CHAPTER I

INTRODUCTION

This part contains of the background of the study, the statement of the problems, the objectives of the study, the significance of the study, the scope and limitation of the study and the definition of key term.

A. Background of the Study

English is one of the most widespread languages on earth. The people use it either as the first, foreign or a second language. In addition, English as one of the most popular language in the world is also used and learnt by people around the world. According to Freeman (1986) English is used for communication of the most countries in the world or as an international language. Now, almost people from many different countries use it to communicate. English becomes widely used in the world. Some South East Asian countries like Singapore and Malaysia use English as their second language but in Indonesia, English is still a foreign language. According to one estimate, there are about a billion people in the world today learning English as a foreign language (Johnson, 2001: 3).

As an international language, English has important roles and functions in our life. For example, as a means of communicating among people with different background of language from many parts of the world, as a means to acquire the

knowledge, information science and technology which are mostly written in English. Since English becomes an international language, most of the country in the world takes English as a subject in education curriculum.

Education is important in our life and the development of a country is determined by national education. It means that the progress of the country is determined by human resources level of education. All education including learning a foreign language should contribute positively to that development (Scott and Ytreberg, 1990: 1). Education is concerned with educating the whole person to enable people to meet the demands of a world of continuous and unpredictable change. Talking about the education, there must be a teaching and learning process in the education system. Teaching and learning process is a process of communication between the teacher and his/ her students. Hence, knowing the system of teaching and learning process is important for us as a future teacher.

The system of English teaching learning process in developing countries of South East Asian is similar enough especially in Indonesia and Thailand. As in the most Asian countries, traditional Thai culture places a very high value on the teaching and learning process. Because of this, the teachers in this country are highly respected and are typically considered as being knowledgeable and authoritative in their teaching process. Some basic knowledge of Thai history, language and culture is always useful in order to make the teaching process more pleasant and help the teachers understand or predict their students' problems.

Although English is used only as a foreign language in Thailand, it has played an important role in Thai education for more than a century. To teach English as a foreign language, several factors have to be taken into consideration such as choices about which language skills to teach and how, where the language will be used, learning environment, selection of appropriate content and materials and assessment criteria. These issues have been of major concern in the Thai educational system ever since English language teaching first began in Thailand.

The teaching English process in Thailand generally also uses the curricula from the government, so the teachers should develop the syllabus and lesson plan in their teaching English process. In 1960, new curricula were launched that required all students beyond grade four to study English. The goals were to enable students to use English as a medium of international communication and acquire knowledge about the world. Education reform in Thailand started in 1996 with the goal of realizing the potential of Thai people to develop themselves for a better quality of life and to develop the nation for peaceful co-existence in the wolrd community (Pitiyanuwat and Anatrasirichai: 2002). From here, English became an important role in Thai education from the time, testifying to its importance for the country's economic and technological development. It has been part of the curricula from the primary school to the university level.

In Thailand, a salient feature of Thai learning style is rote memorization. In this kind of learning style, the students tend to spend considerable time memorizing grammar rules and vocabulary at the expense of oral practice. As a result, most Thai learners of English have better reading and writing skill than

listening and speaking abilities. Hence, In order to get a good teaching English process in the class, the teacher should determine the good way in choosing component which used in the teaching English process such as strategy, media and technique evaluation.

As a teacher, we should know and understand about the process of our English teaching in the class. Besides, the teachers should have many references related to their teaching process in order to get better teaching English process such as what the goals of teaching, what material should be taught to the students, the strategy used in teaching, the media and evaluation technique applied in the teaching English.

Related with the explanation above, the writer wants to describe about the English teaching process conducted in other country especially in Sngkhla, Thailand because the writer thinks that by knowing the teaching English process from another country, we can use it to be a reference to make a variation of teaching English process in order to get a better education system in our country. The writer chooses Thamvitya Mulnity School Songkhla as a place to conduct the study because she had an experience in practicing teaching there.

Thamvitya Mulnity School Songkhla is located in Sekom village, Chana district, Songkhla. This school was built since 3 years ago and included in a new school but the devotee of this school was much enough because this school is the branch of Thamvitya Mulnity School Yala which has more than 5000 students. it

makes many people around Songkhla province wants their child to join in this school.

The process of English teaching in this school is done by English teachers who had been graduated as scholar from Thai university. As like in Indonesia, the teachers will be a facilitator in the English teaching process in the class. English in this school is done in the afternoon after religion school program. From here, the writer wants to know how the teaching English process conducted in this school entitled "A study on the teaching of English at Thamvitya Mulnity School Songkhla Thailand".

B. Statement of Research Problem

In relation to the background above, the problem of this study are formulated as follow:

1. What are the teacher's strategies used in teaching English at Thamvitya Mulnity School Songkhla Thailand?

2. What are the media used in teaching English at Thamvitya Mulnity School Songkhla Thailand?

3. What the evaluation techniques are applied in teaching English at Thamvitya Mulnity School Songkhla Thailand?

C. Objective of the Study

Based on the research problems above, the objectives of this study are:

1. To explore the teacher's strategy in teaching English at Thamvitya Mulnity School Songkhla Thailand.

2. To explore the media used in teaching English at Thamvitya Mulnity School Songkhla Thailand.

3. To explore about the evaluations technique applied in teaching English at Thamvitya Mulnity School Songkhla Thailand.

D. Significance of the Study

The writer hopes that the finding of the research can contribute for the activity of teaching English in the school and to be useful to enrich the English teacher knowledge about English teaching in abroad especially in Songkhla, Thailand. So, with this information, for the readers who are interested in the English teaching can understand and know a good strategy, media and technique of evaluation in teaching English.

The writer also hopes that the results of this study are expected to give worthy contribution for:

1. The future researcher

    - To be guidance to the future researcher who has the same topic with the writer.

    - To facilitate the future researcher in conducting the next study in another country especially in Thailand.

2. The English teacher

- Become source of information about the practice of teaching English, where English is used as a foreign language.

- To be a contribution to English teachers to develop and improve their competence in teaching English.

3. The researcher herself

- The researcher knows the English teaching process in the reality.

- The researcher can't only develop English teaching knowledge from theory but also from the practice.

- To develop the strategy of teaching as a future English teacher.

- The researcher can get deep understanding in teaching English formally.

E. Scope and limitation of the research

1. Scope

The scope of this study is a study of teaching English at Thamvitya Mulnity School Songkhla, Thailand.

2. Limitation

The limitation of this study is focused only in the strategy, media and technique of evaluation applied in teaching English by the teacher at Thamvitya Mulnity School Songkhla, Thailand.

F. Definition of the Key Term

Definitions of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation, so in this study some terms that used are:

1. Teaching

Teaching here means the act, process, or art of imparting knowledge and skill. So, the teaching can transfer knowledge, skill, attitude and value from the teacher to the student.

2. Strategy

Strategy is an internal ability of person that used to think, solve the problem and make a decision. The best strategy is required in teaching English so that the student can really understand with what the teacher will teach.

3. Media

Media is all of tool which can distribute a message in order to reach the goal of instruction. So, the media can be a tool that used by the teacher to share his/ her knowledge to the students.

4. Evaluation

Evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils. In teaching English process among the goal, the process and the evaluation can't be separated each other.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter consists of four parts. The first part starts with the definition of teaching theory and kinds of teaching theory. Then, it will be followed by the definition about strategy of teaching, kinds of strategy in teaching English, its definition, purpose, and focus.

The next part is about media which followed by definition of media, consideration of choosing the media, the advantages of using the media and kinds of media. And the last part is about the evaluation technique which consists of definition of evaluation technique, the function of evaluation and kinds of evaluation.

A. Theory of Teaching

The simple theories of teaching express a very simple relationship between teaching and learning. It means that, if a topic has been taught it must have been learned. Whichever theory, a teacher uses to help him/ her think about the process. It will affect the strategies he/ she uses and it will color his attitudes to students and to any training programmed that he/ she undertakes.

Practically, everyone who teaches needs a certain theory to be applied in his/her teaching. Everything what teachers do is colored by the certain theory that

may have relationship with psychology they hold. Consequently, teachers who do not make use of a systematic body of theory in their day-by-day decisions are behaving confusedly. Yet, teachers do not to base their thinking on traditional or folktale. Instead, they may be quite aware of the most important theories developed by professional educational psychologist, in which their case own psychological theory is likely to be quite sophisticated.

The concept of teaching is understood as a process that is intrinsically and inseparably bound up with learning. Teaching is done by the teacher, by telling and showing students how doing something, complimenting the students when they did well and scolding or punishing them when they did wrongly. Teaching is an activity that involves establishing students about cognitive and pedagogic aspects, where this activity can be done by teaching them or by giving another activity as like giving rewards, praise, punishment, warning or etc (Patoni, 2004: 14). So, teaching is conducted to reach and directed to the goal of learning process.

The essence of teaching is the process which is done by the teacher in caused learning activity of students. Gage (2009:2) states that teaching can be defined as one person's influence aimed at improving the learning of other person. In other word, teaching is a learning process and the result of the process is change of behavior. It is not only influenced the knowledge, but also attitude, interest, appreciation and real behavior.

There are many theories of teaching based on Fox (1983: 3), such as:

1. Transfer theory

People who adopt the transfer theory of teaching see the knowledge as a commodity, which can be transferred by the act of teaching from one container to another or from one location to another. Such people tend to express their view of teaching as imparting knowledge or conveying knowledge. The example of this theory is the teacher who teaches his/ her material to the students by transferring his/ her knowledge.

2. Shaping theory

This theory views students' brains that have to be shaped or turned to a predetermined and often detailed specification (engineer, designer, and architect). In this theory, the teacher will recognize some verbs then he/ she will show those verbs to the students. According to this version, teaching is principally a matter of making connections in the students' minds. The example of this theory is science laboratories class, gymnasium class or problem classes.

3. Travelling theory

In this theory, education is seen as a journey and the subject being studied represents one of many interesting and challenging areas of countryside to be explore. Exploration is a personal activity. In this theory, the teacher continually monitors the students' progress and provides them with detailed feedback on their developing skills and knowledge so that they may continue to improve. The example of this theory is travelling the zoo.

4. Growing theory

The essential difference between simple theories and developed theories is the recognition in developed theories that the students make significant contributions not only to the process and pace of their learning but also to the direction to the objectives. This theory focuses more attention on the intellectual and emotional development of the learner. The example of this theory is art class and psychology class.

Absolutely, teacher must really understand about the meaning of teaching itself so they will know what they have to do in the process of teaching English. Besides, they also should know about the theory of teaching because knowing the theory of teaching will help them to find an alternative way based on the teacher competence.

B. Strategy in Teaching English

A strategy serves as an organizer for the delivery of instruction by guiding decision making about the teacher's role, the students' role, the selection of method, and instructional materials. In the context of teaching, Gagne (1974:3) said that the strategy is an internal ability of person that used to think, solve the problem and make a decision. It means that the process of teaching will cause the students to think uniquely to be able to analyze, solve the problem in taking the decision.

Meanwhile, based on Wassid and Sunendar (2013: 3), the strategy is a tactic that done by the teacher in the learning of language so that the students can be freely in thinking and developing their cognitive ability by using the language well. Teacher needs a variety of approaches to address his/ her many instructional purposes and students' varied learning styles and needs. So, the primary goal of the teaching is to do the process of studying that ongoing effectively and efficiency.

In addition, according to Sudjana (2005: 147), teaching strategy is teachers' actions in conducting the plan of teaching. It means that the teachers efforts in using several variable of teaching (goals, materials, methods and instruments, and evaluations) in order to influence the students in reaching the settled goals. From here, it can be concluded that teaching strategy is tactic used by the teachers in conducting teaching in the class.

According to Kindsvatter et al (1996: 290), there are some strategies of teaching that can be used by the teacher in teaching the students:

1. Direct teaching

1) Definition of teaching strategy

According to Majid (2013: 73) direct teaching strategy is kind of teaching strategy that is teacher centered and the teachers here should make a belief that their students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teachers who create the class environment that is oriented on the students' tasks. Direct teaching refers to academically focus, teacher-directed classroom using sequenced and structured materials. It also refers

to teach the classroom activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive, performance of the students is monitored, and feedback is academically oriented.

In direct instruction, teachers are actively involved by introducing content, demonstrating skills, directed large group experiences with the content, checking the students' understanding and monitoring individual or small group work. The focus is on teachers' interactions with the students rather than students interacting mainly with materials after a brief explanation by the teachers.

2) Purpose of Direct Teaching Strategy

Kinsvatter (1996: 298) stated that the purpose of this teaching strategy is to increase the students' achievement by the teachers' attentions to specific, analytical, academic objectives, by coverage of objectives to be tested, and by active engagement of the students in academic tasks. The teachers takes a charge of the classroom to provide a climate for learning that is students involved and tasks oriented.

3) Focus of Direct Teaching Strategy

The focus on this teaching strategy is academic and teacher centered, with a structured curriculum useful for teaching skills and acquiring new information. Within this focus the teacher convinces that the business of the classroom is learning.

2. Mastery learning

1) Definition of Mastery Learning Teaching Strategy

Based on Kindsvatter (1996: 302) this strategy focuses on the students' ability through providing enough time and the right conditions using diagnostic prescriptive approach to determine instructional decisions. Majid (2013: 155) stated the mastery learning teaching strategy is a learning strategy which asserts on the "mastery", thus all members of the class should master the material based on the period of time that is stated. The prominent phases in this mastery learning are identify prerequisite, making test to measure the students' progress and students' competence achievement.

It does provide an individualized instruction or small group approach using a structured curriculum divided into small groups of knowledge and skills to be learned. This strategy is taught with the belief that all students, given enough time can reach reasonable instructional objectives Mastery learning is a key instructional component in the outcomes based education model that is being adopted in many states. It also widely used in many other countries.

2) Purpose of Mastery Learning Teaching Strategy

According to Kindsvatter (1996: 302), the purpose of mastery learning is the accomplishment of specific learning task at a designated performance level by all students. it assumes that through this teaching strategy learning can be improved and the variability in what students learn can be decreased. Accordingly, it also assumes that all students without learning handicaps can

master learning tasks, given the necessary amount of time and instruction needed to learn the task.

3) Focus of Mastery Learning Teaching Strategy

The focus of mastery learning teaching strategy is an academic one concentrating individual acquiring specified skills and knowledge within a flexible time frame. The complete model developed by Caroll (1963) included the following equation for learning.

3. Cooperative learning

1) Definition of Cooperative Learning Teaching Strategy

This cooperative learning strategy emphasizes on students working together in cooperative learning projects, engaging in peer-tutoring and possibly receiving a grade based on the group's performance as well as individual performance (Kindsvatter, 1996: 306). Cooperative learning is one of the most heavily researched instructional strategies, with close to 200 studies conducted. Meanwhile, based on Arends (2004:356) the cooperative learning model was developed to achieve at least three important instructional goals, academic achievement, tolerance and acceptance of diversity, and social skill development.

2) Purpose of Cooperative Learning Teaching Strategy

Kindsvatter (1996: 308) indicated that the purposes of this strategy are (a) to increase achievement through group collaboration that enables students to learn from each other; (b) to provide an alternative to the competitive structure of most classrooms today that discourages the poorer students; (c) and to improve human

relations in the classroom by promoting interdependent activities that teach collaborative skills.

3) Focus of Cooperative Learning Teaching Strategy

The focus of cooperative learning is both academic and affective with emphasis on achievement of shared goals through cooperative efforts. To accomplish this focus of strategy, five basic elements must be included (Kindsvatter, 1996: 308):

(a) Establishment of positive interdependence.

(b) Promotion of face to face interpersonal interaction.

(c) Maintenance of individual accountability for mastering learning tasks.

(d) Promotion of social skills; and

(e) Insurance that group's process can get their achievements and maintenance of effective working relationship.

C. Media in Teaching English

In teaching English, there are many problems that usually faced by the teacher. As a teacher, he/ she must provide enough the effective approaches and strategies to make the teaching process ongoing well. To make a better teaching English in the classroom, we must use a teaching media. Media as a server and distributor information can represent teacher in conveying lesson to be more clear and interesting.

The definition of Media according to Arsyad (2008: 3) is graphic tools, photograph or electronic for understood and arrange the information visual or verbal. Thus, communication media include letters, television, film, radio, printed matter and telephone.

Media is something to transfer messages and be able to stimulate idea, feeling and students' desires to support the learning process on them. That's why, the presence of the media is important because the complication of the material can be helped by the media. So the students can easily understand with the material that given by the teacher.

There are many kinds of media used in teaching, so each media has different characteristic. Something has to be considered in choosing the media as follow:

1. The media should be suitable to the instructional goal.
2. The media should be appropriate with the students' needs and conditions.
3. The media should be easy to prepare.
4. The media should be able to explain something will be explained by the teacher to the students.

Based on Suyanto (2010: 101) there are many advantages by using the media, such as:

1. To make the teaching and learning process more interesting and interactive.
2. Increasing the quality of English teaching.
3. Developing the students' motivation and interest.
4. Reducing the use of mother tongue.

5. To facilitate the students so that they can understand the material easily.

Generally, media can be divided by three kinds:

1. Audio media

Based on Suyanto (2010: 102) Audio media is media that rely on the ability of sounds only. Usually they are used to teach listening. Furthermore, it also can be used to record students' pronunciations and to correct them with native speaker pronunciation. This kind of media include: radio, tape recorder, cassette and language laboratory.

By using this audio media, the teacher will easily develop the language ability of the students. In the activity that use this media, the teacher can direct the students to listen the broadcast which use English language in the radio or tape recorder and then they will be asked to report what they've listened.

2. Visual media

Visual media based on Suyanto (2010:102) is media which involve sense of sight. Visual media have function to send a message from sender to receiver in order to interesting, to clear and to illustrate the fact. This kind of media include: flash card, real object, pictures, chart, blackboard and textbook.

In the teaching English, many teachers tend to use this kind of media because it is cheaper than audio media. Besides, the teacher can acquire this kind of media easily and even he/ she can make it by him/ herself. The students are also

easier to remember the materials through this media because they directly see the example of the materials.

3. Audio Visual media

Audio visual media according to Djamarah and Zain (2010: 124) are kinds of media that include sense both of hearing and sight. This media is better and more interesting than other media because it includes audio media and visual media. For example: video, film, TV, and so on (Arsyad, 2009: 30).

In this kind of media, the teacher will combine both audio and visual media to reach the teaching goals. It will make the English teaching learning more creative and innovative. But as a teacher, he/ she must be able to control the students so that the students keep focusing in the teaching process.

If the teacher is creative and he/ she can develop the media that appropriate with the goals of teaching, the teaching and learning process will be more interesting. So, the teacher should have the ability to choose the materials and the media that appropriate with the students' needs.

D. Technique of Evaluation

1. Definition of Evaluation

To know the achievement of teaching goal was reached or not, we must do one kind of evaluation. According to Wrightstone (1956: 16), Evaluation is the estimation of the growth and progress of pupils toward objectives and values in the curriculum. So, in the evaluation process we need the information or data that

related with the students who are being evaluated. In evaluation, we can't separate evaluation with the learning goals.

Meanwhile, based on the Arends (2004: 218), Evaluation is the process of making judgments or deciding on the worth of a particular approach or of a student's works. This kind of judgments can be gotten by the students' practices in the classroom or the students' tasks in term of their homework, midterm or even final test. Meanwhile, according to Kindsvatter (1996: 329) evaluation is one of the three major components of teaching, along with planning and instruction.

2. Function and purpose of Evaluation

According to Hamalik (2008: 211) that the function and purpose of evaluation are as follow:

1) To determine the rate of progress of result of students' learning. The figure obtained is listed as reporting to parents, to increase the class and the determination of graduation students.

2) To place students into appropriate learning situation and in harmony with the level of abilities, interest and various characteristics possessed by each students.

3) To learn more about the background of students which is useful both in relation to the second function as well as to determine the causes of learning difficulties students. the information obtained can be used to provide guidance and educational counseling to overcome the difficulties they faced.

4) As feedback for teachers who can in turn are used to improve teaching and learning process and remedial programs for students.

3. Kinds of Evaluation

There are two kinds of evaluations:

1) Test

According to Djiwandono (2008: 12) Test means a tool or procedure used to measure the students' language proficiency. Test is made to know the achievement of students' progress during the teaching process. From a test, the teacher will get quantitative score which can be analyzed to know that progress.

According to Arikunto (2010: 162), Test can be divided by two kinds, they are:

(a) Subjective test

Subjective test is usually formed of essay. This form of essay is one kind of test that needs a descriptive answer. In this kind of test, there is a scorer's judgment so the students are asked to be able to organize, interpret and link the definition that owned by them. In the subjective test, the students can be free in conveying their ideas based on the questions that given by the teacher. The example of this test is the composition test or essay test.

(b) Objective test

Objective test is a test administered objectively. Its purpose is to cover the weaknesses of the essay test. In this test, there is no judgment of score and the question is more excessive rather than subjective test. In this kind of test, the students can't convey their ideas because they are provided with the answer on

each question. The forms of such testing based on Djiwandono (2008: 37) are multiple choice test, matching test, and true-false test.

2) Assessment

Assessment is the process of gathering information about what is known and can be done by the students to show their progress in the teaching learning process Isnawati (2013: 2). The information deals not only with the students' improvement in achieving the learning goals but also with the accomplishment of teaching learning program in general. So, the ongoing process of students' performances is measured in this assessment too.

There are six reasons for using assessment:

(a) To identify a pupils progress in learning English

(b) To identify what pupils have learned, achievement over a term or year

(c) To check pupils' use of particular skill or language structure in a lesson or unit

(d) To find out whether you have achieved your teaching objectives

(e) To identify the skills/ languages/ attitudes, etc pupils have developed already

(f) To find out whether pupils like/dislike particular activities and why

There four kinds of assessment based on Arifin (2013: 34), they are:

(a) Formative assessment

Formative assessment is purposed to observe the students' learning progress during the teaching English process to do the feedback to complete the

learning program. The primary goal of this assessment is to fix the process of teaching. For example of this assessment is the teacher conducts the teaching process in the class then the students give the feedback based on the teaching that given by the teacher. From this students' feedback, the teacher will know the weaknesses of his/her technique in teaching. And the final, the teacher will fix the technique of his/her teaching from the students' feedback.

(b) Summative assessment

Summative assessment is the assessment that done if all of the material of teaching was finished. This assessment purposes to know if the students master the standard of competency or not. The goal of this assessment is to determine the score based on the students' level that used to be a rapor score. The example of this assessment is the final test.

(c) Diagnostic assessment

Diagnostic assessment purposes to know the students' problems in learning based on the result of formative assessment. This assessment is usually done before the teaching process begin. Its purpose is to explore the students' knowledge and ability so the teacher will know if the students have joined the teaching material or not. The example of this assessment is the assessment that done to identify the students' strengths and weaknesses.

(d) Placement assessment

Placement assessment purposes to know whether the students have a skill which is needed to join a teaching program and how far they master the competency standard. The primary goal of this assessment is to place the students at the stage of the teaching program most appropriate to their abilities. The example of this assessment is the assessment that done to know what appropriate courses or classes with the students' abilities in the educational institution.

PREVIOUS OF STUDY

Previous study is the result of research from the researcher before. This research related to descriptive study of teaching English had been conducted by the researcher of the study. In this study, the writer chose 2 previous studies from Indonesian thesis and international thesis. Firstly, the writer chose Zachrotul Khasanah's thesis (2011) which titled "A descriptive study on English teaching and learning at the International classes of SDI Bayanul Azhar Bendiljati Kulon Sumbergempol Tulungagung" and the last is Bolla Mallikharjuna Rao's thesis (2014) entitled "Use media as an instructional tool in English Language Teaching (ELT) at undergraduate level".

1. A descriptive study on English teaching and learning at the International classes of SDI Bayanul Azhar Bendiljati Kulon Sumbergempol Tulungagung by Zachrotul Khasanah.

Based on the writer's observation about this thesis, there are some similarities and differences between the writer's thesis and the previous study. Firstly according to the place which became a location of conducting study, the previous study conducted the study in SDI Bayanul Azhar Bendiljati Kulon Sumbergempol Tulungagung, meanwhile the writer conducted the study in Thamvitya Mulnity School Songkhla Thailand.

The level of the class that became a subject was also different. In the previous study, the writer chose the level of elementary school and in this study, the writer chose the level of Junior high school and Senior high school.

In addition, there were also similarities between this study and previous study those were describing the media and evaluation technique used in the teaching English process. In previous study, the media used in the SDI Bayanul Azhar Bendiljati Kulon Sumbergempol Tulungagung were blackboard, pictures and yard school. Besides in this study, the media used in teaching English process in Thamvitya Mulnity School Songkhla were whiteboard, board marker, flash card, paper, teacher's book and sometimes computer.

Meanwhile, evaluation technique used in previous study were in the form of a member or daily tests (formative assessment) and in the form of the semester (UUB) and year- end (summative assessment). In this study, the techniques of evaluation used in teaching English process were in the form of test (subjective test) and in the form of formative and summative assessment.

2.   Use media as an instructional tool in English Language Teaching (ELT) at undergraduate level by Bolla Mallikharjuna Rao.

Based on the writer's observation about this thesis, there are some differences between the writer's thesis and the previous study. Firstly according to the place which became a location of conducting study, the previous study conducted the study in P.V.K.N Government College, Chittoor. A.P- India,

meanwhile the writer conducted the study in Thamvitya Mulnity School Songkhla Thailand.

Then, the level of the class that became a subject was also different. In the previous study, the writer chose undergraduate level and in this study, the writer chose the level of Junior high school and Senior high school. And the last about the media used in teaching English is also different. In the previous study, the media used in teaching English are radio, TV, newspaper, magazines, journals, articles and other printed materials. So, it can be concluded that the media used in the previous study are in the form of audio media, visual media and audio visual media. Besides in this study, the media used in teaching English are whiteboard, board marker, flash card, paper, teacher's book and sometimes computer. It can be concluded that the media used in teaching English are in the form of visual media and audio visual media.

CHAPTER III

RESEARCH METHOD

This chapter discussed about the method used by the researcher in conducting this study. The discussion covered research design, data and data sources, technique of data collection, technique of data verification and data analysis.

A. Research Design

In the research method, the position of research design was important because we could know what kinds of approach of research we used from here. Parahoo (1997:142) describes a research design as "a plan that describes how, when and where data are to be collected and analyzed". The function of research design was to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. So, Research design is defined as the strategy or the way how the researcher got valid data, analyzed them, and finally came to the answers of the research problems.

Qualitative study discusses a variety of approaches, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, phenomenology, narrative inquiry, historical study, descriptive study, document or content analysis, naturalistic observation and focused interviews. This study is categorized into the descriptive study which refers to the researcher's act in

arriving and identifying a rich description of the people, objects, events, places, conversations and so on.

The design of this study was a descriptive with qualitative approach and the point of descriptive qualitative study to collecting the basic data descriptively and qualitatively. According to Moleong (2012: 4) Qualitative approach is a procedure of the study that result the descriptive data such as written words or oral words from the people who become a subject. Meanwhile, the definition of qualitative study Based on Moleong (2012: 6) is a study aimed to understand a phenomenon about what was experienced by the subject such as behavior, perception, motivation, action, etc. Qualitative research focused on the study of social phenomenon and on giving voice to the feeling and perceptions of the participants of the study.

In this study, the researcher used qualitative approach to describe about the realated phenomenon of English teaching process at Thamvitya Mulnity School Songkhla, Thailand in term of the strategies, the media and the evaluations techniques of teaching English

B. Data and Data Sources

Data are something important in the research. Data are any selected information that must be collected in the study. Based on Lodico et al (2006: 66) the meaning of data is any type of information collected for use in educational research or assessment. From here, the writer could conclude that data could be information which collected to be used in educational study. So, data was the

result of the researcher's note. The data itself have to be taken from the data source. Source of the data was the subject where the data collected from. Arikunto (2010: 172) states that source of data in the study are the subjects from anywhere the data could be gotten. Sugiyono (2009: 153) stated that based on the sources, data can be classified into two those are primary data and secondary data.

Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this study, the primary data source came from the conducting of observation, interview and documentation gotten from the subjects of this study who are the English teachers, the students and the documentation of teachers' lesson plans at Thamvitya Mulnity School Songkhla Thailand. The researcher used this primary data to acquire the information about the strategy, the media and evaluation technique used for teaching English.

C. Setting and Subject of the Study

In this qualitative study, the subject of the study can be various. Related with this study, there were two English teachers who became a subject in this study. They were Rusnee Sayang as T1 and Nuryaning Arkong as T2. T1 was the English teacher who taught the second grade and the third grade of Junior high school, meanwhile T2 was the English teacher who taught the first grade of Junior high school and the first grade of Senior high school.

This study was done in one school in Songkhla city, Thailand named Thamvitya Mulnity School Songkhla. It is located in Sekom village, Chana district, Songkhla. This school had been opened since 3 years ago. Although this

school was new, but the students who registered in this school were about 200 students in the second year. This study was conducted in this school from August 18th until August 31th 2014.

D. Technique of Data Collection

Technique of data collection was the primary step in research because the first goal in research was to answer the research questions. The data would contain the necessary information of the research problems. Without knowing the technique of data collection, the researcher would not acquire the data which appropriate with the data standard that settled. In order to do it, the writer would need an instrument that was the tool used by the writer as a researcher when the writer would conduct the study.

In this study, the researcher used some methods to collect the data; those were doing observation, interview and documentation.

1. Observation

Not all qualitative data collection approaches required direct interaction with people. According to Hancock et al (2009: 18) observation is a technique that could be used when data couldn't be collected through other means, or those collected through other means were of limited value or were difficult to validate.

By doing observation, the situation was more valid because the researcher was possible to see how the subjects actually behave. Observation was data collection in which the researcher did not participate in the interactions. However,

it should be noted that the researcher's very presence may had some influences on the participants and exchanges (Harrell and Bradley, 2009: 6).

In this study, the researcher observed the process of teaching English in the location of Thamvitya Mulnity School Songkhla Thailand. The researcher used the instrument that was observation sheet to facilitate the researcher in doing observation in term of the strategy, the media and the evaluation technique that used in that school.

2. Interview

One kind of techniques of data collection is interview. According to Syamsuddin and Damaianti (2011: 94) interview is a dialog which had a purpose. The purpose of interview was to get the information from the subject by proposing the interview guide. The goal of doing this interview was to get the construction about person, event, activity, organization, feeling, motivation, reorganization, etc. Meanwhile, based on Sugiyono (2014: 317) Interview is a technique of collecting data which done by the researcher who wants to do a preface study in order to know the condition of the subject deeply. So, in this kind of interview there were a sharing of information between the subject and the researcher.

In this study, the interviewees were two English teachers and the students at Thamvitya Mulnity School Songkhla, Thailand. The writer only chose the English teachers of Junior high school and Senior high school. Besides about the students, the writer chose the students randomly from each class who often attended in teaching English process. They were interviewed to share their idea about the problems that were discussed. In this study, the researcher used

unstructured interview to gain the deep information from the subjects related with the research problems. Besides, the instrument that used was interview guide to get the information about the strategy, the media and the technique of evaluation which used in that school.

For the instrument of collecting data, the researcher used an interview guide. Interview guide is list of question which formulated to be used to get information needed for the research through interview between interviewer and interviewee. In order to get validity and credibility of the instrument, the researcher asks the expert teacher to help validating the interview guide. In this time, Dr. Susanto,SS., M.Pd (English lecture in IAIN Tulungagung) was chosen to be a validator of the writer's instrument.

3. Documentation

The last kind of data collection techniques was documentation. According to Lodico et al (2006: 126) documentation is another form of qualitative data collection tool which existed before the start of the study that produced by the participants. So, the documentation was a source which originated from the present data and it was not from the informant. This documentation also could be used to generate interview questions or identify events to be observed.

According Irawan (2008: 70) documentation method is data collecting method used by the researcher to research subject. In the documentation, the researcher took data from some related documents with the research problem such as the teachers' lesson plans and some photos of teaching English process.

E. Technique of Data Verification

Data verification technique was important to know what the data could be trusted or not. In qualitative research, one kind of data verification technique usually used was triangulation. According to Wiersma (2005: 256) triangulation is qualitative cross validation was applied to assess the sufficiency of the data. It assessed the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.

According to Bryman (2006: 1) triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuring findings. Based on Denzin (1970) in UNAIDS (2010: 14), there are four kinds of triangulation: data triangulation, methodology triangulation, investigator triangulation and theoretical triangulation.

In this thesis, the researcher used the technique of data verification that was methodology triangulation. This triangulation could be done by researcher by collecting the same data but by using the different technique or method of collecting data. The methods of collecting data which used were interview, observation and the documentation. These kinds of data collecting methods were done in order to get the information related with the research problems about the strategy, media and evaluation technique used in Thamvitya Mulnity School Songkhla. The methodology triangulation was done to ensure the validity of the study.

F. Data Analysis

The technique of data analysis was the way how the data to be analyzed by the researcher. In this study, the researcher used qualitative data analysis. According to Bogdan and Biklen (1992) in Moleong (2006: 248) qualitative data analysis is a process of searching and setting systematically the interview guide, field notes and the other data that had been collected to improve the understanding so that the data could be presented to another people. So, qualitative data analysis was the way to make a better understanding of data that had been collected.

Data analysis in qualitative research was done along with collecting the data and after finishing the data collection in a certain period. Miles and Huberman (1994 : 8) states that the activity in analyzing the qualitative data was conducted interactively and continually until the researcher faced the saturation data.

Based on Miles and Huberman (1994: 10) develop a technique in qualitative analysis. In this analysis, it consisted of three steps, they are:

1. Data reduction

Data from the subject was much enough so it must be noted accurately. Based on Miles and Huberman (1994: 10) Data reduction was a process of selecting, focusing, simplifying, abstracting and transforming the data that appeared in written-up field notes or transcription.

Data from the field was complex and complicated, so it was important to reduce some data. Data reduction was done by selecting the appropriate data and

focusing to the important data. All data from the field were simplified to find which data appropriate with research problems. Those which were not appropriate were reduced. It could be concluded that by doing data reduction, we could focus on the important things and we could omit unimportant data.

In doing observation, the researcher could get the data from the activity in the class such as the media that used and how the teachers conducted the strategy in teaching English. Meanwhile from the interview, much information arose even some of those were not needed information. Many answers came from the interview. Each subject had her own answer about the data that related with the research problems. The result of the interview showed about the teaching strategy, the media and the evaluation technique that used in teaching English. Therefore, the data needed to be reduced. In this step, the irrelevant data were reduced and the needed data were included. So, it could be seen which one answered the research problems.

2. Data display

After doing the data reduction, the next step of data analysis was data display. According to Miles and Huberman (1994: 11) data display was an organized assembly of information that permitted conclusion drawing and action taking. It meant that data display was a form of analysis which described what was happening in the natural setting so that it could help the researcher to draw a final conclusion. By doing the data display, the researcher would be easy to understand with what the phenomenon that happened and prepared what the next activity based on the data that had been understood.

The data were displayed in the form of words, narrative, tables or graphics in order those becomes understandable and readable. Displaying data was done by grouping the data systematically based on the needed structure. Displaying data was also useful to plan what should be done next. The data from the subject and instruments was crosschecked with the theory. The researcher found which data were appropriate to answer the first question and which data answered the second and the third questions. The data were displayed to take appropriate conclusion.

3. Conclusion drawing and verification

The last step in data analysis based on Miles and Huberman was conclusion drawing and verification. In qualitative research, the data could be analyzed since the beginning of research when the data began collected until the end of collecting data. The data were analyzed continuously and verified about the validity.

In final analysis, the researcher got final and perfect conclusion as the answer of research problems. If the conclusion was supported by accurate data and prove, it could be said that the conclusion was credible.

CHAPTER IV

FINDINGS

This chapter presented and discussed the findings of the research based on the data that gathered during the investigation. In line with the research problems, it explored the research finding concerning the strategy, the media and evaluation technique which used in teaching English at Thamvitya Mulnity School Songkhla Thailand.

A. Data Presentation

1. The Strategy of Teaching English

Quality learning among students needs quality teaching and quality teaching procedures quality learning that can only be had at a quality method of handling classes. The quality of teaching refers to the appropriateness of the strategy selected to achieve the identified objectives for a certain subject matter. Teaching to be effective requires a lot of time, talent and effort from anyone who wants to pursue this inspiring and very fulfilling task. Effective teaching is only possible if teachers would consider the understanding of the complexity of classroom and learn to develop strategies that will continually evaluate and improve teaching learning effectiveness.

To reach a certain goals in the teaching and learning process, teachers had to implement good strategies. Based on the observation and interview with the

English teachers and the students that were done by researcher, teachers had many strategies used in teaching learning process. To have clear descriptions on the finding, there were such as the representation of the observation and the interview with the students and the teachers about the strategy that used in the classroom.

a.   Teacher 1

Based on the researcher's observation during the research, researcher got much information about the way of T1 in implementing her strategies. Rusnee S. as T1 started her lesson by greeting and checked the students' attendance list. Then, T1 was focusing the students' concentration by reviewing the previous material. Sometimes, the teacher gave the students questions that related to the previous material. Before T1 started with the material, she usually improved the students' motivation by doing a little games such as hand movement or guessing something. After the students seemed happy, the teacher started to teach the next material.

Firstly, T1 always explained the material to the students. The students just listened to the teacher's explanation and sometimes they would write done the note in their note book. Besides in explanation process, the teacher would give the meaning or translated the words or sentences about the text. The teacher translated English words or sentences to Thai language. It is purposed to facilitate the students in understanding the material. And the students' roles were writing the translation in their books based on the teacher's said.

In addition, T1 also usually gave new vocabulary that related with the material to the students. In this process, the teacher would ask the students to

repeat what the teacher said. The teacher would repeat the new vocabulary until the students' could say it correctly. After doing this activity, T1 would translate the new vocabulary again. So, in one meeting the students could receive many vocabularies from the teacher.

Besides doing those activities, T1 sometimes divided the class into some groups that consist of four students. Then, the students would be given the task that should done in group. For example for this activity is the groups must mention the kinds of part of speech along with the examples. The students could use Thai language during the discussion because T1 understood enough about the students' problems when they were asked to use English. When the groups did their tasks, T1 controlled the class and monitored the groups' activities in discussing the material. If the students got the problems or difficulties in translating Thai language to English, T1 would give the solution for them by asking them to find the meaning in the dictionary or answering the questions directly. The teacher gave about 15 minutes to the groups to do their task then the groups would choose one member to present their discussion in front of the class.

Meanwhile based on the interview activity, the researcher conducted the interview with T1 about the strategy in teaching English.

R : "what kinds of strategy do you usually use in teaching English in the class?"

T1 : "I use direct teaching and cooperative learning in my teaching process."

R : can you explain why you used both direct teaching and cooperative learning?"

T1   : "yes. I use direct teaching because I must explain the material so the students can understand. And I use cooperative learning because the students like to be in group."

R   : "why do the students like to be in group?"

T1   : "because they can do exercise with their friends."

b.   Teacher 2

According to the researcher's observation, researcher got information about the way of T2 in implementing her strategies. Nuryaning Arkong as T2 started her lesson by greeting and checked the students' attendance list. Before the teaching process, T2 always made a humor with the students so the students would be fresh to learning English. After the students seemed fresher, T2 would start to teach the material.

Firstly, T2 remembered the students by reviewing the previous material to the students. If the students forgot about it, T2 would review a little about the material. After reviewing the previous material, the teacher started to write down the kinds of text or dialogue for example about my favorite subject and T2 asked the students to read the text after her.

After the students following what T2 said, the teacher explained the meaning of each word in the text. But before that activity, the students were asked to write down the dialogue in their books so they could also write the meaning when the teacher translated the words from the text. The next activity, T2 usually

would explain about grammar which is in the text and she would write down the formula of the grammar.

In the teaching process, T2 was not only applying the teaching translation and grammar but she also taught spelling and pronunciation. It could be proven when the students had a task to present the dialogue. Sometimes, T2 asked the students to be in pairs and each pairs were asked to make a dialogue as the example that given by the teacher. Each pair would present their dialogue in the next meeting.

On the next meeting, the students were ready with their dialogues. T2 gave the students 2 minutes to prepare themselves in presenting their dialogues. Each pair performed the dialogue in front of the class. Besides, when the students did their dialogue, the teacher observed them and sometimes T2 gave advises to the students. During the students' dialogue, the teacher would correct the students' pronunciations which are incorrectly.

Meanwhile based on the interview activity, the researcher conducted the interview with T2 about the strategy in teaching English.

R   *: "what kinds of strategy do you usually use in teaching English in the class?"*

T2   *: "in the teaching English, I usually use both direct teaching and cooperative learning."*

R   *: can you explain why you used direct teaching and cooperative learning in your teaching English?"*

T2   : "because I know the students' problems when I don't explain the material first. They will be difficult in understanding the material. So, I use direct teaching."

R   : "and about your cooperative learning? Why do you use it?"

T2   : "yes, I use cooperative learning because the students will interest with the lesson if they divided in group. They will more active in discussing with their friends"

A strategy was important enough in the process of English teaching and learning because we knew that many students supposed English as a difficult subject. Through a good strategy, the teachers would easily deliver their knowledge to the students. The students would more understand about the material that given by the teachers if the teachers used an appropriate strategy with the students' conditions and needs.

2.   The Media of Teaching English

Media is something to transfer messages and be able to stimulate idea, feeling and students' desires to support the learning process on them. The media creatively stimulate able to stimulate the learners learning better and is able to develop their performance according to the instructional goal. That's why, the presence of the media is important because the complication of the material can be helped by the media. So the students can easily understand with the material that given by the teacher.

The teacher had to be creative in developing the media that appropriate with the goals of teaching, so the teaching and learning process would be more interesting. Based on the observation and interview with the English teachers and the students that were done by researcher, teachers used many kinds of media in teaching learning process. To have clear descriptions on the finding, there were such as the representation of the observation and the interview with the students and the teachers about the media that used in the classroom.

a. Teacher 1

Based on the researcher's observation in the class, the media used by T1 in teaching English at Thamvitya Mulnity School Songkhla Thailand were the visual media, namely flash card, whiteboard, teacher's book and board marker. Whereas, the media not only visual but also audio visual and audio visual media. On each meeting in the class, T2 just used a simple media to support the English teaching.

In addition, the media used in teaching English according to the students was just limited, such as whiteboard, board marker and teacher's book. As the result of the following interview: S2 (student of second grade in junior high school), she said that *"she (T1) usually use board marker, whiteboard and books from kak Rusnee"*, meanwhile based on S3 (student of third grade in junior high school), she said that *"kak Rusnee use whiteboard, board marker and reading book."*

Besides, as stated by Mrs. Rusnee Sayang as T1 *"I only use flash card in teaching English in the classroom."* T1 only used flash card in teaching English

besides whiteboard, board marker and her own books to encourage the English teaching in the class.

b. Teacher 2

According to the researcher's observation in the class, T2 used the visual media such as whiteboard, board marker and sometimes she used paper that contains of the related material and computer. It was supported by the researcher's interview with the students and the teacher herself. Based on S1 (student of first grade in junior high school), she stated that *"teacher usually use whiteboard, board marker, paper, teacher's book and sometimes computer in the form of video or pictures."* It was supported by S4 (student of first grade in senior high school), she stated that*" the teacher usually used media such as board marker, whiteboard, and computer and also paper that given by kru Yah."*

Besides based on the interview with the teacher/ T2, the researcher found the same data as like stated by the students above. Nuryaning Arkong as T2 said that *"I use internet in teaching English."* So, besides the simple media such as whiteboard, board marker and paper, T2 also used computer/ internet in her English teaching in the class.

The teachers used those kinds of media because these could make the students easier in understanding the material that given by the teachers. We knew that one function of media was to facilitate the students so that they could understand the material easily. Meanwhile, the media would be a distributor between the teachers and the students in delivering the teachers knowledge.

3. Evaluation Technique of Teaching English

Evaluation may be defined as a systematic process of determining process of determining the extent to which instructional objectives are achieved by pupil. This process must be done continually, not only in the end of teaching and it the aimed of evaluation is to a certain purpose that get the answer about how to improve the teaching English. In addition, evaluation demanded using accurate instruments of assessment to get information needed in making a decision. Thus, evaluation constitutes a process dealing with collecting information enables to determine the progress of teaching and to do better in future time.

Evaluation was the important component in English teaching and learning process. In this case, evaluation was an effort to monitor how far the students progress in teaching and learning process. In evaluation, the teacher could use some evaluation techniques such as test or assessment to know how the students in mastering English in teaching learning in the classroom.

a. Teacher 1

According to the interview that done by the researcher, the technique of evaluation which done by T1 in teaching English are test and assessment especially subjective test, formative and summative assessment. The form of the test was usually oral test so the students could convey their own ideas; meanwhile the form of the assessment was summative assessment. So, in the form of summative assessment, T1 always followed the midterm and the final test to measure the students' knowledge.

It was supported by interviews' results from the students. Based on S2 (student of second grade in junior high school), she said that *"T2 evaluates students by following the midterm and the final test. But, the teacher also gives the task to the students."* Meanwhile, according to S3 (student of third grade in junior high school), she said that *"teacher always gives tasks to the students to be done in the boarding school and also evaluate the students by following the midterm and final test."*

b. Teacher 2

As far as the researcher's interview with the T2, the technique of evaluation which done in teaching English was assessment especially formative and summative assessment. This summative assessment was done by joining the midterm and the final test that was held by the government. But she often gave the students some tasks in order to fulfill the score in the evaluated book.

It was supported by the students who were interviewed by the researcher. According to S1 (student of first grade in junior high school), she stated that *"kru Yah usually gives the students a homework. Then there is an evaluation of dialogue that performed in the class. Besides, the students also join the midterm and the final test."* Meanwhile based on S4 (student of first grade in senior high school), she stated that*" there are many kinds of evaluations. The teacher usually gives the task for the students and also the students must join the midterm and the final test."*

B. Data Findings

1. Data findings on the Strategy of Teaching English

Teaching to be effective requires a lot of time, talent and effort from anyone who wants to pursue this inspiring and very fulfilling task. Effective teaching is only possible if teachers would consider the understanding of the complexity of classroom and learn to develop strategies that will continually evaluate and improve teaching learning effectiveness. To reach a certain goals in the teaching and learning process, teachers had to implement good strategies.

Based on the data presentation about the strategy that used by teachers at Thamvitya Mulnity School Songkhla, the teachers usually used direct teaching and cooperative learning. In the direct teaching, the teachers usually taught translation, pronunciation and grammar of the text to the students. It was purposed the students understand about the content of the text that they were discussed. Meanwhile, if the teachers didn't do this activity, the students would face many problems in understanding the material. Besides, the teachers sometimes taught pronunciation in reading the text so the students would know a good pronunciation of the words.

In the cooperative learning, the teachers always divided the students into some groups to discuss about the material that discussed. The purpose of this strategy was to increase the students' achievements through group collaboration that enabled students to learn from each other. So, the students could share their ideas to the other friends in one group. They would discuss about the task which

given by the teacher in the classroom. Meanwhile, the teachers would monitor the activities of each group in discussing the task.

2. Data findings on the Media used in Teaching English

Media is something to transfer messages and be able to stimulate idea, feeling and students' desires to support the learning process on them. The presence of the media is important because the complication of the material can be helped by the media. So the students can easily understand with the material that given by the teacher. The teacher had to be creative in developing the media that appropriate with the goals of teaching, so the teaching and learning process would be more interesting.

From the explanation above, there were many kinds of media. Such as flashcard, real object, whiteboard, chards, pictures, etc. it could be used to support the English teaching in the class which facilitated the students in understanding the material.

Based on the observation in the classroom and the interview, to support the teachers in teaching English in the classroom at Thamvitya Mulnity School Songkhla, the English teachers used media such as whiteboard, board marker, flash card, paper, teacher's book and sometimes computer. The English teachers had varieties media to explain the material which made the students interest about the material those were visual and audio visual media.

In addition, because of the limited media in that school, the teachers had to find the varieties media by themselves so the students were supported continually

in learning English. The teachers just used the media which were easily found and utilized in the teaching English process in the classroom.

3. Data findings of Evaluation Technique of Teaching English

Evaluation was the important component in English teaching and learning process. In this case, evaluation was an effort to monitor how far the students progress in teaching and learning process. In evaluation, the teacher could use some evaluation techniques such as test or assessment to know how the students in mastering English in teaching learning in the classroom. In addition, evaluation demanded using accurate instruments of assessment to get information needed in making a decision. Thus, evaluation constitutes a process dealing with collecting information enables to determine the progress of teaching and to do better in future time.

During this time, the evaluation technique which done by the teachers at Thamvitya Mulnity School Songkhla were test and assessment. In the form of test, the teachers used subjective test in her program of evaluating the students. This test was done by asking the students to convey their ideas about the material orally in front of the teachers. It was done to know the real knowledge of the students. Besides, the teacher would know if the teaching's goal had been reached or not.

Meanwhile in the form of assessment, the teachers used formative and summative assessment. In formative assessment, the teachers gave the students some tasks in the teacher's book or in paper that related with the material.

Besides, in summative assessment, the teachers evaluated the students by getting the students' score who had been joining the midterm and the final test. By knowing the students' score from the midterm and the final test, the teacher would easily know if the students mastered the standard of competency or not.

CHAPTER V

DISCUSSION

This chapter covered discussion of the research. Discussion was a process of making a decision or a conclusion about the topic of this study that was about teaching English at Thamvitya Mulnity School Songkhla Thailand. This teaching English consisted of the strategy, the media and the evaluation technique which used in the teaching process in the classroom. Here was broad explanation about the strategy, the media and the evaluation technique used in teaching English in that school.

1. The Strategy of Teaching English

Based on the data finding about the strategy that used by teachers at Thamvitya Mulnity School Songkhla, the teachers usually used direct teaching and cooperative learning. In the direct teaching, the teachers usually taught translation, pronunciation and grammar of the text to the students in the class. The purpose was to make the students understand about the content of the text that they were discussed. Besides, the cooperative learning, the teachers always divided the students into some groups to discuss about the material that discussed. So, the students could share their ideas to the other friends in one group.

Teaching was doing an activity of learning so that the teaching process could be ongoing effectively and efficiently. As a teacher, he/she had to have a

duty to make his/her students knew more knowledge by doing teaching and learning process. That's why the teacher should have an effective strategy in delivering the teacher's knowledge to the students in the class. According to Kindsvatter et al (1996: 290), there were some strategies of teaching that could be used by the teacher in teaching the students they were direct teaching, mastery learning and cooperative learning.

Based on data finding, the teacher in Thamvitya Mulnity School Songkhla sometimes used direct teaching in teaching English in the classroom. This strategy was done by giving the explanation to the students about the material. It was purposed the students understood about the content of the text that they were discussed. Meanwhile, if the teachers didn't do this activity, the students would face many problems in understanding the material. Besides, the teachers sometimes taught pronunciation in reading the text so the students would know a good pronunciation of the words.

By doing this direct teaching, the students would be able to master a certain skill such as grammar or pronunciation. It is supported by Gagnon and Maccini (2005) in Metcalf et al (2009:2) that the process of direct teaching provides intensive, systematic teacher input and offers many opportunities for students to practice specific targeted skills.

The teachers also used cooperative learning in their teaching English. They always divided the students into some groups to discuss about the material that discussed. In group discussion, the students would try to share their ideas about the material. From here, they got many kinds of different answer from each

student, so they would get much information about the material. The strength of this group work was to make the students to get more information about the material. It was supported by Beebe and Masterson (2003) in Burke (2011: 88) that groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.

The teacher sometimes asked the students to have a dialogue in pair. Firstly, the students would make a written dialogue by sharing the ideas with their friends and they would perform the dialogue in front of the class. Meanwhile, the teachers would monitored the students activity and sometimes they gave some advises to the students. The purpose of this strategy was to increase the students' achievements through group collaboration that enabled students to learn from each other. So, the students could share their ideas to the other friends in one group. They would more active in discussing with their friends.

2. The Media of Teaching English

Based on the data finding, the English teachers at Thamvitya Mulnity School Songkhla used media those were visual and audio visual media such as whiteboard, board marker, flash card, paper, teacher's book and sometimes computer. The English teachers had varieties media to explain the material which made the students interest about the material.

Suyanto (2010: 102) stated, media could be divided by three kinds such as audio media, visual media and audio visual media. In the teaching English, the teachers at Thamvitya Mulnity School Songkhla tended to use visual media they were flash card, paper, whiteboard, board marker and textbook. The teachers used this media because it was cheaper than audio media. Besides, the teacher could acquire this kind of media easily and even he/ she could make it by him/ herself. The students were also easier to remember the materials through this media because they directly saw the example of the materials.

In using audio visual media, the teacher at Thamvitya Mulnity School Songkhla usually used computer in their English teaching process. In using the computer, the teachers usually let the students to see the video or picture related with the material. The teachers used this kind of media because the students could be interested with the material and it would make the English teaching learning more creative and innovative.

Media is something to transfer messages and be able to stimulate idea, feeling and students' desires to support the learning process on them. The presence of the media is important because the complication of the material can be helped by the media. So the students can easily understand with the material that given by the teacher. The teacher had to be creative in developing the media that appropriate with the goals of teaching, so the teaching and learning process would be more interesting.

3. Evaluation Technique of Teaching English

During this time, the evaluation technique which was done by the teachers at Thamvitya Mulnity School Songkhla used test and assessment. In the form of test, the teachers used subjective test in her program of evaluating the students. Meanwhile in the form of assessment, the teachers usually use formative and summative assessment.

According to Arikunto (2010: 162), test could be divided by two kinds, they were: subjective test and objective test. The teachers at Thamvitya Mulnity School Songkhla used subjective test by asking the students to convey their ideas about the material orally in front of the teachers. It was done to know the real knowledge of the students and the teacher would know if the teaching's goal had been reached or not.

There four kinds of assessment based on Arifins' study (2013: 34), include: formative assessment, summative assessment, diagnostic assessment and placement assessment. In assessment, the teachers at Thamvitya Mulnity School Songkhla used formative and summative assessment. In formative assessment, the teachers usually gave the students some tasks such as answering the questions in the teacher's book or in paper that related with the material. It was purposed to know the students have mastered the material during each chapter or not. Besides, in summative assessment, the teachers evaluated the students through the midterm and the final test. By knowing the students' score from the midterm and the final

test, the teacher would easily know if the students mastered the standard of competency or not.

Evaluation was the important component in English teaching and learning process. In this case, evaluation was an effort to monitor how far the students progress in teaching and learning process. In evaluation, the teacher could use some evaluation techniques such as test or assessment to know how the students in mastering English in teaching learning in the classroom. In addition, evaluation demanded using accurate instruments of assessment to get information needed in making a decision. Thus, evaluation constitutes a process dealing with collecting information enables to determine the progress of teaching and to do better in future time.

From this discussion, the results of data finding were hoped could be contributed on the English teaching process in the classroom. Firstly, the strategy of teaching English was needed to determine the appropriate method and to reach the teaching goals in teaching English in the classroom as stated by Kindsvatter et al (1996: 290) that a strategy helped the teacher made optimal use of methods and resources in achieving particular goals.

Secondly, appropriate media in teaching process were important because the media would facilitate the students in understanding the material which given by the teachers. It is supported by Suyanto (2010: 101) who stated that the advantage of using the media was to facilitate the students so that they could understand the material easily.

And the last, the function of evaluation was to know the students progress in achieving the teaching and learning goals as stated by Ida Isnawati (2013: 3) that evaluation definitely concerned with the students' improvement in achieving the learning goals. So by doing the evaluation, the teacher would know if the teaching's goal had been reached or not.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter dealt with the conclusion which was drawn on the basic of the findings and discussions as presented in the preceding chapter. In addition, some suggestions were proposed.

A. CONCLUSION

From the discussion about the teachers' strategies, the media and evaluation technique used in teaching English at Thamvitya Mulnity School Songkhla, the researcher could conclude as follows:

1. The Strategy of Teaching English

The strategy of teaching English was needed to determine the appropriate method and to reach the teaching goals in teaching English in the classroom so, a strategy helped the teacher made optimal use of methods and resources in achieving particular goals.

Effective teaching is only possible if teachers would consider the understanding of the complexity of classroom and learn to develop strategies that will continually evaluate and improve teaching learning effectiveness. To reach a certain goals in the teaching and learning process, teachers had to implement good strategies.

The writer could conclude that there are 3 kinds of strategy on teaching English: Direct teaching, Mastery learning and Cooperative learning. Besides, the strategies of teaching English which used by the teachers in Thamvitya Mulnity School Songkhla were Direct teaching and Cooperative learning.

2. The Media of Teaching English

Appropriate media in teaching process were important because the media would facilitate the students in understanding the material which given by the teachers. Media is something to transfer messages and be able to stimulate idea, feeling and students' desires to support the learning process on them. The presence of the media is important because the complication of the material can be helped by the media. So the students can easily understand with the material that given by the teacher.

There are three kinds of media: Audio media, Visual media and Audio visual media. In Thamvitya Mulnity School Songkhla, the media used by the teachers were in the form of visual and audio visual media such as whiteboard, board marker, flash card, paper, teacher's book and sometimes computer.

3. Evaluation Technique of Teaching English

Evaluation definitely concerned with the students' improvement in achieving the learning goals. So by doing the evaluation, the teacher would know if the teaching's goal had been reached or not. Evaluation was the important component in English teaching and learning process. In this case, evaluation was an effort to monitor how far the students progress in teaching and learning

process. In evaluation, the teacher could use some evaluation techniques such as test or assessment to know how the students in mastering English in teaching learning in the classroom.

There were two kinds of evaluation techniques: Test and Assessment. The evaluation techniques of teaching English applied in Thamvitya Mulnity School Songkhla were subjective test, formative assessment and summative assessment.

B. SUGGESTIONS

1. The headmaster

The headmaster has to complete the teaching facilitation to support the English teaching and learning process in the classroom. It has to be done in order to make the teachers easy in delivering the material to the students so the process of teaching and learning in the class could be carried out well.

Without the presence of the media, the teachers will face the difficulties in sharing/ delivering their knowledge about the materials to the students. It will influence the system of the teaching English process in the class. Meanwhile, the students will be difficult to acquire the materials without the explanation from the teacher because all of the students usually depend on the teachers' explanations in the class.

2. The teacher

The teacher should be able to make, design and use the appropriate media with the related material. This media will help them in doing the English teaching process especially in delivering their knowledge to the students. She can't only

depend on the visual and audio visual only, but she also can use audio media to train the students' listening too. The students who never listen to the native speakers' saying, they will be able to speak English fluently. So, the teaching process was not only translating text or learning grammar.

From here, the role of the teacher is facilitating the students' needs in doing the fluent speaking in English as a native speaker. It will make the students master in speaking and they will be easy to speak with another people in another country who use English language when they go to aboard.

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