used in teaching and learning process. The methods that frequently used in teaching and learning process according to the teacher were group discussion, direct explanation and also presentation. But in lesson plan, there were stated two another different methods that are three phase technique and suggestopedia.

#### c. Teaching media

In teaching and learning process, the teacher usually used the media to help her deliver the material to the students. The media that teacher usually use were as she said:

*“Di sini memang untuk lab belum ada, tapi LCD sudah terpasang semua. Untuk listening pake tape recorder bisa, pake laptop bisa. Kalau media ya lewat LCD. Untuk papan tulis kadang masih saya gunakan untuk mengajar stucture”.*

According to her explanation in the interview, she was preferred to use laptop, LCD projector, tape recorder and sometimes white board. To present the material, she was preferred to use laptop and LCD projector (multimedia), to teaching listening she was preferred to use tape recorder. Moreover, for white board, she was used it to explain grammar and structure.

In the lesson plan was stated that the teacher used speaker active, picture and question sheet. Active speaker were used to listening activity. Pictures were used to speaking activity. And questions sheet were used to assess the students' understanding on the related material.

d. Evaluation

Evaluation was a series of activities to measure and determine student's achievement in the end of learning process. The way to evaluate the student according to the teachers' explanation was through a test in the end of basic competence. Here was her explanation on the student evaluation:

*“Saya selalu mengadakan ulangan setiap KD selesai, itu menurut saya evaluasinya. Untuk hasil ya diusahakan untuk sudah mewakili, soal yang dibuat itu harus sudah mewakili materi-materi itu sudahkah tertangkap atau sudah tersampaikan atau belum sudah dipahami siswa atau belum”.*

She claimed that this method have measure the student achievement and reflected the student's achievement accurately. In formulating the test, she was preferred to combine the objective and subjective test. The objective test in form of multiple-choice test and fill in the blank test. The subjective tests in form of explanation test, or write a passage.

According to the data from lesson plan, the teacher used both objective and subjective test in the end of lesson for every meeting.

The objective test was multiple-choice test, and the subjective test was fill in the blank test, explaining test, and write a passage.

And for the examination, the test were consisted of:

- 1) Five items of fill in the blank test. The test is to assess the student skill in listening.
- 2) Two items of explanation test. It is aimed to assess the reading skill.
- 3) Five items of true false test. It is aimed to assess structure (writing skill).
- 4) Five items of fill in the blank test. It is aimed to assess expression (speaking skill).
- 5) Two items required the student to make some short dialogue (speaking skill).
- 6) One item required the student to write a passage about their opinion in certain case (writing and speaking skill).