

in meeting the immediate needs of the learners and provides a framework for creating classes that are interesting and that can address student needs. Using task in teaching and learning process shows that the students are more active in English class. They are interested in finishing their tasks.

The findings show that teaching and learning is filled by some analyses. The teacher applies and evaluates the students' problem. As it is found in field that the teacher does her practices to students by giving some stories. The teacher gives students some problems that can be answered by analysing task and story, then the students are suggested to answer and analyse the story based on the teacher's explanation. In this activity, the students analyse the task seriously. Besides they can analyse the story, they can do it either in pair, group or individually discussion (Harmer 2007:20). However, students' preferred ways of working from one to the other, and this is why all these organizational forms of work should be used and alterned. Every form has its advantages and disadvantages which are suitable for one students, but inconvenient for other. Let us highlight some of them. On one hand, a whole class arrangement is the best because of time sparing, easy monitoring and having students' attention, on the other hand the students are usually passive. Group work and pair work seem to have many advantages. In group and pair students tend to participate more equally and they also more able to experiment and use the language than they are in a whole class arrangement (Harmer 2007:21). However, some students may feel ashamed and uncomfortable to speak in front of other people. The advantages of solo work are : it allows students to work at their own speed, allows them thinking time and they can go

back to considering their own individual needs and progress (Harmer 2007:21). On the contrary, when it is used very often the students get bored.

A story is something that everybody is familiar with, a majority of people use it to listen to stories and they like them very much. Students want to enjoy a character's adventures and like to distinguish between good and evil. It is very important to choose a suitable level for a certain class. They study English as their hobby and this is why they are involved. Stories give many opportunities for practising everything students have learned. In the Story telling Hand book Elis and Brewster (1991:1) state the advantages of story telling :

- (a) Stories are motivating and fun, they create a deep interest and a desire to continue learning,
- (b) Listening to stories is a shared social experience, it provokes a shared response of laughter, sadness, excitement and anticipation,
- (c) Stories exercise the imagination, children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations,
- (d) Stories are a useful tool in linking fantasy and the imagination with the child's real world, they provide a way of enabling children to make sense of their everyday life,
- (e) Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language,
- (f) Stories help students of all levels to understand literature, they carry ideological messages,
- (g) Children books offer universal truths, moral appeals to one generation after another.

It is true that students are interested in story. They are interested to discuss it, understand it and to know the content and message. Thus, story leads the students to be active in teaching learning.

The teacher's practice also direct students to discuss the materials. According to Djamarah (2010:87), discussion is teaching learning process where the students are faced to some problems. This is supported by Hasibuan (2010:23), who states that students are active in participating of learning because with discussion activities: (a) Students will give response, (b) Students have opportunity to share their abilities, (c) Students develop their motivation, (d) Students have critical study and thinking, (e) Functioning students abilities. In the discussion process the students more active. They to show their response by speaking up. It stimulate the students to use some vocabularies orally. Discussion is very important for student.

Media used by teacher usually using audio song, audio visual usually use clip song or movie and teaching media like a game that use some instruments like a pieces of cards. Using this kinds of media was made students interesting in classroom because they felt entertained, if they were happy the material were they have studied is easy to understand. Besides, when using some media students will get more learn, because the time can be save. For example ; describing something, when the teacher use media picture it will fast to do rather without any media. This is related with advantages of teaching media : the process of teaching and learning becomes more interesting, the process of teaching and learning can more interactive, the process of teaching and learning can apply wherever and whenever (Suwarna, 2005:128).

Using audio or audio visual media in teaching and learning were interesting for students. Many students like song and movie. When teacher applying it in the

class, it showed students very interest and looked enjoy join in this class. It was clearly, using audio an audio visual in teaching English make student more active.

Role-playing is a teaching strategy that fits with in the social family of models (Joyce and Weil, 2000). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that “integrating experiential learning activities in the classroom increases interest in the subject mater and understanding of course content” (Poorman, 2002:32). Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the instructor’s knowledge. Rather, they take an active part.

A third advantage to using role-playing as a teaching strategy is that it teach esempathy and understanding of different perspectives. A typical role playing activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting.

In role-playing the student is representing and experiencing a character known ineveryday life (Scarcella and Oxford, 1992). The use of role-playing emphasizes personal concerns, problems, behavior, and active participation (Silver & Silver, 1989). It improves interpersonal skills, improves communication skills and enhances communication.

The educational advantages from using role-play in teaching include the following:

- a. It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course of study.
- b. Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, and where and how it is formed.
- c. Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning. Role-playing can make a valuable contribution in this process.
- d. It gives life and immediacy to academic material that can be largely descriptive and or theoretical.
- e. It can encourage students to empathize with the position and feelings of others something that, in the normal process of teaching, is likely to be missed.

Applying role play in the class, showed that student interest it. They looked active join in the role play. Students try to speak up fluently, clear and right. They tried understanding every sentences it was clearly that applying role play make students more active in teaching English.

In question answer the teacher giving question to students or students ask to teachers (Djamarah 2010:95). The teachers' asked the students' problems not only

in front of classroom but also near to students side, Usually if the teacher give question to students individually, they can relax and if not understand can asking back to the teacher.

According to Ahmadi (2008:207), studying active can see from the aspect in teaching learning process. The teacher must motivate students to study, give opportunities to creativities to study, and use many kinds of teaching method and multimedia. The teacher usually use song, movie and some instruments like a piece of cards for game. From this make students interesting in the classrom because they felt intertainment and the material easy to understand. Some media will make students get more learn and the time can be save.

In motivating students, the teacher usually suggest students to do the task, then teacher give point to students when they want to perform. In motivated teacher will give score as a reward. Related to Djamarah (2010:147), teaching learning process is purpose or conducted to students needs, they can happy, interested and active in teaching learning process. The teacher give motivating students in teaching learning with give point or score, reward and showing the students score, Djamarah (2010:150). From this statement teachers' can used into motivation activities.

Every activity we do is motivated by something. Either it is our own need, feeling, wish, idea, interest (intrinsic motivation) or it is a duty, necessity, order, or promised reward (extrinsic motivation), the motivation is the basic and first "kick" to do something. In the process of teaching it is one of the most important

tasks for teachers, especially those teaching children who, in comparison with adult learners, usually lack the motivation for learning.

Teachers have to “provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to turn a class around. It is by their attitude to class participation, their conscientiousness, their humour and their seriousness that they may influence their students. It is by their behaviour and enthusiasm that they may inspire”. (Harmer, 2007:8) motivation is an utterly essential part of successful learning and teaching. When we are well-motivated we try to do our best, which is the best presumption for a good result. The teacher as the motivation should able to motivate their students. After giving motivation for students, it showed that students looked have motivation in learning English. They were active. They asked about English and material. They had motivation to know the English material. So, it was very important for students to get good achievement and create active.