EFFORTS TO IMPROVE STUDENTS' ACTIVE INVOLVEMENT

IN THE ENGLISH TEACHING-LEARNING PROCESS IN CLASS FIVE

AT MI-ALMUKHLASHIN, GRESIK 2008/2009

Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the Degree of English Education

By

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DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH FACULTY

STATE INSTITUTE OF ISLAMIC STUDIES SUNAN AMPEL SURABAYA

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APPROVAL

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Abstract

Students' involvement is a very influential factor in the achievement of the learning output. There will not be any learning if the students are not involved. The higher the students' level of involvement, the better learning output achievement there will be. Students' involvement is needed in all teaching-learning process including the English teaching-learning process. Then, to get a better learning output, the students' involvement always needs to be improved.

This research is focus on efforts to improve the students' active involvement in the English teaching-learning process in Class five MI Al-Mukhlashin Gresik, in the academic year of 2008/2009. It followed the principles of action research. In this research, the researcher with other research team members such as the headmaster, the guidance and counseling teacher, classroom teachers, and English teachers(my self), do some collaborative work in identifying the field problems, determining some actions to overcome field problems, implementing the actions, and observing and reflecting on the result of the actions.

There are three problems feasible to solve the problems are that (1) students considered English a difficult, confusing, uninteresting, boring, and disgusting subject, (2) students do not bring the course book of English and do not do their homework, and (3) students often make noise, talk to each other, and make up something for fun during the ETLP. So the teacher and researchers try to find formulation the problem. Those statements of the problems are about suitable method, Effort of the teacher and the processes to improve student's active involvement in the English teaching learning process in class five at MI Al-Mukhlashin, Gresik 2008/2009.Those problems were tried to be solved by three actions. The actions were (1) implementing the use of media and role play in the ETLP, (2a) asking the students to always bring the course book, (2b) applying rules and consequences for homework, and (3) implementing games as warmer. Those actions are implemented simultaneously.

The use of media and role play, the students were more involved in the teaching-learning process, more focused on the learning material, and more interested in the subject matter, implies that in the teaching-learning process, teachers need to increase their use of media as things that can attract the students to their learning so that they can keep being involved in the process. Consequences and teachers' firm attitude concerning homework made the students more disciplined implies that teachers need to give more attention to the students, be firm, and apply rules and consequences which were clearly applied to the students so that they can be more disciplined. Games as warmer in the teaching-learning process made the students more motivated and involved in the learning implies that a joyful situation of learning makes the students enjoy and become more involved in their learning so that teachers need to create a joyful teaching-learning process for the students,

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Every teaching-learning process aims at reaching an improvement in learning achievement. In that process, the participation of both the teacher as the educator and the students as the learners is needed. In other words, in a teaching-learning activity, the teacher and students need to be involved.

A common problem for EFL (English Foreign Language) teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a teacher-class dialog, such as asking questions to the class as a whole, expecting at least one student to respond. This can be a frustrating experience for both parties. Obviously, there will be times when no student can answer a teacher's question, but often students do not answer even if they understand the question, know the answer, and are able to produce the answer. Furthermore, students can often be very reluctant to give feedback or ask the teacher a question in front of the class. This action research project attempted to explore this problem and sought to create a more interactive teacher-class in class English learners.

The most important thing in a teaching-learning process is the process of 'learning', which happens in the students' mind. Teaching learning process is a system which has many components that are integrated each other to reach the aim. Therefore, the teacher role is important in the effort of teaching learning process implementation. To reach the optimal result of learning, all of the components in teaching learning process are not permitted to be ignored. Those components are teacher, students, learning material, teaching method, time, place and facilities.

Besides receiving the learning material from the teacher, the students are also hoped to be active in doing activities supporting their learning process such as reading, making short story, making short conversation, role-playing, working in groups, looking for other materials, and/or doing the school tasks so that they can be more physically and mentally involved. Students' active involvement in the teaching-learning process is a very determinative thing in the learning achievement. The higher the students' involvement level, the better the learning achievement will be.

Astin argues that instructors should use involvement to maximize student learning. To accomplish that goal, instructors must be aware of how motivated students are and how much time and energy they are devoting to the learning process. For a student to be deeply involved in the learning process, she or he must invest energy in academic relationships and activities.[1]

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[1] http://www.monroecc.edu/depts/stucenter/mission.htm

The teacher is considered the most suitable person to do action research, because the teacher has unique interaction between teacher and the students. Beside that the teacher is familiar with students. I am an English teacher at Mi Al - Mukhlashin , so I have duty to increase quality in English teaching learning process to increase their involvement in this school through action research.

With learning serving as basic activity, efforts to improve the achievement of learning are important to be carried out. An improvement will not be facilitated without any efforts. Therefore, to improve learning achievement, efforts are extremely needed. The research report here is an action research with an aim to improve the students' involvement in the English teaching learning process in Class five MI Al-Mukhlashin Gresik, in the academic year of 2008/2009

B. Identification of the Problem

Research team members conducted the research and work collaboratively with other research team members such as the headmaster, English teachers, counseling guidance teacher, and class teachers. To identify the problems of the English teaching-learning process in Class five, she also does observations during the English teaching-learning process. The researcher and other research team members found forty one problems related to the English teaching-learning process in Class five. The problems can be seen in Table 1 below.

Table 1. The English Teaching-Learning Problems in Class five, MI Al-Mukhlashin Gresik , in the
        Academic Year of 2008/2009

No	Problems	Codes
1.	When the teacher came to the class, the students were still not ready to study.	S
2.	When the bell had rung, many students were still outside the class.	S
3.	Students came into the class untidy worn uniforms.	S
4.	Students often made noise in class	S
5.	Students talked to each other when the teaching and learning activity was still going on.	S
6.	Students went out of the classroom when the teacher was out for a moment	S
7.	Students walked up and down in the classroom when the teaching and learning activity was going on.	S
8.	Students ate meal during class.	S
9.	Students wrote too small letters on the blackboard	S
10.	Students often made up something for fun in answering the teacher's questions.	S
11.	Students always wanted to take a rest or go home.	S
12.	Students were too lazy to consult the dictionary.	S
13.	Students did not pay any attention when the teacher explained in front of the class.	S
14.	Students often came late to class so that the teaching-learning process was disturbed.	S
15.	The students had difficulties in learning grammar.	M
16.	The students had difficulties in pronunciation.	M
17.	Students laughed at a classmate who made a mistake.	S
18.	Students played with their classmates when the teaching-learning process was going on.	S
19.	Students asked other students to answer the teacher's questions	S
20.	Students lacked work ethos.	S
21.	Students lacked learning motivation.	S
22.	Students were very hard to control	S
23.	Students didn't bring the book.	S
24.	Students didn't do their homework.	S
25.	Students complained about their fatigue in working or having had no breakfast.	S
26.	Students were not ready to study.	S

27.	The teacher was late in asking about students' presence.	T
28.	The time of the English lesson was too noon.	Ti
29.	The teacher often did not know that there were students playing games during the teaching-learning process	T
30.	The teacher often asked the students to repeat so that the students felt fed up.	T
31.	The teacher gave the students too little time in doing some tasks.	T
32.	The teacher gave too much homework.	T
33.	The teacher explained the material too fast.	T
34.	The teacher's explanation was not clear.	T
35.	The teacher used English too often in teaching so that the students could not understand the explanation.	T
36.	The teacher was too serious.	T
37.	The teacher lacked patience with her students.	T
38.	The English teaching-learning process lacked intermezzo.	Met
39.	The teaching-learning process lacked of the use of learning facilities.	F
40.	Students considered English a difficult and confusing subject.	S
41.	Students considered English an uninteresting, boring, and disgusting subject	S

S: students   T: teacher   M: material   Met: method   F: facilities   Ti: time

The researcher and the English teacher assessed feasibility of the problems to be solved. The researcher and the English teacher then discussed which field problems related to the students' involvement in the English teaching-learning process which is feasible to be solved soon.

There are three such problems:

1. Students considered English a difficult, confusing, uninteresting, boring, and disgusting subject.

2. Students did not bring the course book and they did not do their homework, and

3. Students often made noise in class, talked to each other, and often made up something for fun in answering the teacher's questions during the English teaching-learning process.

C. Limitation of the Problem

The problem in this research was limited to any problem related to students' involvement in the English teaching-learning process in Class five at MI Al - Mukhlashin Gresik 2008/2009 which were identified from the observations and selected through collaborate work among the headmaster, English teachers, class teachers, and counseling guidance teacher The problems are (1) students considered English a difficult, confusing, uninteresting, boring, and disgusting subject, (2) students do not bring the course book of English and do not do their homework, and (3) students often make noise, talk to each other, and make up something for fun during the ETLP.

D. Statements of the problems

a. What is the suitable method to improve students' active involvement in the English teaching learning process in class five at MI Al- Mukhlashin, Gresik 2008/2009?

b. What does the teacher do to improve students' active involvement in the English teaching learning process in class five at MI Al-Mukhlashin, Gresik 2008/2009?

c. How are the processes to improve student's active involvement in the English teaching learning process in class five at MI Al- Mukhlashin, Gresik 2008/2009?

E. Objective of the Research

a. To describe what the suitable method for the students' active involvement in the English teaching learning process in class five at MI Al- Mukhlashin Gresik 2008/2009.

b. To describe what the teacher does to improve students' active involvement in the English teaching learning process in class five at MI Al-Mukhlashin , Gresik 2008/2009.

b. To describe how the processes to improve students active involvements in the English teaching learning process in class five at MI Al- Mukhlashin Gresik 2008/2009.

F. Significance of the Research

1. For the English teacher of Class 5, MI.Al-Mukhlashin. the research can be used as a means to improve the students' involvement in the English teaching-

learning process in encouraging the achievement of students' learning output in English

2. For other teachers, either at MI.Al-Mukhlashin Gresik or at other schools, the research can be used as a model in improving the students' involvement in the English teaching-learning process.

3. For the researchers, the research can develop her mind through the problem-solving process and be a valuable experience related to her knowledge in research on education and her life and experience.

G. Definition of Key Term

1. Effort is strife or a struggle to transform which is into something which you wish it to be. Or attempt: earnest and conscientious activity intended to do.

2. Improve means to make something better or; to increase the value or productivity (of something); to become better. The act of improving; advancement or growth; promotion in desirable qualities; progress toward what is better; melioration; as, the improvement

3. Involvement is the act of involving, or the state of being involved or as **"**Active   participation to drive belief, commitment, ownership and action or engagement: the act of sharing in the activities of a group; "the teacher tried to increase his students' engagement in class activities". (Astin, 1984, 99). For a student to be deeply involved in the learning process, she or he must invest

energy in academic relationships and activities. The amount of energy a student invests in these types of activities will vary based upon the student's interest, goals, and other commitments. For example answering question and asking question, active in doing task or assignment, do the home work active in group, pay attention to the teacher, responsive etc.

4. Teaching learning process is Education encompasses the total experience of an individual. Learning is an active cognitive life-long process validated by a change in behaviour

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English and the English Teaching-Learning Process

According to Crystal, in the minds of many people, English is considered a world language. English is dominant in all six continents. It is the main language of books, newspapers, airports and air traffic controls, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, music, and advertising[2]. Richards, Platt, and Weber (1985: 93) also assert that English is also called an international language, and as a language of international communication, English is used on certain occasions.

a. *English as a foreign language*

Crystal (1987: 368) states that a foreign language (FL) is a non-native language taught at school and has no status as a routine medium of communication in that country. It is the same with Brown (1987: 136), who asserts that a foreign language is a non-native language in one's own culture with few immediate and widespread opportunities to use the language within the environment of one's culture. In Indonesia, English is only learned at school and not used in daily life. Therefore, in Indonesia, English is regarded as a foreign language.

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[2] http://www.outreach.uiuc.edu/rehab436/Brent6/tsld008.htm

Because of its status as a world language, as Richards (1987: 2) asserts, in many countries where English is not an official language, English might still have a significant role to play. English may be an important school subject and it may be necessary to pass an examination in English to enter universities. Therefore, English is still regarded as an important subject.

b. *English teaching learning process*

According to Brown (1987: 6), in accordance with Kimble and Garmezy, teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. Salmon (1988: 37) in the article of Thanasoulas at http://www.englishclub.net/articles/What do teachers bring to the teaching-learning process.htm, also maintains that teaching is not the passing on of a parcel of objective knowledge, but the attempts to share what you yourself find personally meaningful. Thanasoulas asserts that teaching is not merely a transfer of information or knowledge, but mainly an expression of values and attitudes. Gage (1964) as quoted by Brown (1987: 7) notes that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

Teaching cannot be defined apart from learning. Dewey in Jackson (1986: 81) asserts that teaching may be compared to selling commodities: no one can sell unless someone buys. There is the same exact equation between teaching and learning as

there is between selling and buying. In relation with learning, Brown (1987: 6) states that a search in contemporary dictionaries reveals that learning is the acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Kimble and Garmezy as quoted in Brown (1987: 6) state that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Moreover, Malamah (1987: vii) states the assumption that this internal process of learning will come about as a consequence of the external interaction which takes place between the two kinds of participants: the teacher on one hand and the learners on the other.

In summary, teaching and learning cannot be defined apart from each other. Teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, causing someone to know or understand. What is learned is not merely information or knowledge, but also an expression of values and attitudes. Also learning is a highly individualistic experience of acquiring or getting knowledge of a subject or a skill by study, experience, or instruction, taking place through the active behavior of the student, causing a relatively permanent change in a behavioral tendency, and the result of reinforced practice which takes place between the two kinds of participants: the teacher on one hand and the learners on the other.

2. Students' Involvement in the English Teaching-Learning Process

Involvement is the action or process of involving, the fact of being involved; the condition of being implicated, entangled, or engaged (*The Oxford English Dictionary*, 1933: 466). Meanwhile, Webster (1981) in *Webster's Third New International Dictionary* (1981: 1192) states that involvement is 1) the act or an instance of involving; 2) the state or fact of being involved; or 3) an involved or entangled situation.

Students' involvement is the core of the learning process. It is a crucial factor that determines the success of the learning process. As Alexander Satin at http://www.monroecc.edu/depts/stucenter/mission.htm states, "the greater the students' involvement in college, the greater will be the amount of student learning and personal development."

Alexander Satin also explains that the effects of involvement are multidimensional; involvement will not only improve students' abilities to persist towards their educational goals, but also intensify the developmental impact of the undergraduate experience on student personality, behavior, career progress, satisfaction, and achievement. Astin's theory supports actively involving students in their educational experience. Through involvement, their talents are developed; they become bonded to the institution and persist through graduation. The same is stated in an article at http://www.wam.umd.edu/~sloftus/TSLD002A.HTM, which states, "Those students' involvement and engagement are necessary for academic

achievement. The amount of time students spend engaged in learning activities has been one important area of inquiry in the study of the teaching-learning process. Students' engagement may also, however, be influenced by social and psychological processes in the classroom."

In accordance with Astin, Burden and Byrd (1999: 239) also state that securing and maintaining attention is an important responsibility. If students are not engaged in the learning process, it is likely that they will not learn the material and it is possible that they will get off task and disrupt order. Halliwell (1992: 21) proposes two kinds of students' involvement in the English teaching-learning process. They are mental engagement and actual occupation. According to Piaget in Reilly and Lewis (1981: 64), mental operation can be defined as cognitive structures in action, the tool of thinking. Hyman (1969: 441) states that thinking has been treated as a global process. Thinking has meant anything that goes on in the head, from daydreaming to creating a concept of relativity. According to a writer at http://www.outreach.uiuc.edu/rehab436/Brent6/tsld008.htm, there are 2 kinds of mental operations, according to Piaget: assimilation and accommodation. Assimilation is actively organizing new information so that it fits in with what is already perceived and thought. Accommodation is changing already perceived thoughts to fit in with new information.

In summary, students' involvement is very crucial in the learning process. There will not be any learning if students are not involved. Involvement will not only improve students' abilities to persist towards their educational goals, but also

intensify the developmental impact of the undergraduate experience on student personality, behavior, career progress, satisfaction, and achievement. To create students' involvement in the English teaching-learning process, it is necessary to pay attention to the components of the teaching-learning process itself. Below is a discussion of the components of the process in relation with students' involvement.

a. Teacher

The teacher is an important component of the teaching-learning activity in increasing students' involvement. In the teaching-learning activity, a teacher is a component that determines students' learning. As class managers, teachers influence students' involvement in the teaching-learning process. Teachers have a big influence on students' learning and attitudes. As human beings, teachers have two aspects of the self called competence and personality. Both the two aspects are very influential on the teacher's existence as a teacher and an educator.

a. *Competence*

Competence can be defined as ability owned by someone. In relation to the role of the teacher in the teaching-learning process, the teacher's competence is an ability of the teacher both in teaching and educating the students. The teacher's competence can be classified into three kinds of competence, namely, cognitive competence, affective competence, and psychomotor competence.

(1) Cognitive competence

Teachers' cognitive competence is their competence in managing and developing their thinking ability. This competence can be related to a mastery of the

learning material, an ability to identify the material that will be conveyed to the students, an ability to choose and apply the most appropriate teaching method, and ability in creative thinking.

In facilitating students' involvement in the English teaching-learning process, the teacher's cognitive competence gives effects because it includes some ability in applying the teaching-learning method that will influence the class. The teacher's mastery of the learning material and creative thinking can create a supportive and high-spirited class situation so that a high-level students' involvement will be created in the learning process in order to improve their learning achievement.

(2) Affective competence

Teachers' affective competence can be defined as their ability in involving their human aspects in teaching and educating the students. The human aspects mean the love, understanding, patience, and appreciation they give to the students. In facilitating students' involvement in the teaching-learning process in the classroom, this competence gives considerable effects. As human beings, students are involved not only as subjects learning with their physical faculties, but also as beings having a heart and feelings. A teacher who is full of love, care, understanding, and appreciation in teaching will make the students happy and motivated to learn. On the other hand, a cruel and authoritative teacher who underestimates the students will make the students lack the motivation to learn and feel uncomfortable in learning. Therefore, in order to improve the students' involvement in the English teaching-

learning process, this affective competence of the teacher is very important to be recognized.

(3) Psychomotor Competence

Teachers' psychomotor competence is their competence in their body movements as the result of the work of the mind. This competence can be formed in teachers' skills or activities in the teaching-learning process. This competence is very much needed in facilitating the students' involvement in the English teaching-learning process. Teachers' adroit teaching movements and skills are very supportive to the teaching-learning process in the class.

b. Personality

In the teaching activity, teachers' personality has a big influence. It influences the students' learning goals because the personality is closely related to the teacher-students relation who very much affects the students' motivation, habit, and daily attitude in learning. The students hope much from the teachers. If that hope can be fulfilled, then the students will be satisfied, but if it cannot, they will be very disappointed.

Personality here involves total comprehension of values, work motivation, characteristics, and attitudes. As human beings, teachers hold on to certain values, this will be implemented in their speech and behavior in front of the class. The values are, for example, responsibility in doing something, the willingness to help others, making sacrifices, etc. Besides things included in the teaching curriculum and books, the teachers convey messages to the students related to life values.

In relation to work motivation, the teachers who want to offer their skill for the students' development will view their work as a private satisfaction resource, although it is full of challenges. They will spend more of their time and energy than those which are formally demanded; and the students will know and respect this. They will also improve their professionalism and will comprehend fully their educational job. The teacher's motivation will be implemented in the form of words and acts.

The characteristics and attitudes of the teacher which suit the students' need in the learning process will help the students in materializing the success of their learning. On the contrary, inappropriate characteristics and attitudes of the teacher will inhibit the students in their learning. Examples of those characteristics are being bad-tempered, friendly, selfish, etc. Those characteristics affect the students. For example, a bad-tempered teacher will make the students afraid and unwilling to learn. On the contrary, a friendly teacher will make the students happy and comfortable in their learning so that the students will involve themselves in the teaching-learning process .Malamah (1987: vii) asserts that although teaching is a subservient activity, accountable entirely to its effects on learning, the teacher typically assumes a dominant and directive role in classroom interaction, and it is learning which is made accountable to the teaching intent.

Teachers determine the success and failure of students' learning. Ames (1984: 106) in Levin and Nolan (1996: 116) state that research has identified five general

factors to which students are likely to attribute success and failure. These factors are ability, effort, task difficulty, luck, and other people such as the teacher.

Moreover, Ames states in his article at http://www.wam.umd.edu/~sloftus/TSLD002A.HTM that

> Creating an environment which motivates the students to become actively engaged in the learning process is an important teacher role. Teachers can structure conditions that stimulate interest and help meet students' psychological needs in the classroom, thereby influencing the academic motivation of their students.

Teachers' competence is very crucial in students' English learning process as well as their personality. As Burden and Byrd (1999: 5) state, "the ability to think is the basis of effective teaching ". This ability of thinking is closely related to the existence of the teachers itself. Further, Wallace (1991: 26) states that it seems desirable that teachers should be flexible, capable of further independent study, able to solve problems in a rational way, able to combine speed of response with depth of understanding, and so on.

In relation with teachers' personality, Evertson and Hansford (1990) in Burden and Byrd (1999: 25) assert that the characteristics of the teachers themselves affect planning decisions about instructional activities and instructional routines. Kounin (1970) in Levin and Nolan (1996: 67) states that it has been shown when students like their teachers, they are more likely to behave appropriately and are more motivated to learn.

In conclusion, the teacher is a crucial component in increasing students' involvement in the teaching-learning process because teachers are involved in all the complexities associated with daily teaching and are of course responsible for a myriad of classroom decisions. Their competence and personality affect the involvement of the students' learning process.

b. Students

Besides the teacher factor, the realization of the students' involvement in the English teaching-learning process is also determined by the students as the main subjects of the learning process. The same as the teacher, students have the same aspects of the self, competence and personality.

a. Competence

Students' competence implies the ability of the students. This competence is also categorized into three kinds of competence, namely, cognitive competence, affective competence, and psychomotor competence. The cognitive competence of students is their ability in mental thinking activities. This competence has an important role in the students' learning because this competence is closely related to their intelligence, creative capacity, special talent, style of study, and learning techniques, all of which influence their learning behavior and ability in the learning process.

Students' affective competence is any of their ability in comprehending the learning values at school through feeling. A positive judgment results in a positive feeling, and a negative judgment results in a negative feeling. In this case, the

students judge the whole learning experience at school, the subject matter, and the teachers. By this affective competence, the students feel happy, desirous and motivated to learn, and, on the contrary, the students who are not happy will be less motivated in learning. Thus, the feeling of the students would be an energy resource in learning, which determines the students' involvement in their learning.

The psychomotor competence of the students is a part of the beginning, which can help or inhibit the teaching-learning process. At the very least, the English teaching-learning process has to result in the motor skills. Those skills are writing, speaking and word articulation speed, the use of writing tools, cutting, making lines or circles, drawing, etc. The psychomotor competence has an important role in creating the students' involvement in the learning process. For example, a lack of psychomotor competence tends to make the students unconfident, afraid, apprehensive, and less motivated to learn. On the contrary, the students with good psychomotor competence will be confident and more motivated in their learning.

b. *Personality*

The students' personality has an important role in their learning in relation with their involvement in the learning process. There are several things related to the students' personality. First is their biological condition. The students with a low stamina will easily be disturbed in their learning. They will have difficulties in concentrating. Students whose organs function less perfectly, in seeing or hearing, for example, will have difficulties in seeing or hearing in their learning process. Second is students' mental condition. The students who are in a good mental condition will

find it easier to concentrate and, on the contrary, the students who are in a crowded mind condition will be more easily confused and tend to have difficulties in their learning.

The third is students' physiological vitality which is concerned with their sum of energy and is closely related to their physical power of not easily being tired and having a lot of energy will make them able to follow the learning process while the easily-tired students will not have sufficient energy to learn. Fourth, students' life environment, which includes their family, is viewed from the socio-economic and socio-cultural condition. It extremely affects their involvement in their learning process. For example, a high economic level will give some advantage for children, because their needs in maintaining physical health and having learning equipment will be fulfilled and a high socio-cultural condition of a family will also give advantages to the children in their learning because their parents have their own experience so that they can serve their children who need some help.

The students who are in a normal personality growth will be able to follow the lesson well, and, on the contrary, the students with a troubled personality growth tend to be unable to follow the lesson. And they can be a problem both for the teacher and other students.

Students are the core component of the students' learning process. Thus, the students determine the students' involvement itself. Bloom (1976: 21) states that learning takes place through the active behavior of the student; it is what he does that

he learns and not what the teacher does. With the same idea, Crystal (1987: 368) asserts that today the active role of the learner is an established principle.

Crystal (1987: 368) states that it is recognized that there are important individual differences among learners, especially in personality and motivation that can directly influence the teaching outcome. In accordance with Crystal, Burden (1997: 88) states that it is undoubtedly true that learners bring many individual characteristics to the learning process which will affect both the way in which they learn and the outcomes of that process. Moreover, Burden (1997: 164) also states:

> Learners bring to the task of learning different characteristics such as age, gender, personality, motivation, self-concept, life experience and cultural background, all of which influence the way in which they go about the task of learning.

Besides, students' social and psychological factors can affect their involvement in the teaching-learning process. As a writer states in an article at http://www.wam.umd.edu/~sloftus/TSLD002A.HTM, "students' engagement may also, however, be influenced by social and psychological processes in the classroom".

From those statements above, it can be concluded that students are a core component of their learning process. There are many factors that influence students' involvement in learning such as social and psychological factors, which can be formed in individual characteristics such as age, gender, personality, motivation, self-concept, life experience, and cultural background.

c. Learning material

The learning material is another component that determines the students' involvement in the English teaching-learning process. It determines the interest and motivation of the students in learning. A good learning material will give some stimulus to the students' learning, support them in thinking and give a change to those who use their knowledge and skills.

The quantity of the learning material given to the students can affect the students' learning. For the students who have a high thinking ability, much learning material will not be a big deal. But, for the students who have a low thinking ability, much learning material will make them overwhelmed and unable to learn well and a little learning material make them think well. But in the case of the students who have a higher thinking ability, little learning material can cause them to feel bored and want to learn more.

Besides learning material quantity, the level of difficulty and easiness of the material can influence the students' involvement. For the students who have a higher level of thinking ability, easy learning material will be recognized as too easy, but difficult learning material will be a challenge so that the students will try to learn it whole-heartedly. The case is different with the students with a lower thinking ability; easy learning material will make their learning easy so that they will learn happily and with high motivation but difficult learning material can make them feel unconfident in learning as well as afraid and less motivated to learn.

The learning material with an interesting topic and that with an uninteresting topic will give different effects on the students' learning. The material with an

interesting topic can make the students interested and motivated to learn. On the contrary, the material with an uninteresting or boring topic can make the students uninterested and bored so that they are not motivated in their learning process. From that explanation, it can be concluded that learning material has an important role in facilitating students' involvement in their learning process.

The teaching material is another component that influences students' involvement in the learning process. Materials embody a view of the nature of language and learning. Hutchinson and Waters (1987: 106) state that materials provide a stimulus to learning. In order to create students' involvement in the learning process, teaching material should be appropriate with the students and the teacher. As Hutchinson and Waters (1987: 107) state, "a teacher or institution may wish to provide teaching materials that will fit the specific subject area of particular learners".

Further, Tom Pankiewicz in *ENGLISH 465: ENGLISH TEACHING: METHODS AND MATERIALS* in Fall 2001, Missouri Western State College, Division of Liberal Arts and Sciences, Department of English, Foreign Languages, and Journalism, Section – 01, 3:00-4:50 W, JGM 106 at http://www.webofenglish.co.uk/ltmat.htm states:

> Every student brings different ideas, emotions, joys, and problems to the classroom. The painter uses a palette of colors and textures, a variety of brushes and strokes as the tools to create art. The teacher uses a palette of ideas and techniques, a variety of materials, methods and approaches as the tools to create meaning.

According to Hutchinson and Waters (1987: 107), good materials do not teach: they encourage learners to learn. Therefore, good materials will contain

- interesting texts;

- enjoyable activities which engage the learners' thinking capacities;

- opportunities for learners to use their existing knowledge and skills; and

- Content which both learner and teacher can cope with.

In summary, the teaching material very much influences students' involvement in their learning process. They provide stimulus to the learning. In order to achieve effective teaching, teaching materials should suit both the teacher and the learner and encourage learners to learn, having characteristics such as containing interesting texts, facilitating activities which engage the learners' thinking capacities, providing opportunities for learners to use their existing knowledge and skills, and having content which both the learner and teacher can cope with.

d. Teaching method

The teaching method is also a component which determines the students' involvement in the English teaching-learning process. A good teaching method can improve the students' motivation to learn so that they will not feel bored with the subject matter. An appropriate method will make the students able to follow the teaching-learning process physically and mentally so that they can be in a 'learning process' in themselves. A good and appropriate teaching method can improve the students' motivation to learn so that they will not be bored with the subject matter.

Every teaching method has its own ways in its application. A good teaching method is not only related to the students and the teacher but also appropriate for the teaching materials. A good teaching method is a method which is appropriate for the students, teachers, and learning material. In relation to students' involvement, teachers can apply a certain teaching method which is recognized as one appropriate for the students' learning. All the teaching methods have their own ways in facilitating the students' involvement.

The teaching method is also a component which determines the students' involvement in the English teaching-learning process. A good teaching method can improve the students' motivation to learn so that they will not feel bored with the subject matter. An appropriate method will make the students able to follow the teaching-learning process physically and mentally so that they can be in a 'learning process' in themselves. A good and appropriate teaching method can improve the students' motivation to learn so that they will not be bored with the subject matter.

According to Brown (1987: 11), teaching methods are the application of theoretical findings and positions. They may be thought of as 'theories in practice'. In describing the methods, it is important to distinguish the differences among approach, method, and technique. Anthony (1963: 78) makes three conceptualizations of approach, method, and technique.

> …An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught…

…Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

…A technique is implementation – that which actually takes places in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, therefore in harmony with an approach as well.

Teachers' understanding of the learner will determine the methods they use in their teaching. As Brown (1987: 7) states, "teachers' understanding of how the learners learn will determine their philosophy of education, teaching style, approach, methods, and classroom techniques".

In teaching, the most appropriate method is more important than the best method. This can be seen from Rivers' statement (1981: 27) that

No matter what method is in vogue or is officially advocated, teachers who are professionally alert will adapt its techniques to their purposes, to their own personality, and to what they feel is appropriate for the particular classes they are teaching, always keeping in mind the age level of the students and their educational needs in the situation in which they find themselves. Any method ceases to be efficient when it is applied inflexibly, according to set procedures, in every situation.

Crystal (1987: 374) presents certain methods that are widely recognized because of their influential role in the history of ideas surrounding the subject. One of these methods is the grammar translation method, which is based on a meticulous analysis of the written language, in which translation exercises, reading comprehension, and the written imitation of texts play a primary role. Learning mainly involves the mastery of grammatical rules and memorization of long lists of literary vocabulary related to texts, which are chosen more for their interest or level

of linguistic difficulty. There is little emphasis laid on the activities of listening or speaking. Another method is the direct method, which is based on the active involvement of the learner in speaking and listening to the foreign language in realistic everyday situations. No use is made of the learner's mother tongue; learners are encouraged to think in the foreign language, and not to translate into or out of it. A great deal of emphasis is placed on good pronunciation, often introducing students to phonetic transcription. Formal grammatical rules and terminology are avoided. Still another method is the audio-lingual method, which emphasizes everyday spoken conversation, with particular attention being paid to natural pronunciation. Language use is seen as habit formation; structural patterns in dialogues about everyday situations are imitated and drilled until the learners' response become automatic. There is little discussion of grammatical rules. Language work is first heard, and then practiced orally, before being seen and used in written form.

e. Time

The time the learning process takes place is very important and affects the students learning. Therefore, in the learning process, the students need the right time. The right time for learning is the time when the students are still fresh and fully motivated with a fresh mind. Learning in the morning can make the students more motivated and fresh in their learning while later in the day the students tend to be less motivated because their minds have already been filled with things during the day. Besides, the students already experience some lack of energy so that they feel tired, bored, sleepy, hungry, etc.

A continuous learning time without any rest and the learning time divided by some rest will give different influences on the students' learning. A continuous time for learning without considering students' energy and state of mind will make the students tired both physically and mentally. The case is different from the learning time which is divided into at least two sessions with a break for some rest. This kind of learning time can keep the students motivated and in a condition making it possible for them to learn.

Compatibility between learning time and quantity of learning material will also give a different effect compared with incompatibility between them. Too short a duration for learning for too much material can result in the learning process not being optimum because the learning process is carried out in a rush to reach the target of finishing the material based on the curriculum so that the students cannot follow the learning well. On the other hand, too long a learning time can make the learning process run in a too relaxed way. The learning time compatible with material quantity is the learning time which can create an optimum learning process so that better learning result can be achieved.

In improving students' involvement in the teaching-learning process, time is a component that should be considered. The time of learning gives much contribution to students' involvement in their learning process. The appropriate amount of time, what Kauchak and Eggen (1998) in Burden and Byrd (1999: 129) call that for *academic learning,* that is, the amount of time students are successfully engaged in learning activities, is important to be recognized. In relation with academic learning,

Levin and Nolan (1996: 129) state, "one of the variables that affect how much students learn is the amount of time they spend learning".

According to Burden and Byrd (1999: 123), there is one thing that should be recognized, that is, the effective pacing of the lesson because classrooms that lack effective pacing will drag at times or will move along at a pace where the students are unable to grasp the material. One of a number of guidelines in pacing the lesson according to Good and Brophy, 1997; Jones and Jones, 1998; and Kounin, 1970 in Burden and Byrd (1999: 124) is that "it is more effective to break the activities up into shorter segments and to ask questions or review these shorter segments rather than the entire activity". For example, to pace a lesson effectively, providing short breaks for lessons that last longer than 30 minutes is important because long lessons can cause inattentiveness and disruptive behavior.

Besides, in students' learning process, it is important to pay attention to using the time in a whole or dividing it into sessions with some time for rest. As Callahan, Clark, and Kellough (1998) in Burden and Byrd (1999: 124) state, it takes more time for students to mentally and physically make a transition from one activity to another than it does the teacher.

f. Space and its environment

The place in which the teaching-learning process is conducted determines the English teaching and learning. Whether it is a wide and narrow space, it affects the students' learning. A narrow space in which the learning takes place can restrict the mobility of the students so that it can trouble the students' learning. But too wide a

space for the learning is not good for the learning process either, because it can make it possible for the students to move around too freely. It should be neither too wide nor too narrow. In this case, the space size appropriate for the number of the students should be the most supportive to the students' learning.

A comfortable or uncomfortable classroom can also affect the students' learning process. A comfortable classroom will make the students feel the learning endurable and happy to learn so that they will be really involved in their learning process. On the contrary, an uncomfortable classroom will make the students feel troubled and unwilling to learn so that they cannot involve all their physical and mental faculties during the English teaching-learning process.

In relation to the peacefulness of the learning, a peaceful or crowded condition of the classroom will affect the students' learning process. A peaceful classroom will make the students calm in their thinking process so that they will learn the subject matter more easily. On the contrary, a crowded or noisy classroom will make the students uncomfortable and unable to concentrate on their thinking process so that they will have difficulties in learning a subject matter.

Besides, sufficient lighting for the learning process can also affect the students' learning. A bright classroom can make the students feel it easy to learn. For example, they can read well. On the contrary, a dark classroom can make the students have difficulties when they are reading, for example.

The teaching-learning process cannot be separated from the classroom and its environment. Marsh (1996: 35) states that "classroom environments are an integral

part of the learning process and no teacher or student can be unaffected by their presence". In accordance with Levin and Nolan (1996: 125), Marsh (1996: 42) asserts that the classroom and its environment could involve classroom size, heating, lighting, ventilation, temperature, color, and noise, which can affect behavior.

Marsh (1996: 36) states that classroom spaces take on a greater significance than the furniture, because the opportunities for supervising are uppermost in the teacher's mind. Numerous examples might be cited about the positioning of desks in relation to the teachers' desk and blackboard, and which reveal that space configurations are closely related to a teacher's concept of discipline and power.

According to Glass and Smith (1978) in Marsh (1996: 36), class size is an important factor affecting student learning. Crystal (1987: 371) asserts that if classes are too big, it will be impossible to obtain genuine participation and practice. There should be opportunities for teachers to interact with children in groups, pairs, and individually. It is evident that smaller numbers, such as, 22-25 students; enable the teacher to direct more attention to individual students.

Moreover, Proshansky, Ittenlson, and Rivlin (1976: 171) as quoted by Marsh (1996: 44) assert that an appropriately designed physical setting could be expected to evoke, or at least to serve as, the locus of a range of behaviors. For the child to learn, he needs to feel at ease, comfortable, and secure. It follows, therefore, that schools must be light, airy, colorful, and roomy.

g. School Facilities

Learning facilities can mean physical facilities which can help the teacher and the students in the teaching-learning process. Those facilities can ease the students' learning and can increase their improvement in their learning. These learning facilities can improve the students' spirit in learning and create a good climate in the teaching-learning process.

The learning facilities can also include the learning media, school area, school building and its equipment, canteen, library, yard, and field, all of which can influence the students' enthusiasm to be involved in the learning activities. A sufficient and comfortable building will make the students find it endurable to learn in the classroom. On the contrary, a building that is not adequate will not make the students find the learning an endurable process.

According to Hornby (1974: 305), facility can be defined as 1) a quality which makes learning or doing things easy or simple; or 2) aids or circumstances which make it easy to do things. School facilities can mean the physical circumstances which make the teaching-learning process easy. The school facilities can include the school site, class equipment, playground area, and library.

School facilities are among the factors that can help increase the students' involvement in the English teaching-learning process. Collien, Houston, Schmatz, and Walsh (1967: 165) assert that the physical facilities may enhance or impede a learner's enthusiasm for school and thus affect the learning climate. Everyone concerned with the physical environment of the school, particularly the teacher, is encouraged to make sure that the physical setting facilitates learning. If the school is

attractive, inviting, comfortable, and aesthetically appealing, it will be a pleasant place to live, work, play, and learn.

3. Active Teaching Learning

To improve students' active involvement in the English teaching-learning process, it is necessary to increase of the teaching-learning process itself. Below is a discussion of the media, homework and games in relation with students' involvement.

a. Media

Gagne and Briggs (1975) in Azhar Arsyad (1997: 4), implicitly say that instructional media involve tools which are physically used to convey a learning material, which consist of books, tape recorders, cassettes, video cameras, video recorders, films, slides, photographs, pictures, graphics, televisions, and computers. In other words, media are learning source components or physical vehicles containing instructional materials in a students' environment, which can enforce the students in learning. Heinich et al. (1982) in Azhar Arsyad (1997: 4) state that an alternative term for media can be mediators, which convey any information from the resources to the receivers. So, in this case, media can be any tools which could be used in conveying information. Instructional media can be any tool which can be used to convey learning materials in the leaning process.

The use of media in the teaching-learning process can help students to be more involved in their learning process. The media, whether they were pictures, posters, word cards, or cassettes, can help the students to understand the learning materials more easily and help them to be more motivated to learn. As Hamalik (1986) in Azhar Arsyad (1974: 15) states, the use of instructional media in the teaching-learning process can arouse a new willingness and interest, arouse motivation and learning activity stimulus, and even bring psychological influences to students. The different performances of the material which are described with the use of media can make the students more curious in their learning so that it is possible that the students can avoid being sleepy, not motivated, and bored. Colored pictures and colored posters will make the students more interested to know more about what the pictures will tell and make them happy. Word cards for exercises will not only make the students busy in doing the exercises but also make them busy so that they will not get bored and sleepy. Cassettes and songs can help the students to be more motivated in learning because most of the teenagers like songs.

The instructional media can also provide concrete experiences in learning. The students will not only theoretically know something, but also in the reality. They can get a concrete experience in their learning. Moreover, by using instructional media, students can integrate their prior experiences when they are learning a certain material which needs prior knowledge or experience. As Heinich, Molenda, and Russel (1975: 9) state, instructional media not only provide the necessary concrete experience, but also help students integrate prior experiences.

Group work, competition, and giving small prizes were very helpful in implementing the action of using media in the teaching-learning process especially and in the whole teaching-learning process generally. Implementing group work will stimulate the students to get involved in their learning. As Atkinson (1974) in Johnson and Johnson (1975: 174) states

> The appropriate use of cooperation will reduce inappropriate, non-responsive, and obstructive behavior on the part of students. In a cooperative situation students work together to achieve mutual goals and, therefore, are susceptible to influence from each other.

If one student has difficulties, then other members of the group can help him/her. Group work could also eliminate the students' feeling of being alone that makes them have a kind of lack of confidence in their learning. Group work can make the students get more involved in their learning by working together with their friends. They can share ideas with other members of the group so that they become active and creative. Besides, group work can be useful in solving the problems. By working together, the problems would be more easily solved. As American Psychological Association (1991) in Davis (1993: 182) states, collaborative team-work and projects undertaken by heterogeneous groups encourage higher-order thinking and problem solving. Group work can also prevent the students from feeling bored and sleepy because they are in a 'small community' which can control and remind them when they are in a wrong behavior. Competition is regarded as a way to make the students try hard to be better and even to be the best in their learning. It could also make the students keep being filled with spirit to learn and be active. It is because the students who are still teenagers tend to want to be better from others and they themselves want to achieve success in their learning.

b. Home work

Rules and consequences in the teaching-learning process are actually needed to make the students more disciplined in their learning especially in a class in which most of the students are naughty and difficult to control. As stated in *Parent Student Handbook of Holy Cross School* at http://www.holycrossparish.net/dayschool/office_info/handbook/handbook.shtml, discipline in the school setting is not a means of punishment but rather a means to engender self-control, responsibility, a sense of order, and efficient management of time and abilities. The teacher's rules about homework and their consequences for those not doing homework are quite good in making the students disciplined in doing their homework. As canter (1989) states in Levin and Nolan (1996: 131), when students choose not to follow a classroom rule, they should experience a consequence. In this case, students are more responsible for their own behavior.

Besides, the teacher's attitude in the teaching-learning process determines the students' perception and behavior in learning. An infirm teacher can make the students underestimate him/her so that they will not have a good discipline and will behave as they like. In contrast, a cruel teacher can make the students afraid and dislike the teacher so that they are not motivated to learn. Both the infirm teacher and the cruel teacher are not good for students' learning. In this case, the teacher with a firm attitude but not authoritative, who is helpful, patient, friendly, who understands the students' needs, and who is communicative, and facilitative are needed. As *Northeast Foundation for Children* states in *Regional Multicultural Magnet School/RMMS philosophy in Action/ Classroom Management/Responsive Classroom*

at http://www.uab.edu/educ/corp.htm#intro, in order to maintain classroom control, the teacher must display an attitude of respect for the students. Students must feel that they are loved and understood.

c. Games

Games were helpful in refreshing the students' mind from their fatigue and feeling of boredom. Games could make the students re-motivated to learn. In this case, the game brought the students a joyful or playful situation for a moment. As *Association for Promotion of Creative Learning* (APCL) states in Creative Teaching/Learning Methodology in http://www.creativelearningpatna.org/index.html?method8, experiments have shown that the development of the brain in a child is 25% more, if he/she is brought up in an atmosphere of love and happiness, than in an atmosphere of stress and strain. In this case, an atmosphere of joy and happiness provides a motivating environment for creative learning. It can mean that one can learn with joy. And to create such a condition is to create learning occasions in the form of games. So, games may provide a clue to the actual nature of activities for creative teaching-learning methodology.

Moreover, games would make the students experience the real world, not just the theory. As Gregory Mcleod states in *The Use of Games as an Instructional Method*

in http://courses.durhamtech.edu/tlc/www/html/Resources/Volume_1/Gregory_Mcleod.htm, games are highly adaptive to the real world, are inherently fun to play, and require a level of cooperation, and they are more effective than traditional instructional methods. His rationale for the use of games as an instructional method is that first, students learn better when they can relate the concepts presented to their real world and experiences. Games basically provide a good opportunity to perform an activity in an atmosphere of joy. It is always played in a joyful atmosphere. Secondly, students learn better when their experience is pleasurable and engaging rather than passive. The games are generally identically regarded as 'something for fun' but they are important in encouraging participation of students in their learning. As Gregory Mcleod also states, we shouldn't consider the concept or game any less important because of the fun side of it, rather we should see the "fun side" of games as an important aspect of encouraging participation from learners who otherwise would be intimidated.

B. Conceptual Framework

From the review of related literature, the researcher found some studies had been conducted to effort for improving student's active involvements in the English teaching learning process. Some of them are: In the U.S...Innate ability is viewed as the main determinant of academic success. The role played by effort, amount and quality of instruction, and parental involvement is discounted....Poor performance in

school is often attributed to low ability, and ability is viewed as being immune to alteration, much like eye or skin color. Therefore, poorly performing students often come to believe that no matter how much effort they put forth, it will not be reflected in improved performance. (Lumsden 1997). Teachers, who produce the greatest learning gains, accept responsibility for teaching their students. They believe that students are capable of learning and that they (the teachers) can teach them (Encyclopedia of Educational Research 1992). Improvement of ineffective teachers is possible, however. High-quality staff development efforts can change both teachers' self-expectations and foster improved student learning (Guskey, 1982, cited in Bamburg 1994). It appears that teacher and student expectations are intertwined in the classroom and both must receive attention to ensure success.

Why students' active involvement? A wise statement says 'Tell me and I will remember, show me and I may remember, involve me and I will understand''. Confucius (450 BC). This means that if we have learning experiences by observing doing and also what our eyes see and catch most of the time will stay long in our memory. Therefore, the statement strengthens to improve the students' active involvement, media as the certain objects in the classroom to teach English. Pictures as visual aids will attract students' attention, and motivate them to learn. In addition, using media means that the students create or construct their knowledge as they attempt to bring meaning to their experiences.

The teacher should know the characteristics of a successful student's active involvement. The Characteristics are: (1) learners doing assignments (2) participation and responsive (3) motivation is high (4) pay attention to the teacher (5) active in group . etc

Active Student Involvement

- Small group discussions

- Case studies

- Role playing or skills practice

- Simulations or structured exercises

- In-class writing

- Cooperative learning

- Debates

- Drama

- Peer teaching

Characteristics of active learning:

- Students are involved in more than listening;

- Students are engaged in activities (e.g., reading, discussing, writing);

- Less emphasis is placed on transmitting information and more on developing students' skills;

- Students are involved in higher-order thinking (analysis, synthesis, evaluation);

- Students apply content and learn by doing; and

- Emphasis is placed on students' exploration of their own attitudes and values.

Good Practice Encourages Cooperation Among Students: Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding."

Teacher-initiated classroom research which seeks to increase the teacher's understanding of classroom teaching and learning and to bring about improvements in classroom practices. Action research typically involves small-scale investigate projects in the teacher's own classrooms

CHAPTER III
RESEARCH METHOD

A. Research Design

This research was an action research. It focused on efforts to improve the students' involvement in the English teaching-learning process in Class five, MI Al-Mukhlashin, Gresik in the academic year of 2008/2009. This research followed principles of action research. Some principles which are the same as those Cohen and Manion (1980) state as follows: (1) the aim is to improve the current state of affairs within the educational context in which the research is being carried out, (2) it is first and foremost situational, (3) it is being concerned with the identification and solution of problems in a specific context, and (4) collaboration is an important feature.

In this research, the researcher as English teacher with other research team members such as the headmaster, the counseling guidance teacher, classroom

teachers, did collaborative work in identifying the field problems, determining some actions to overcome the field problems, implementing the actions, observing and reflecting the result of the actions.

In this research, there were three feasible field problems feasible to be solved by means of three actions. Those actions were implemented simultaneously in three cycles.

B. Research Setting

1. School Setting

MI Al-Mukhlashin Gresik is an elementary school. The school is located at Jl. Ngororejo,Tanjungan , Driyorejo, Gresik The total number of classes is six and the total number of teachers is nine. Each class consisted of fifteen to twenty five on the average while the teaching-learning process is carried out from 07.00 a.m. to 12.30 p.m.

This school has two hours per week for English and extracurricular 2 hours. One English teacher can teach three classes. In general, in teaching English, the teacher used the communicative approach while *grow with English* and *focus* are the books used which are used in all the English classes.

2. Class Setting

The total number of student in class five was twenty one students consisting of eight male and thirteen female students and the English teaching-learning activity in this class is carried out once a week with three total class hours and duration of

forty minutes times two per class hour. The English teachers in this class are one

permanent teacher.   **The Seating Plan**

1: students' seats   2: teacher's table   3: blackboard   4: door
5: door   6: windows   7: teacher's seat

C. **The Subjects of Research**

The subjects of this research are the researcher also as English teacher, the headmaster, counseling guidance teacher and the classroom teachers, named the research team members. All the research team members work collaboratively in identifying the problems, planning the actions, and implementing the actions in order to get an improvement of students' involvement in the English teaching-learning process.

D. **Data Collection Technique**

- Observation :The researcher team do observation in English teaching learning process

- Assessments: The teacher gives score during role play and home work.

- Interview : The researcher teams make Interview to the students and to the teacher.

E. Data Analysis

The researcher did several activities to obtain data. The data were collected through observations on how the English teaching-learning process in Class five took place, and the observations focused on the students' involvement. The English teacher gives score in role play and home work to know their ability during active learning. The researcher team also make interview to the students and English teacher in relation to the students' involvement in the English teaching-learning process in Class five.

F. Indicator of success

60% students active to involve in the class during teaching learning process

G. The Procedure of Research

1. Reconnaissance

In the reconnaissance stage, the researcher make observations of the English teaching-learning process in Class five with getting information of the hopes and opinions about the students' involvement from other research team members. This process aims to determine the thematic concern of the problems related to the students' involvement.

Besides observations, the researcher with other research team members, such as, the headmaster, the English teachers (I), and the classroom teacher, tries to

identify the field problems through discussing with the headmaster and classroom teachers. Then, the researcher and other research team members determined the field problems on the students' active involvement which are very urgent but also feasible to be solved. This reconnaissance aims to determine the thematic concern of the actions.

2. Action

This stage involved planning, acting, observation, reflecting.

a. Planning

The researcher and the English teacher proposed some alternative actions that would be carried out to improve the students' involvement in the English teaching-learning process in Class five at MI. Al-Mukhlashin, Gresik 2008/2009.

There are tree cycles in this classroom action research. Each cycle consists of planning, acting, observation, reflecting. Each cycles focus improving student's active involvement during English teaching learning process

The actions are conducted on, 25th April (cycle 2), 2nd ^{May} (cycle 3) and 9th May (cycle 3)2009. English teacher is the teacher who implemented the action in each cycle 1, 2, and 3 and the researcher's team is the observer of the English teaching-learning process.

There are three plans actions in each cycle:

1. Using media in the English teaching-learning process

2. Role playing

3. Game as warmer English teaching learning process

b. Acting

The actions agreed upon by all research team members are performed by the English teacher in Class 5. The teacher acted as the performer of the action and the team researcher act as an observer. The researcher team observes the students' reactions and involvement during the teaching-learning process. The researcher member takes notes about all the students' reactions and involvement.

The researcher as the English teacher formulated some actions. There are three plan actions. The actions are as follows:

1. Using media and role playing in the English teaching-learning process,

2. Asking the students to always bring the course book (2a) and applying rules and consequences concerning the homework (2b).

3. Implementing games during the English hours.

The use of learning media in the English teaching-learning process is intended to make it easy for the students to understand the material and it is on effort to make the students motivated to learn so that they do not get bored in their learning. The media could take the form of word cards, pictures, posters, songs, etc. By using these kinds of media, it is hoped that the students would enjoy their learning without any pressure or boredom in their learning so that the students would get more involved in their learning.

Asking the students to always bring the course book would always remind them to bring the course book for the learning. The teacher always asking about the homework could make the students try to do the homework. Besides, the rules and consequences concerning the homework could make the students more disciplined so that they would not underestimate their homework. Implementing games would refresh the students from their boredom during the two English hours.

In implementing the actions, the researcher as the English teacher agreed to implement the actions simultaneously.

c. Observation

Based on the observation, the researcher and other research team members discuss some changes of the conditions related to the students' involvement in the English teaching-learning process. When the implementation resulted in positive changes, then the process is to be carried out in a continuous way. However, the process is recycled when it resulted in a negative way.

d. Reflecting

Based on an observation on the teaching-learning process in class 5, especially in relation to the students' involvement while the action is carried out, the researcher and the English teacher make an analysis of the findings. When an action is considered successful, then it is considered one of the efforts that could be carried out to improve the students' improvement. When an action is considered a failure, then it

is repeated in the second cycle or third cycle. The research cycle is stopped when the students' involvement in the English teaching-learning process is considered better.

CHAPTER IV
RESEARCH PROCESS AND RESULT

The researcher as the English teacher makes some plans and preparations. At the beginning, the English teachers as the researcher created the media and all the supporting materials.

A. Planning

The researcher takes one of the many topics in the course book for the first, second and third media in each cycle. The topic is "Daily Activities" for the first cycle,

"Restaurant" for the second cycle and "Telling about Locations (direction)" for the third cycle

B. Implementation

The actions are conducted on, 25th April (cycle 1) 2nd May (cycle 2), and 9th May (cycle 3), 2009. In cycle 1, the English teacher was the teacher who implemented the action, and the researcher's team was the observer of the English teaching-learning process. In the each cycles 2 the implementation of the action was role play difference was the kinds of media topic. In this action, the researcher implemented group work, competition, and prizes. She considered that these ways would be very helpful in motivating the students' involvement in learning. Before the teacher gave the exercises, she asked the students to sit in groups consisting of four students. The students practice role play with their friends in the group. And when the teacher asked them to perform, the group members came in front of the class. In doing the performance teacher implemented competition so that the students were more motivated and tried hard to do their best. The competition was a competition in both for the performance and pronunciation. In this case, to stimulate the students, the teacher offered small prizes like candies, chocolate bars, or stationery supplies.

B.1 cycle 1

a. Planning

The topic is about daily activates

Lesson plan cycle 1

Stage	Procedure	Interaction	Time
1. Greeting students	Assalamu'alaikum	T-SS	3"

	Say hello How are you? Nice to meet you! Good morning my students		
2. Taking attendance	Check students attendance	T-SS	2"
3. Game as warmer	The teacher uses gesture about daily activities to give clue. Then the group of students guess teacher's gesture by arranging letter flash card.	SS-M	15"
4. Explanation	Teacher explain some expressions and sentences by using media with related with daily activities and the teacher give example for role play	T-SS	20"
5. Grouping	Making five groups consist four students	SS-SS	5"
6. Practicing role play	The teacher gives time for practicing role play with their partners	SS-SS	10"
7. Performances	The students performances the role play in front of class	SS-SS	20"
8.Assesment	The teacher gives score for the students	T-SS	5"
9. Closing	Giving homework and close the lesson	T-SS	10"

T: Teacher
SS: students
M: Media

b. Acting

The teacher greeted the class, toke attendance of students .After that, she did

the pre-teaching activity by giving game as warmer and asked the students whether

they liked role playing or not. The researcher chose the topic in order to make the

topic match the characteristics of the students, who were children. The teacher began to explain that they would study something about 'my daily activities' with some pictures. After that, the students were grouped into 5 groups so that one group consisted of four students. The teacher gave example for role play. The topic is about their daily activities after several minutes, the group members had performance in front of class. In the post-teaching activity, the teacher gave the students homework of writing their own daily activities and asked them to bring the dictionary to class next time.

c. Observation

Cycle 1, the implementation of this action was running well, but there were many students who asked the researcher about vocabulary. Because of the researcher's observation in the cycle 1 that there were many students who often asked the researcher the meaning of words, then, in the cycle 2, the researcher asked the students to bring dictionaries to school.

After conducting the games, it can be found that the implementation of games as warmer got positive response. When the students were given the games, they were very happy and enjoyed them

For role playing, it can be found that the implementation of role play got positive response too, Even though a few of students didn't really serious. When they

performance in front of class. Some of them made as joke and when they made mistake, the other students laugh to them.

Most of the students were active in this session. The students did not look sleepy, but it did not effective yet because a few of students did not memorize the expression when they performance, it might be caused the teacher only gave time 10 minutes for practicing.

d. Reflecting

The difference between the English teaching-learning process using media and that not using media can be seen from the condition of the students in the teaching-learning process. Whenever the teacher just give the students theory related to the materials from the English book, then the students will get bored and sleepy especially when the teaching-learning process take a long time. They will not find any variation in their learning so that they have difficulties in understanding the material. Moreover the monotonous teaching-learning process will make the students not interested and dislike English. And students felt more understand by using media. Even thought the researcher found some problems during role play in cycle 1, those problems are:

A. Some students have difficulties to express the expression word and they have difficulties to explore their ability. It might cause the explanation and drill from the teacher only a few.

B. They often ask about the meaning and some of them forgot when they performance. it might be caused only a few who brought the dictionary and time for practice was limited

C. Some students did not feel confidence when they performance. it might be caused it is role play for the first time

D. Most of the students seemed to dislike something too serious and full of rules. They liked something having an element of fun and they needed it in their learning. and there was time for the students to be serious in their learning ,so the teacher gave game because Games were very good in refreshing the students' mind from their fatigue and feeling bored so that they would get their spirit back

B.2 Cycle 2

a. Planning

The topic is about restaurant

Lesson plan cycle 2

Stage	Procedure	Interaction	Time
1. Greeting students	Assalamu'alaikum Say hello How are you? Nice to meet you! Good morning my students	T-SS	3"

2. Tacking attendance	Check students attendance	T-SS	2"
3. Game As Warmer	Guess the word from the picture which related with the restaurant by using media flash card	T-SS	15"
4.Explanation	The teacher explain some words and expression which related with the restaurant and give example of dialogue in role play	T-SS	20"
5. Grouping	Making five group consist four students	SS-SS	5"
6. Practicing Role Play	The teacher gives time for practicing role play with their partners	SS-SS	15"
7. Performance	The students performance the role play in front of class	SS-SS	20"
8. Assessment	The teacher gives score	T-SS	5"
9. Giving Homework and Closing	The teacher gives homework and close the lesson	T-SS	5"

T: Teacher

SS: Students

b. Acting

The teacher greeted the class, taking attendance. After that, she did the pre-teaching activity by giving them game as warmer. Then she asked the students to collect their homework. Students who did not do their home work will get

consequences. The teacher tried to always remind the students to do their homework and said that there would be consequences for those who did not do the homework. She also tried to help the students in their learning and prevent the students from being afraid of her. She tried to behave like a friend. She tried to build a good relationship. At the beginning of the lesson, the researcher as the teacher asked the students about the homework which had been given in the previous meeting. The researcher asked students to collect the homework and give the homework to her. After the researcher checked the homework, she would find out the students who did not do the homework, and gave them consequences. The consequence was exercises related to the topic of the English teaching-learning process

Then she made group and decided students who role as waiter or waitress, and visitor of restaurant.

Topic is about restaurant. The teacher gave example the dialogue about ordering food and drink in the restaurant, then she gave time for practicing in fifteen minute, the next was the group performance the role playing in front of class. Teacher gave the score and announced the best performance. The best performance would get the price. Then the teacher gave home work .the homework was making a simple recipe in English with dictionary help. The students were free to make any recipe but the ingredients must be in English. And it would be submitted next week.

c. Observation

A game was always getting good response because it could make the students happy, especially when they were in long-duration learning hours. In this case, it

could be accepted that games could be helpful in the students' learning because at their age, most of the students liked games.

The implementation of role play in this action could also make the students more involved in their learning. Based on the basis of the result of the actions, role playing is very good in motivating the students to keep being involved in the teaching-learning process. Role playing can make the students work together and associate with their friends. It can also make the students more creative by using the conversation in the class such as I *am sorry, yes of courses.* Besides, group work can increase their self confidence. the problem in cycle 1 some students feel difficulties to understand the expression in role play but in cycle 2 most of the students understand well might be caused the teacher drill the students to memorize expression by using gesture and media . The students brought the dictionaries at least 1 dictionary for the two students. And in this cycle the teacher gave time 15 minutes longer than before in order they have much time to memorize expression and practicing role play

For home work, the researcher found that a few of students did not really pay any attention to homework. It could be known from the result of the implementation of action in the cycle 1 which showed a few students did not do the homework. Then, the researcher gave the consequence to the students who did not do the homework.

d. Reflecting

Games were very good in preventing the students' from feeling bored in their learning. Games could re-fresh their mind from a long duration of teaching-learning process. Besides getting happiness, by being given games, the students also could get

knowledge so that the games did not only give enjoyment but also knowledge. Games which were related to English could give the students knowledge of English. Moreover, games in group work could raise the students' solidarity and level of cooperative work.

And the researcher found some increasing than cycle 1 such as:

1. Most of the students can express their expression it can be seen from their performance it can be seen from their performance and score

2. Only a few of students who ask the meaning to the teacher it might be caused they had already brought the dictionary

3. Most of the students feel more confidence than before it can be seen from their performance which are not awkward in front class and feel not shy any more

For homework Rules and consequences in the teaching-learning process are actually needed to make the students more disciplined in their learning especially in a class in which most of the students are naughty and difficult to control

The teachers' firm attitude and application of rules and consequences of homework could make the students more disciplined and do their homework. It might be caused by their fear of the teacher's consequences or their awareness that the teacher's warning and task would be very useful for them. It would help them in their learning. Moreover, the teacher's attitude of being friendly and not being too authoritative could make the students feel comfortable and enjoy their learning. It might because of their respect and enjoyment of being with to the teacher so that they

could behave like what it should be. In this case, the teacher-learner relationship was very important in the learning achievement.

B.3. Cycle 3

a. Planning

The topic is telling about direction

Lesson plan cycle 3

Stage	Procedure	Interaction	Time
1. Greeting students	Assalamu'alaikum Say hello How are you? Nice to meet you! Good morning my students	T-SS	3"
2. Taking attendance	Check students attendance	T-SS	2"
3. Game as warmer	Where am I? The teacher gives direction to the students by using picture and the students guess the place?	T- SS	15"
4. Explanation	Teacher explains some expressions and sentences by using media with related with direction on the street and the teacher give example for role play	T-SS	20"
5. Grouping	Making ten groups consist two students	SS-SS	5"

6. Practicing role play	The teacher gives time for practicing role play with their partners	SS-SS	15"
7. Performances	The students performances the role play in front of class	SS-SS	20"
8.Assesment	The teacher gives score for the students	T-SS	5"
9. Closing	Giving homework and Closing the lesson	T-SS	10"

T: Teacher

SS: Students

b. Acting

The title of the poster was "In the Street" which described a situation in the street, complete with places like restaurants, bookstores, buildings, people, and many other things in the street. The use of this media was expected to enable the students to go in front of the class and tell about a location instead of just sitting on their seats so that they would be more active and involved in their learning.

After greeting the students, taking attendance of the students, then the teacher did some pre-teaching activity by giving game as warmer and the teacher start explaining by giving the students a question about the way we describe locations of and give directions to places to someone. Then the teacher gave example for the student's expressions for describing locations and giving directions to places in the community complete with examples and exercises. After that, the teacher make group

for role play and give 15 minutes for practicing with their partner then asked the students to come in front of the class for role playing to explain how to go to one place in the poster while the teacher was giving score. For the post teaching gave homework about the way or direction to go to school from their home and closing.

c. Observation

The researcher finds that the students are very happy with the use of media and role play in the English teaching-learning process. They are more focus on their learning. It makes a big difference in the teaching-learning. The researcher also finds that the use of media and role play can make the students more interested in English.

The use of media and role play in the teaching-learning process make the students feel more support and wide awake in the teaching-learning process so that they can keep being involved in the teaching-learning process.Moreover, the use of media in the teaching-learning process can make it easier for the students to learn the subject matter

The use of media and role play in the teaching-learning process can also make the students more sympathetic with the teacher and unafraid of her so that the interpersonal relationship between the teacher and the students can be better, The benefit of the use of media and role paly in keeping the students involved in the English teaching-learning process.Moreover, the use of learning media and role play can make the students more exploited to express their idea.

On the basis of the result of the action, it can be known that the use of media and role play in the English teaching-learning process is considered successful in

improving the students' involvement in the English teaching-learning process. It is very good in rising the students' motivation and interest in English. However, according to the English teacher, it is quite difficult for every teaching-learning process to use media. It will take a long time to make the media.

d. Reflecting

The result shows that media and role play can help the students in getting more involve in their learning. The media and role play made the students keep being spirited to learn. Pictures or posters can make the students happy in their learning. The media and role play can also help them understand the subject matter more easily. After conducting the last cycle of the action by using media and role play, most of the students have better fluency and accuracy in expression than before and most of the students use expression in their daily such as *I am sorry, excuse me, thank you , that's ok* , before role play conducted , they used to speak Javanese.

Role playing can make the students more involved in their learning by working together with their friends. They can share ideas with other members of the group so that they became active and creative. Role playing can also prevent the students from feeling bored and sleepy because they were in a 'small community' which can control and remind them when they are in a wrong behavior. In role playing they could learn about expression, pronunciation, and performance. Competition for the best performance is regarded as a way to make the students try hard to be better and even to be the best in their learning. It can also make the students keep having a spirit to learn and to be active. It is because the students, who

are still children, tended to want to be better than others and they themselves want to achieve success in their learning.

The teacher's rules about homework and their consequences for those not doing homework are quite good in making the students disciplined in doing their homework. In this case, students are more responsible for their own behavior.

Besides, the teacher's attitude in the teaching-learning process determines the students' perception and behavior in learning. An infirm teacher can make the students underestimate him/her so that they will not have a good discipline and will behave as they like. In contrast, a cruel teacher can make the students afraid and dislike the teacher so that they are not motivated to learn. Both the infirm teacher and the cruel teacher are not good for students' learning. In this case, the teacher with a firm attitude but not authoritative, who is helpful, patient, friendly, who understands the students' needs, and who is communicative, and facilitative are needed. The teacher must display an attitude of respect for the students in order to maintain classroom control, Students must feel that they are loved and understood.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In order to improve students' involvement in the English teaching-learning process in Class 5,MI Al-Mukhlashin in the academic year of 2008/2009, the researcher and other research team members have done some collaborative work through some steps, namely, identification of the problem, determination of some actions, implementation of actions, observation and reflection. There were three problems feasible to be solved and three actions implemented to overcome the field problems. The conclusions concerning the research results are as follows.

1. To solve the problem of students often making noise in class, talking to each other, and making up something for fun in answering the teacher's questions during the English teaching-learning process, the action implemented was using media and role play in the English teaching-learning process, supported by group work, competition and giving small prizes. The action gave a positive result, showed by the students who became more involved in the teaching-learning process, more focused on the learning material, and more interested in the subject matter. There were fewer students who were talking to each other, less noise, and fewer students looking sleepy and bored and making up something for fun. More than 60 % students are active during English teaching learning process. Group work made the students more cooperative with their friends and more active, and having no feeling bored and sleepy in their learning. Competition for the best performance in role play by giving the students small prizes made the students more motivated to do better and even to try to be the best in their learning.

2. To solve the problem of students not bringing the course book (2a), and not doing their homework (2b), the actions implemented were asking the students to always bring the course book (2a) and applying rules and consequences supported by the teacher's firm attitude concerning homework (2b). Action 2a could be implemented, almost of the students bring the book and action 2b gave a positive result in the cycle 1, 2 and 3, showed by more than 60% of the students doing their homework.

3. To solve the problem of students considering English are difficult, confusing, uninteresting, boring, and disgusting subject, the action implemented was using games as warmer. This action gave a positive result, showed by the students who were more motivated and involved in their learning. More than 60 % students very active and enjoy the game. They learned more actively rather than passively.

B. Implication

1. The conclusion saying that with the use of media and role play, the students were more involved in the teaching-learning process, more focused on the learning material, and more interested in the subject matter, implies that in the teaching-learning process, teachers need to increase their use of media as things that can attract the students to their learning so that they can keep being involved in the process.

2. The conclusion saying that rules, consequences, and teachers' firm attitude concerning homework made the students more disciplined implies that teachers need to give more attention to the students, be firm, and apply rules and consequences which were clearly applied to the students so that they can be more disciplined.

3. The conclusion saying that implementing games as warmer in the teaching-learning process made the students more motivated and involved in the learning implies that a joyful situation of learning makes the students enjoy and become

more involved in their learning so that teachers need to create a joyful teaching-learning process for the students, one of which is by using games.

C. Suggestions

1. Based on the implication saying that in the teaching-learning process, teachers need to use media as things that can attract the students in their learning so that they can keep being involved in the process, then, this research suggests that teachers use media or something that that can attract the students' interest in learning, be better in knowing what the students' needs and their characters are, and make the students learn more practically rather than theoretically. Besides, the research suggests other researchers to find other efforts in improving the students' involvement in the teaching-learning process and develop teaching-learning media for the improvement of the quality of the teaching-learning process

2. Based on the implication saying that teachers need to give more attention to the students, be firm, and apply rules and consequences which are clearly applied on the students so that they can be more disciplined, then, the research suggests that the teacher as class manager be firm rather than authoritative because the students will give more attention to a firm attitude than to an authoritative one.

3. Based on the implication saying that a joyful situation of learning makes the students enjoy and become more involved in their learning so that teachers need

to create a joyful teaching-learning process for the students, one of which is by using games and role play, then the research suggests that the teacher implement 'something different' in the teaching-learning process like competition, games, or giving small prizes. Those things are very supportive to make the students more involved in their learning.

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Appendix A

Score Criteria for Role Play

There are three aspects:

1. Internalization :
   - Facial expression
   - Gesture
2. Fluency
   - Pronunciation
   - Intonation
3. Performance
   - Interactive
   - Responsive
4. Grammatical

Notes:

Internalization : make (attitude, behavior, language etc) fully part of one's nature

Or mental capacity by learning or unconsciously assimilating them.

Fluency : Quality of being fluent.

Fluent : Able to speaks the words of language

Pronunciation : Way a person speak the word of language

Intonation : Rise and fall the pitch of the voice in speaking the manner of uttering

Tones with regard to rise and fall in pitch

Performance : Process or manner of performing

Grammatical : Correct according to the rules of grammar

Appendix B   **the list Score of Role Play cycle 1**

Name	Internalization (10-25)	Fluency (10-25)	Performance (10-25)	Grammatical (10-25)	Total
Abd. Gofur	12	10	12	10	44
A. Afandi	12	11	13	11	46
Evadatul U.	13	11	11	11	46
Evinatin	10	13	12	13	48
Eliyah maula	14	13	14	14	55
Febiyana	12	12	14	15	53
Fita fatimah	14	11	13	12	50
Fadilah	15	10	12	14	51
Hidayat	10	14	10	13	47
Ika nurul	10	14	10	12	46
Khafidatul K.	13	11	14	14	52
Khalisatun A.	13	15	13	12	53
Lailatul M.	15	12	12	14	53
Lilik nur I.	15	13	11	12	50
M. Indra	14	14	12	12	52
Misbahul M.	14	12	11	13	50
M. Subhan	11	13	13	14	51
Nur Nashin	11	13	14	12	50
Nurun N.	13	14	12	12	51
Wahyu nur A.	15	12	13	12	52

English Teacher

Arum Zuliana

The Score list of Role Play cycle 2

Name	Internalization (10-25)	Fluency (10-25)	Performance (10-25)	Grammatical (10-25)	Total
Abd. Gofur	15	16	18	15	64
A. Afandi	16	16	19	16	67
Evadatul U.	16	19	18	16	69
Evinatin	17	18	18	15	68
Eliyah maula	17	16	19	17	69
Febiyana	16	20	20	18	74
Fita fatimah	18	18	18	17	71
Fadilah	19	20	17	15	71
Hidayat	18	20	17	16	71
Ika nurul	18	19	18	16	71
Khafidatul K.	19	17	18	18	72
Khalisatun A.	15	18	20	19	72
Lailatul M.	18	18	20	19	75
Lilik nur I.	19	20	17	20	76
M. Indra	20	22	17	17	76
Misbahul M.	20	18	18	17	73
M. Subhan	19	18	19	18	74
Nur Nashin	18	17	20	17	72
Nurun N.	15	16	19	20	70
Wahyu nur A.	15	18	17	17	67

English Teacher

Arum Zuliana

The list Score of Role Play cycle 3

Name	Internalization (10-25)	Fluency (10-25)	Performance (10-25)	Grammatical (10-25)	Total
Abd. Gofur	21	23	18	18	80
A. Afandi	19	20	18	18	75
Evadatul U.	18	21	20	20	79
Evinatin	20	22	20	22	84
Eliyah maula	22	21	21	21	85
Febiyana	23	20	22	20	85
Fita fatimah	22	20	20	18	80
Fadilah	19	21	21	19	80
Hidayat	18	23	22	20	83
Ika nurul	20	20	20	21	81
Khafidatul K.	20	22	21	21	84
Khalisatun A.	21	21	20	20	82
Lailatul M.	21	18	20	20	79
Lilik nur I.	23	18	21	18	80
M. Indra	22	20	18	18	78
Misbahul M.	23	19	19	19	80
M. Subhan	22	20	20	20	82
Nur Nashin	19	19	18	15	71
Nurun N.	19	18	20	19	76
Wahyu nur A.	18	19	21	22	80

English Teacher

Arum Zuliana

Material learning C

At the Restaurant

It is Sunday afternoon. I and My family go out to have lunch in a restaurant.

Waitress   : May I help you sir?

Mr. Joko   : yes, I would like to have a plate of Rawon.

Waitress   : What do you want to drink?

Mr. Joko   : I like lemon tea. How about you Boby?

Bobi   : I want to eat Soto and drink iced tea

Waitress   : Anything else?

Ms. Tati   : yes, I want to a bowl of Meat ball and a glass of hot tea

Bobi   : Don't take it too long!

Waitress   : Okay, Please for a moment.

(After several minutes the waitress comes)

Waitress   : Ok. Here the menu and enjoy

Ms. Tati   : Thank you

Bobi   : wow, delicious and yummy

We enjoy our lunch very much. The restaurant serves us well, besides that the situation is comfortable and the meals are delicious.

Direction

Tony is fixing his bicycle when someone comes to him, his name is Mr. John. He doesn't know how to get to the Train station

Mr. John   : could you please tell me how to get to the post office?

Tony   : Go down this street! Go straight ahead, and then turn right at the   traffic light! The post office is on your left?

Mr. John   : is it far from here?

Tony   : It is not far from here?

Mr. John   : All right. Thank you very much for your information.

Tony   : You are welcome

Talking about Daily activities

Sella , Ajeng , Nia, Wahid are good friends and neighbor. Now they are talking about daily activities in the garden behind their house.

Sella   : What time do you usually get up, Jeng?

Ajeng : I usually get up at five O' clock.

Sella   : and you Nia?

Nia   : l usually get up at five o clock?

Wahid : What do you do after that?

Nia   : I always make tidy my bed.

Wahid : How about you sella?

Sella   : I help my mom in the kitchen

Ajeng : Wow both of you very diligent

Sella and Nia : Of course

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1990 – 1996	:	Islamic Elementary School
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Arum Zuliana

Appendix D

Interview Transcript

Students were very happy with the use of media in the English teaching-learning process. They were more focused on their learning. It made a big difference in the teaching-learning process as stated in an interview as below.

R: *"OK indra, menurut indra gimana? Belajar Bahasa Inggris pake gambar, atau games?"*(OK indra, what do you think about learning English by using, pictures, or games?)

I: *"Asik banget! Seneng banget."* (It is very cool! I am very happy)

R: *"Emm...senengnya gimana?"* (Emm…why do you feel happy?)

I: *"Yaaa...jadi nggak ngantuk, nggak bosen!"* (I do not feel sleepy or bored.)

The researcher also found that the use of media could make the students more interested in English, as stated by a student in an interview below.

R: "*Menurut fita gimana tadi pembelajarannya? Kan beda dari biasanya ya? Jadi pake gambar-gambar gitu."*(What do you think about our last English learning process fita? is it different from the usual?)

F : *"Enak, gak ngebosenin. Jadi yang…..apa yaa…..bikin motivasi gitu lho! Yang tadinya males jadi lebih bersemangat gitu lho buat belajar Bahasa Inggris yang tadinya bosen gitu yang ga ada minat buat Bahasa Inggris pelan-pelan jadi lebih suka gitu."* (Nice! It do not make me bored. So…it make me motivate. Usually, I am not up to it. But now I have become more spiritto learn English which I considered boring. At first I had no interest in English, but slowly, I have come to like it.)

The use of media and role play in the teaching-learning process made the students feel more supported and wide awake in the teaching-learning process so that

they could keep being involved in the teaching-learning process, as stated by three students in the interview below.

R: *"OK, sekarang fadilah ya?! Menurut fadillah gimana? Kan kalo temen-temen yang lain katanya lebih asik. Kalo menurut fadillah gimana?"* (OK, fadillah. What do you think? Your friends said that it is interesting. What about you?)

F: *"Yang kayak tadi itu tuh seru banget! Soalnya kan di sini tuh selama ini ga pernah ada yang kaya gitu, jadi yaaa...buat refreshing sekali-sekali.Eh...ga usah sekali-kali deng...sering-sering aja gitu.* (It is very cool because it had never been like this way here before. So…it s good for refreshing, sometimes. Emm…not sometimes I mean, just make it often.)

R: *"Jadi kalo pake median role paly gitu gimana? Apa jadi lebih semangat atau lemes? Atau ngantuk apa tetep melek ? he he he..."* (So…what if learning using media? Does it make you more spirited, tired, sleepy, or what?)

F: *"Ehm..he eh. Jadi lebih semangat dan ga ngantuk."*(Emm…it made me more spirited and kept me awake.)

S: *"Yaaa...asik aja kalo* setiap hari pembelajarannya *kaya gitu*, *ga BT*! he he he..."

P: *"Ehm..ngantuk nggak*?"

S:*"Ndak.*"

P: "Ehm…menurut evi jadi *boring* ga pembelajaran Bahasa Inggrisnya?"

S: "*nggak*...jadi menarik banget"

P: "Ehm...*ndak* ya? Trus merasa malas apa *tetep* enerjik? Apa *gimana*?"

S: "Ya…*tetep* enerjik."

R: *"Nah...sekarang menurut Munir gimana belajar pake media dan role play tadi?"* (And now Munir, what do you think about learning by using media like what we have done?)

M: *"Yaaa...enak kok. Bikin tambah semangat belajar."* (It was exciting. It motivated us to learn.)

R: *"Emm...tadinya gimana? Ada perbedaan nggak sebelum dan sesudahnya?"* (What about in the last time? Is there any changes before and after that?)

M: *"Oh...ada! kalo teori itu kan males...cuma dengerin thok! Kalo ini kan bisa macem-macem gitu lho Miss!"* (Oh! Yes there is. Learning theories makes us bored, and by using media we can do various activities.)

R: *"Bikin ngantuk nggak?"* (Did it make you sleepy?)

M: *"Nggak."* (No, it did not.)

R: *"Boring?"* (Bored?)

M: *"Nggak."* (No.)

R: *"Terus...emm...ada perubahan nggak? Munir...misalnya Munir yang tadinya gini jadi gitu..."* (And...were there any difference? For example, in yourself, Anif before and after that?)

M: *"Oh ada Miss!!"* (Yes, there was)

R: *"Gimana?"* (What?)

M: *"Tadinya males,...teruusss...sekarang rajiiin...he..he..he."* (I was lazy before in learning, and now I have become dilligent, he...he...he.…)

R: *"He..he..he.Terus saran-sarannya gimana?"* (And what are your suggestions?)

M: *"Yaaa...kalo bisa gini terus aja. Ada maen-maennya gitu Miss! Biar otak nggak pusiiiiiiing...he..he..he.."* (Just keep this way of learning. By using something for fun, our mind will not get confused.)

Moreover, the use of media and role play in the teaching-learning process can make it easier for the students to learn the subject matter, as a student stated below.

> R: "*Gimana menurut Ifan?*"(What do you think, Ifan?)
>
> M: "*Seneng.*"(I was happy)
>
> R: "*Senengnya gimana?*"(In what way did you feel happy?)
>
> M:"*Oh...itu....kita bisa nerima pelajaran itu dikit-dikit jadinya ga boring. Biasanya kan boring. Gurunya dateng cuma diem aja.*"(Oh…we could accept the material little by little so that it was not boring as usual. The teacher just came and did nothing.)

The use of media and role play in the teaching-learning process could also make the students more sympathetic with the teacher and unafraid of her so that the interpersonal relationship between the teacher and the students could be better, as stated by a student below.

> R: "*Ya. Jadi pake gambar-gambar gitu ya...permainan role paly. Ehm..trus kalo ke gurunya jadi gimana*? (Ya. So we used pictures like that. Games and role play, right? Emm…how about to the teacher?)
>
> E: "*Jadi…saya tuh lebih nyantai…lebih rileks, ga terlalu tegang. Jadi lebih ngenakin sama murid-muridnya gitu. Anak-anak tuh lebih suka sama yang agak-agak ..maen-maen he he he…jadi... apa.... nggak terlalu tegang gitu lho*!"(I feel more comfortable, more relaxed, not too strained. So it was more comfortable for the students. The students like something playful, he…he…he, so…it was not too strained. Like that.)
>
> R: "*Ada intermezzonya gitu ya?*"(Something contains intermezzo?)
>
> E:"*He eh.*"(Yes.)

The teacher in the interview below also stated the benefit of the use of media in keeping the students involved in the English teaching-learning process.

R: "*Emm...gini ya Bu ya, Ibu kan udah mengamati action 1 dan action 2. Gimana tanggapan Ibu tentang action 1 yang udah kita laksanakan minggu yang lalu yaitu penggunaan media gamba and role play. Apakah ada perubahan dalam proses pembelajaran Bahasa Inggris di kelas khususnya keterlibatan siswa Bu*?" (Emm…Ma'am, you have already observed actions in the first and second cycles. What do you think of the first cycle which we did last week in the English teaching-learning that was the use of media and role play in form of pictures. Was there any change in the English learning process, especially in relation to the students' involvement?)

T: "*Oh!Itu ...emm...jadi actionnya ya? Bukan materi*?"(Oh! That…so it was the actions and not the material, right?)

R: "*Iya Bu. Actionnya.*"(Yes Mam, the actions.)

T: "*Emm...yaa hasilnya ada ya perubahan karena memang berubah materinya ya! Saya kira anak-anak jauh lebih tertarik.*"(Emm…I think there was a change in the result of the action because the materials did change. I guess the students were more interested.)

R: "*Menurut Ibu gimana kondisi anak-anak selama proses pembelajaran? Apakah masih banyak yang ngantuk dan malas-malasan, atau gimana Bu*?" (In your opinion, how was the condition of the students during the learning process? Were there still many students who looked sleepy or loafed or…?)

T: "*Kalo itu kayanya sibuk semua ya, soalnya kan kerja kelompok ya*?"(I think all students looked busy because they worked in groups.)

R: "*Jadi anak-anak sibuk ya bu ya*?"(So the students were busy, right?)

T: "*Iya.*"(Yes, they were.)

R: "*Jadi kerja kelompok itu lumayan memberikan kontribusi ya Bu terhadap keterlibatan siswa dalam proses belajar-mengajar*?" (So…do you think

group work gave a big contribution to the students' involvement in the teaching learning process?)

T: "*Ya, sangat besar malah*."(Yes, even a very great one.)

R: "*Kalo games*nya itu *gimana*? (What about the games, Ma'am?)

T: "*Kalo games*nya...*itu lebih rame ya kayaknya saya lihat apalagi ada sedikit kompetisi*."(About the games…I think the games looked lively because I saw there was a little competition.)

Moreover, the use of learning media could make the students more exploited to express their idea. It can be seen from the statement below.

R: "*Jadi gimana Bu tentang penggunaan media itu? Ada perubahan nggak Bu*?" (So…what about the use of media Ma'am? Was there any change?)

T: "*Yaa...jelas ada ya?! Hanya lebih mengarah. Maksud saya...itu anaknya lebih tereksploitasi untuk mengungkapkan idenya*."(Yes, it was very obvious. But, it was just more directed. I mean…the students were more exploited to express their ideas.)

R: "*Ehm...bagaimana dengan keadaannya Bu? Ada perbedaan? Misalnya kalo dulu ketika hanya pake buku pegangan aja sama sekarang kita pake media. Maksudnya keadaan anak-anaknya gimana*?"(Emm…how about the condition Ma'am? Was there any difference? For example, between when we use only one course book and when we use media. I mean the condition of the students.)

T: "*Ya..bertambah. cuma karena kemarin itu gambarnya kecil jadi yang di belakang masih ada yang ribut. Ya...namanya siswa ya*?" (It increased. But yesterday the picture was small so that the students who sat in the back were still noisy, well…students. You know?)

Group work in role play, competition, and small prizes gave a big contribution to the implementation of the action. Group work made the students cooperate more with

their friends in the group. Besides, according to a student, it could make the students understand the material, as stated below

> R: "Ok Eva, *kemaren* selain pake media, role play dan *games,* ada juga kompetisinya. Menurut Tyas *gimana*? Sama aja seperti biasanya atau berbeda?" (Ok, Eva. Yesterday, besides using media and games, we also used competition. What do you think about that?)

> E: "Berbeda. Soalnya bisa kerja sama *gitu lho miss*." (It was different. It was because we could work together.)

> R: "*Kerja sama ya. Emang sebelumnya nggak pernah*?"(Cooperation, right? Had it never been like that before?)

> E: "*Eh...nggak pernah*." (No, it had not.)

> R: "*Terus dalam hal ini perubahan apa yang Eva rasakan*?" (In this case, what changes could you feel?)

> E "*Iya menjadi jelas gitu lho kemaren itu."* (Yesterday, it became clear.)

> R: "*Apanya*?" (What was that?)

> E: "*Ya, pelajarannya*." (The material.)

> R: "*Karena kerja kelompok itu atau*...?" (Because of the group work or…?)

> E: "*Ya karena kerja kelompok juga*." (Yes, because of that.)

> R: "*Emang waktu kerja kelompok itu Eva gimana aja sama temen-temen? Misalnya kalo Tyas nggak ngerti, nanya ke temen atau mereka ngasih tahu*?" (What did you do during the group work? For example, when you did not understand, did you ask your friend in your group or they tell you?)

> E: "*Ya kalo saya juga ggak tahu bisa nanya ke temen*." (Yes, if I did not understand about the material, I could ask my friends.)

> R: "*Terus sama diri Evas sendiri, apa yang bisa Tyas rasakan*?" (And what could you feel inside yourself about that?)

> E: "*Ehm...gimana ya...*" (bingung) (Emm…[confused])

R: "Gini...misalnya kalo Tyas duduk sendiri atau berdua temen sebangku Eva tuh ngerasa begini...terus kalo kerja kelompok begitu...."(Let me explain. For example, if you sat down in pairs, you would feel…if you sat down in group, you would feel…)

E: "*Gimana ya*?" (masih bingung)(still confused)

R: "*Ngg...gini deh, perubahannya itu dimana? Apa pelajarannya jadi lebih ngerti atau bingung, jadi semangat...atau malah ngantuk*." (I mean…where were the changes? Was the lesson more understandable or confusing? Or did you get sleepy?)

E "*Emm...he...he...he...ya lebih ngerti. Pelajarannya tambah ngerti, terus kemaren nilaiku aja naik gitu lho*!" (Emm…I understood more. The material were more understandable, and yesterday, my marks increased.)

R: "*Terus ngerasa bosen nggak*?" (Did you feel bored?)

E: "*Nggak*." (No, I did not.)

R: "*Karena ramai atau emang suasananya beda*?" (Because of the noise or the different situation.)

E: "*Suasana beda. Asyik buat belajar gitu lho*!" (Because the situation was different.)

From the implementation of the actions, the researcher found that the teachers' rules and consequences about the homework for the students and the teacher's firm attitude could make the students pay attention and do their homework. It can be seen from the statements in the interview below.

R: "*Terus kalo nggak ngerjain PR terus dikasih hukuman sama guru gimana menurut Lia*?" (And if the students who did not do the homework were given some consequences by the teacher, what do you think, Mei?)

L: "*Emm...gimana ya? Yaa...tambah baik. Maksudnya emm...yaaa kita kan dikasih PR. Kan harusnya mengerjakan. Kita harus mengerjakannya. Itu*

aja." (Emm…that was better. I mean emm…when we are given homework, we have to do it. We have to do it. That's all.)

R: "*Emm...jadi kalo ada hukumannya Lia jadi ngerjain gitu?*" (So…if there would be a consequence of it, you would do your homework, Mei?)

L: "*He eh.*"(Yes.)

R: "*Terus ini ya...kalo yang nggak ngerjain PR dikasih hukuman itu gimana?*" (What if the teacher gave a consequence to students who did not do the homework?)

L: "*Yaa...saya setuju. Soalnya ee...kalo gitu eee...siswanya kan jadi lebih bertanggung jawab.*" (I agree because if it is so, the students would be more responsible.)

Moreover, the application of rules and consequences could make the students motivated and more diligent in their learning, as one student stated below.

R: "*Terus kalo ini ya..emm...ada PR gitu ya. Gurunya nyuruh 'Kerjain pR! Kerjain! Kerjain! Nah yang nggak ngerjain itu dikasih hukuman. Itu menurut laila gimana?*"(And…if there is homework. The teacher asks the students to do…do…and do the homework and she gives a consequence to those who do not do the homework. What do you think about that?)

L: "*Emm menurut saya ya biar anak itu tambah..tambah rajin lagi.*"(I think it is in order that the students become more diligent.)

R: "*Jadi nggak apa-apa kalo ada sistem hukuman gitu ya? Terus gurunya selalu menyuruh dan mengingatkan untuk mengerjakan PR.*"(So it is not a problem if there are consequences or something like punishment? And the teacher who always asks and reminds the students to do the homework?)

L: "*Ya malah ngedorong kalo buat aku untuk tambah rajin belajar.*"(Yes, it encourages me to be more diligent in learning indeed.