

# Appendices

## **Appendix 1**

### **Interview Guideline**

#### Interview to the teachers

1. How long do you teach English?
2. What strategy do you usually used in teaching English? (direct teaching, mastery learning or cooperative learning)
3. What kinds of media do you usually used in teaching English?
4. What technique of evaluation do you used in teaching English?
5. Is there any problem in teaching English? Explain!

#### Interview to the students

1. Siapa nama guru English kamu?
2. Apa strategi/ cara guru dalam mengajar? Biasanya guru menggunakan direct teaching, mastery learning atau cooperative learning?
3. Apa saja alat- alat yang digunakan untuk mengajar?
4. Bagaimana cara guru mengevaluasi siswa?
5. Adakah masalah dalam belajar English? Jelaskan.

## Appendix 2

### Result of Interview

#### Interview 1/ T1

Teacher's name : Rusnee Sayang

Date and time : May 11<sup>th</sup> 2015 (21.02)

#### Interview's result

R : "ok. The first question is how long do you teach English in this school?"

T2 : "I teach about 2 years."

R : so, you are still new, right?"

T2 : "yes!"

R : "then, 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."

R : "ok. Then, what kinds of media do you usually used in teaching English?"

T1 : "I use flash card in teaching English."

R : "why?"

T1 : "because the students are easy to understand and they concentrate with the material. Beside the school doesn't provide enough media so I just use flash card."

R : "ok. The next question is what technique of evaluation does you used in teaching English?"

T1 : "I usually do testing and assessment."

R : "what kind of assessment do you use?"

T1 : "I use formative and summative assessment."

R : "what is your reason in doing testing?"

T1 : "I can know the students real knowledge about the material by doing interview."

R : "Is there any problem in teaching English? Explain!"

T1 : "Yes. The students always think that English is difficult so they are difficult to learn."

## **Interview 2 / T2**

Teacher's name : Nuryaning Arkong

Date and time : 13<sup>th</sup> May 2015 (14.15)

Interview's result

R : "ok. The first question is how long do you teach English in this school?"

T2 : "I teach English here for 6 years."

R : so, you have been taught for long enough time.

T2 : "yes" (smiling)

R : "then, 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”

R : “ok. Then, what kinds of media do you usually used in teaching English?”

T2 : “I use internet in teaching because the students interest.”

R : “why do you use internet in teaching English?”

T2 : “because when I use internet, the students will interest with the material.”

R : “ok. The next question is what technique of evaluation do you used in teaching English?”

T2 : “I evaluated the students by doing assessment especially formative and summative assessment.”

R : “why do you use those kinds of evaluation techniques?”

T2 : “in the school, summative assessment is required in the midterm and final semester. And about the formative, I do this assessment to fulfill the score in the students’ evaluation book.

R : “Is there any problem in teaching English? Explain!”

T2 : “Yes, there is. The students have a different ability and knowledge. So, I must know what the students’ needs to improve their ability.”

### **Interview 3**

Informant : Wilasinee Mamuk

Class : mo 1 (like the first grade of junior high school)

Date and time : August 22<sup>th</sup> 2014 (10.10)

#### **Result**

1. Siapa nama guru English kamu?

“Kru Yah (Nuryaning).”

2. Apa strategi/ cara guru dalam mengajar? Biasanya guru menggunakan direct teaching, mastery learning atau cooperative learning?

“dia biasa guna direct teaching. ada juga cooperative learning waktu mengajar.”

3. Apa saja alat- alat yang digunakan untuk mengajar?

“kalam (spidol), papan (whiteboard), kertas, buku bacaan, kadang guna komputer.”

4. Bagaimana cara guru mengevaluasi siswa?

“kru Yah biasa beri siswa homework. Setelah itu ada pula tes dialog di depan kelas. Ada lagi ujian pertengahan dan akhir sekolah.”

5. Adakah masalah dalam belajar English? Jelaskan.

“Ada. Saya banyak tidak paham arti. Kalau sudah dijelaskan, saya paham. Kru yah sering mengajar menerjemahkan di kelas.”

#### **Interview 4**

Informant : Fakreeyah Awang

Class : mo 2 (like the second grade in junior high school)

Date and time : August 22<sup>th</sup> 2014 (10.30)

#### **Result**

1. Siapa nama guru English kamu?

“ kak Rusnee Sayang”

2. Apa strategi/ cara guru dalam mengajar? Biasanya guru menggunakan direct teaching, mastery learning atau cooperative learning?

“Kak Rusnee biasa guna direct teaching and cooperative learning karena kak rusnee biasa suruh siswa buat group.”

3. Apa saja alat- alat yang digunakan untuk mengajar?

“kalam (spidol), papan (whiteboard), buku dari kak Rusnee.

4. Bagaimana cara guru mengevaluasi siswa?

“Biasanya ujian ada pada masa tengah dan akhir sekolah. Tapi guru sering suruh siswa buat tugas di pondok.

5. Adakah masalah dalam belajar English? Jelaskan.

“Ada banyak. Biasanya tidak paham arti. Tapi setelah dijelaskan menjadi paham. Selain itu, English sulit karena saya tidak bisa baca, tidak bisa menulis dan tidak bisa bicara dengan English”

## **Interview 5**

Informant : Salinee Chayre

Class : mo 3 (like the third grade of junior high school)

Date and time : August 29<sup>th</sup> 2014 (09.15)

### **Result**

1. Siapa nama guru English kamu?

“Teacher Rusnee Sayang”

2. Apa strategi/ cara guru dalam mengajar? Biasanya guru menggunakan direct teaching, mastery learning atau cooperative learning?

“Cooperative learning. Kak Rusnee suruh siswa buat group untuk buat tugas di kelas. Tapi kadang dia juga menjelaskan dikelas.”

3. Apa saja alat- alat yang digunakan untuk mengajar?

“kalam (spidol), papan dan buku bacaan.”

4. Bagaimana cara guru mengevaluasi siswa?

“Guru selalu bagi tugas buat siswa, suruh kerjakan di pondok. Ada juga ujian di tengah dan di akhir masa belajar.”

5. Adakah masalah dalam belajar English? Jelaskan.

“Tidak. Karena saya suka English dan suka baca bacaan guna bahasa English.

## Interview 6

Informant : Karimah Makeh

Class : mo 4 (like the first grade of senior high school)

Date and time : August 29<sup>th</sup> 2014 (09.50)

### Result

1. Siapa nama guru English kamu?

“kru Yah”

2. Apa strategi/ cara guru dalam mengajar? Biasanya guru menggunakan direct teaching, mastery learning atau cooperative learning?

“biasanya guru sering menjelaskan di depan kelas. Tapi kadang kru yah suruh siswa untuk mengerjakan tugas di group.”

3. Apa saja alat- alat yang digunakan untuk mengajar?

“biasanya guna kalam (spidol), papan, komputer pula dan kertas yang diberi oleh kru Yah.”

4. Bagaimana cara guru mengevaluasi siswa?

“Banyak. Ada buat tugas di buku. Ada juga ujian tengah dan akhir sekolah.”

5. Adakah masalah dalam belajar English? Jelaskan.

“Ada. Saya banyak tidak paham dengan arti bahasa English.



## **Appendix 3**

### **Result of observation**

#### **Teacher 1**

Class : mo 3 (like the third grade of junior high school)

Date and time : August 18<sup>th</sup> 2014 (11.40)

#### **The narration of observation:**

The material that taught in that day was about part of speech. T1 entered the class and greeted the students who were noisy about their own business. But, after T1 was in front of the class, the students gave their attention to T1. T1 started to greet the students and checked the students' list. Then T1 reviewed the previous material about date and time. Some of the students were seemed forget about the material, so T1 tried to explain about the previous material for twice.

After several minutes in reviewing the previous material, T1 directly introduce the material about part of speech. Before the next material was being taught, T1 gave a little game such as hand movement (touch your nose, touch your friend etc) to the students so they would be fresher and ready to study. In teaching English, T1 would explain about the material first because the teacher knew the students' conditions. If the teacher didn't explain the material, the students would face the difficulties in mastering the material.

When T1 explained the material, the students just listened to the teacher's explanation and sometimes they would write down what T1 write in the whiteboard. T1 used Thai language in teaching English because it would make the students easy to understand the material rather than T1 used English as a language which used in the class. T1 was not only explaining about the material but she also taught the students about the translation.

T1 would translate the English word to Thai language orally, and then the students would write the meaning in their books. It would facilitate them in understanding the material about part of speech. After the explanation process, T1 asked the students to make a group that consist of 4 students. Each group would be given a task from the teacher to mention the example of each kind of part of speech. Each group would present their discussion result in front of the class.

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. When a group presented their discussion result, the other group would listen to the presentation. Meanwhile, the teacher would monitor if there were a mistake which made by the presented group. When there were mistakes, T1 would directly correct. Group by group had presented the result of discussion. Because the time was up, T1 ended the class by reviewing once more time about the material about part of speech along with the example. And then, T1 close the lesson by saying good bye to the students.

### **Teacher 1**

Class : mo 2 (like the second grade of junior high school)

Date and Time: August 24<sup>th</sup> 2014 (13.20)

### **The narration of observation:**

The material today in the second grade of junior high school is about “NICE HOUSE”. T1 started to greet the students when she entered the class and checked the students’ list after that. T1 directly told the students about the material that would be discussed in that day. It was about nice house.

As usual, T1 often used Thai language rather than English in their conversation. Before the teaching and learning process started, T1 took a paper that contain of some rooms of the house. She asked the students to guess what the picture it is. The students answered the picture loudly and both T1 and students did this activity for a while. Then, T1 asked the students to repeat what she said based on the name of room in the picture.

After that activity, the teacher read the text in the book and translated it one by one. The students’ tasks were to write down the translation of the teacher’s. After they had done with that activity, the teacher wrote some vocabularies that weren’t in the text but those still related with the material about nice house. The students also did it. They wrote the new vocabulary in their books. After the students finished with their tasks, the teacher started to explain about the new vocabulary in the whiteboard.

The last activity in the class today was dictation. T1 dictated some sentences such as “the cat is on the bed” to the students. They had to write those in a paper and they would submit their work to T1 later. T1 tried to speak clearly and calmly in order to make the students understood with the T1’s sentences. The sentences were about ten sentences. After they’d done with it, the students directly submitted to T1 and the class was end.

## **Teacher 2**

Class : mo 1 (like the first grade of junior high school)

Date and time : August 21<sup>th</sup> 2014 (13.20)

### **The narration of observation:**

The material that taught today was about My Favorite Subject. T2 entered the class with her bright face and smiled to the students who waited for her coming. Then, T2 started to greet the students and checked the students' list. After that, the students were remembered about the previous material about My School. All of students seemed still remember about the previous material, that why T2 directly started the lesson.

Firstly, T2 wrote down a dialogue from the book in the whiteboard. Knowing that, the students automatically took their books from their bags and directly wrote the dialogue. After writing activity, T2 started to explain the meaning of the text to the students. T2 sometimes used Thai language, Melayu Language and English so the students would understand the material. Next, T2 asked the students to repeat the sentences which she read from the example of dialogue.

T2 didn't forget to introduce the new vocabulary from the dialogue which not understood by the students. The students also wrote down the translation of each word or sentence that had been explained by T2. After T2 finished with the translation, the teacher asked the students to read the dialogue after her for twice. In this activity, T2 also taught the students how to pronounce a well. The students seemed listening and following T2 well.

The final activity was T2 asked the students to join in pair to do a dialogue in front of the class. Each pair went forward to read the dialogue in the whiteboard one by one. T2 sometimes gave a feedback when they made a mistake and she gave some advices to the students. After this activity, T2 asked each pair to make a dialogue like the example in their boarding school and they were asked to do the dialogue in the next meeting. Because of the time was up, T2 closed the lesson and she greeted to the students before left the class.

## **Teacher 2**

Class : mo 4 (like the first grade of senior high school)

Date and time : August 21<sup>th</sup> 2014 (08.00)

### **The narration of observation:**

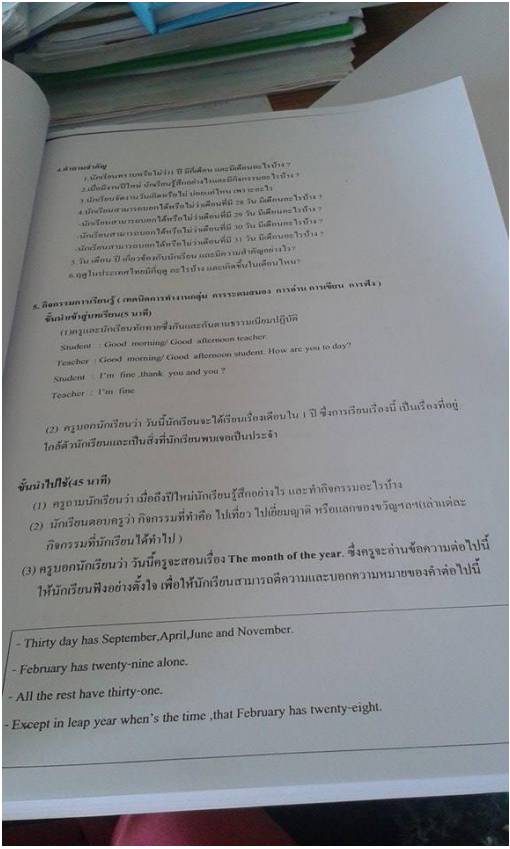
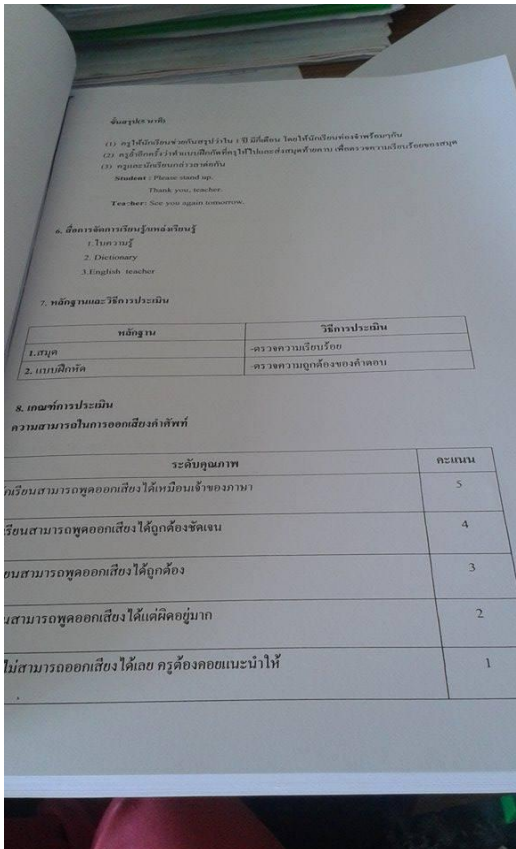
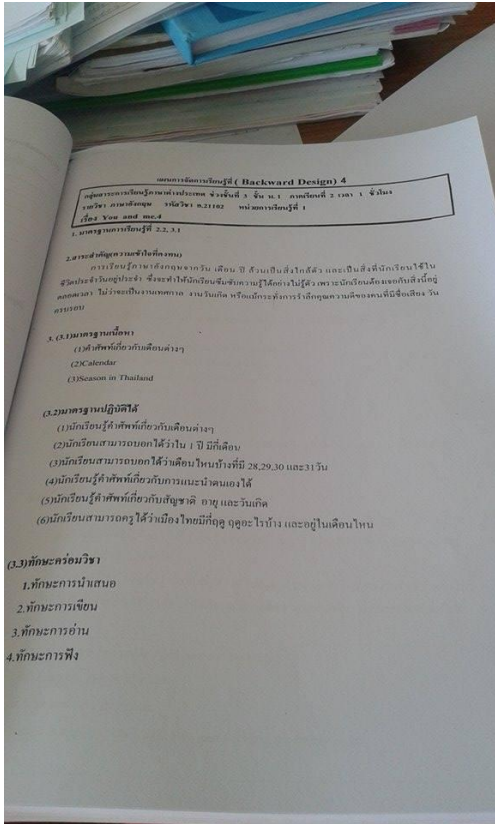
Today, the material was about Part of Speech. T2 entered the class by bringing some papers in her hand. The students seemed ignoring about what the teacher brought. After greeting and made some jokes with the students, T2 started to explain the material. As usual, the teacher used Thai language and English in her teaching process to make a clear explanation.

Firstly, T2 wrote some kinds of part of speech in whiteboard such as noun, pronoun, verb etc. Then, she explained the material about part of speech. In the teaching activity, the students asked the teacher about the meaning of each kind of part of speech. T2 answered for each question from the students who had not understood with the meaning.

After the students understood with the material, T2 gave a paper to the students. This paper contained of each kind of part of speech. The teacher then asked the students to mention the example of each part of speech in that paper. This was one kind of exercise that made by the teacher. They were given 15 minutes to finish the task meanwhile the teacher would monitor the students activity in doing their work.

Time was end. The teacher asked the students to submit their work in her table. T2 would do a correction later and the students would know their score in the next meeting. Before leaving the class, the teacher greeted the students and gave an advice so that the students study in their boarding school.

## Appendix 4 Documentation of Thai lesson plan



## Appendix 5

### Documentation of teaching English process



## Curriculum Vitae

Name : Lianik Widaryati

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Faculty : Faculty of Education and Teacher Training

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### Education Background

1. TK Dharma Wanita Bulusari ( 1997 - 1999 )
2. SDN Bulusari II ( 1999 – 2005 )
3. SMPN 3 Tulungagung ( 2005 - 2008 )
4. MAN Tulungagung 1 ( 2008 – 2011 )
5. IAIN Tulungagung ( 2011 - 2015 )



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Telah selesai dan siap DIUJIKAN.

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THAMVITYA MULNITY SCHOOL SONGKHLA  
THAILAND  
Pembimbing : Arina Sofia, M.Pd

No	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
1	25 Maret 2015	Revisi Chapter I	<ul style="list-style-type: none"><li>- When you write the name of the author, write the back name only.</li><li>- Write a general picture about the condition of ETL in Thailand.</li></ul>	
2	6 April 2015	Revisi Chapter I	-	
3	30 April 2015	Revisi Chapter II	<ul style="list-style-type: none"><li>- You must read the thesis guideline.</li><li>- When quote, you must provide explanation/ analysis of the statement.</li><li>- Don't start a paragraph with quotation but write your statement and supported by expert's explanation.</li></ul>	
4	18 Mei 2015	Revisi Chapter II	-	
5	27 Mei 2015	Revisi Chapter III	Revise chapter 3 and submit next chapter	
6	16 juni 2015	Konsul bab 4 dan 5	<ul style="list-style-type: none"><li>- See in the thesis guideline</li></ul>	

7	1 Juli 2015	Revisi Chapter III, IV, V, VI	<ul style="list-style-type: none"> <li>- Starting from chapter III use past tenses.</li> <li>- Explain the contribution of your findings to the development of theory.</li> </ul>	
8	10 juli 2015	Revisi Chapter III, IV, V, VI	<ul style="list-style-type: none"> <li>- Give the sub about time and place of the study</li> <li>- Explain the strength of group work and the theory</li> <li>- Write references about the benefit of direct teaching</li> </ul>	
9	14 juli 2015	Revisi keseluruhan	<ul style="list-style-type: none"> <li>- Cari referensi asli agar pengutipannya lebih baik</li> </ul>	
10	15 juli 2015	ACC keseluruhan	-	