TEACHING LEARNING PROCESS OF ENGLISH
AT SMK NEGERI 6 SURAKARTA:
A MICRO ETHNOGRAPHIC APPROACH

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ABSTRACT


The objective of the research is to get a clear description of the teaching learning process of English at SMK Negeri 6 Surakarta in which covers about to know the objective of English teaching learning process, to know the syllabus used by teachers, to know the method of teaching in the classroom in which also covers about the role of materials, the classroom procedure, classroom activities, teacher’s and learner’s role, the media, and the evaluation.

The research was conducted in Sekolah Menengah Kejuruan Negeri 6 Surakarta, from August to October 2011. It is qualitative research in the form of ethnography study. The subject of the research was the teaching learning of English at SMK N 6 Surakarta.

The data of this thesis were collected from several techniques including observation, interview, and document analysis. In analyzing the qualitative data, the researcher conducted method triangulation to examine the data from interview with the result of the observation, source triangulation to examine the information with the document, and the last is theory triangulation, it is to know the relation among the theories used in this research toward the data research.

The teaching learning of English at SMK Negeri 6 Surakarta shows the strength and weaknesses. Some of the strengths are from the student’s part, they are diligent, attentive, active, risk taker, and cooperative, from the teacher’s part, they are creative, communicative, supportive and respective, the material and the facilitation used in teaching learning process of English are sufficient enough for carrying out the teaching learning process. However, the teaching learning of English also shows the weaknesses. They are from the student’s part, it is about the student’s competency and character, from the teacher’s part, it covers about teacher’s ability and intensity of participation in some seminars, trainings and also the short courses, and the last is about the school policy which reduce the time allotment for studying.

The research findings of this study imply that teaching learning of English at SMK Negeri 6 Surakarta has been suitable with the theories of English teaching learning, although there were still some weaknesses. Therefore, it is recommended that (1) Institution of Local Education (DISDIKPORA Daerah) should give an addition of the frequency to conduct the seminars, trainings and also the short courses for all teachers, (2) School as the institution to conduct the teaching learning process should give the supervision directly to the educational practitioners, especially to the teachers, (3) The teachers should give much attention to method of teaching learning especially how to design the classroom activity, so the students will not be bored and uninterested, the last (4) the other researchers develop some parts which have not been developed in this research.

Key words Teaching : Activity which shows or helps someone to learn how to do something.
Learning : Learning is acquisition or getting, retention of information or skill.
Ethnographic Approach : Approach which emphasis in collecting the empirical data on human societies and cultures.
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I. INTRODUCTION

A. Background of the Study

Education is a product of human culture which always develops. But, sometimes it gets a decrease in its quality. As the result, it will be damaged in line with the development of era. Ideally, Education must be a meaningful thing. Education will be more meaningful if it can educate pragmatically suitable with the human era. Therefore, education must be seen as a process to give the human a lot of abilities to do and to overcome the life’s problems.

In Indonesia, national education derived from Indonesian culture. It based on Pancasila and Undang-Undang Dasar 1945. Undang-Undang Dasar 1945 declared that to create nation’s intelligent, the government has to apply a national education system. Eventually, this system has been regulated through Undang-Undang no.20 about national education system.

In national education system, there are some education levels. As a part of national education levels, vocational education is an education at intermediate level. This level tries to make a development for the participant’s primary ability. Therefore, it is hoped, they are able to participate in certain places, to adapt in their work environment, to find the work opportunities and to develop themselves in their future. Moreover, in undang-undang sisdiknas pasal 15, it also stated that Sekolah Menengah Kejuruan (SMK) is vocational education level which prepares the participants to get work in certain places. So, the participants must have a good quality to achieve the determined goal.
In education phenomena, one of the government’s concepts to reach the quality achievement is to apply the school status. It will be done step by step applying from pioneering international standard school (RSBI) to international standard school (SBI). The policy of Pioneering International Standard School or Rintisan Sekolah Berstandar Internasional (RSBI) is based on:

1. Law of national education system no. 20 year 2003, especially on section 50 sub section 3.
2. Government regulation on section 61 and subsection 1.

Base on the explanation above, we know that International School Standard (SBI) and Pioneering International School Standard (RSBI) are the instructions in national education system. It has an implication that the center government with local government have to carry out less than one school at the elementary and intermediate level to be an International Standard School (SBI). By applying the concept, it is hoped that education in Indonesia will have an international competitive power.

The characteristics of the Pioneering International Standard School (RSBI), as stated on “Panduan Penyelenggara SBI” published by National Education Department 2007 are: (1) Applying curriculum in the unit level of education (Kurikulum Tingkat Satuan Pendidikan / KTSP) which is developed from standard of content, graduate competence standard, and basic competence which is enriched by international materials; (2) Using English as a means of communication in teaching learning process in the classroom, especially for subjects like: math and science (biology, chemistry and physics) and also English; (3) Adapting or adopting a curriculum from modern country; (4) Applying higher graduate standard from graduate
competence standard (Standar Kompetensi Lulusan/SKL) stated on Educational National Standard Board (Badan Standar Nasional Pendidikan/BNSP); (5) Having qualified teachers based on educational national standard (Standar Nasional Pendidikan/SNP); (6) Fulfilling an infrastructure standard of school based on educational national standard (Standard Nasional Pendidikan/SNP) and (7) Having national and international standard of evaluation.

All characteristics are the references for the improvement of quality for both RSBI and SBI schools. The improvement process from RSBI to SBI includes all of the school components. They consist of teaching learning process as the primary component and other components support the teaching learning process, they are like the principal, teachers, technician, administration staff and school environment. Teaching learning process becomes the primary component because teaching learning process has an important role in education. It is also the most powerful instrument of education to bring about desired changes for students. In another word, it can be said that teaching learning process is a heart of education.

Talking about the characteristics of the Pioneering International Standard School (RSBI), we know that English takes an important role in the process of learning in SBI or RSBI School. English will be used as a means of communication both orally and written. Since the role of English as an international language and the dominant language in many fields of activity, such as business and banking, industry and commerce, transportation, tourism, sports, international diplomacy, advertising, pop music and so on, the result is English has become the common language of scientific discourse in a world where relative development of a nation can best be measured in terms of its access to science through English. On the other hand, especially in education sector, the role of English implies that it
is very important to be learned as the foreign language. One of reasons studying English is applying its function as a means of communication. In this case, having communication means to comprehend and to express information, idea, feeling, and to develop knowledge, technology, and also culture. The real communicative ability is an ability to adapt in its environment, that is an ability to comprehend and to produce oral or written text. Those kinds of text realized in four language skills, they are listening, speaking, reading and writing. Those kinds of skills used to respond or to create a discourse in social life. Therefore, methods to teach English are referred to develop those skills, so the graduates are able to have a good English at certain grades.

From the previous discussion, the writer knows that teaching learning process, included English is very important. It is why the writer wants to know the English teaching learning process in SMK Negeri 6 Surakarta. In 2006, National Education Department through decree of Direktur Pembinaan Sekolah menengah Kejuruan no. 2835/c.5/MN/2006, SMK Negeri 6 Surakarta was included into some schools prepared to be international school. The program for carrying out International School Standardized (SBI) was financed by ADB (Asian Development bank). So, SMK Negeri 6 Surakarta was called by SMK Model SBI Invest (Indonesian Vocational Education Strengthening/Penguatan pendidikan Kejuruan di Indonesia). From 2006, SMK Negeri 6 Surakarta was financed by ADB to develop and to initiate school to be a school with international standard. Today, SMK Negeri 6 Surakarta has five mastery programs, they are Tourism, Accounting, Office Administration, Marketing and Multi Media.

From the explanation above, the researcher becomes interested to make a research related to the English teaching learning process at SMK Negeri 6 Surakarta, especially to
know about the teaching learning objectives, the syllabus used by teachers, the teachers and learners role, the material, the class room procedure, the class room activity, the evaluation and the strength and weaknesses.

B. Objectives of the Study

Based on the formulation of the problems above, the research aims at:

Describing the teaching learning process of English at SMK N 6 Surakarta, especially it covers about:

1. The objective of Teaching in the teaching learning process.
2. The syllabus used by the teachers.
3. The method of teaching in the classroom.
   It covers about:
   a. The role of materials given to students.
   b. The conducting of classroom procedure.
   c. The conducting of classroom activities.
   d. The teacher’s and learner’s role in the teaching learning process.
   e. The role of media used in the teaching learning process.
4. The conducting of evaluation.
5. The strength and weaknesses of the teaching learning process.
II. THEORETICAL REVIEW

A. Language Learning and Language Teaching

a. Notion of Language Learning

Before we discuss about the language learning, there must be a clear concept about language. So, the language can be understood appropriately. According to Pinker’s *The language instinct* in Brown (2000:5), the statement is as follows:

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

On the other hand, Brown also gives a comment (2000:5) that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Eventually, Brown gives a consolidation of a number possible definition of language like the following:

1) Language is systematic.

2) Language is a set of arbitrary symbols.

3) Those symbols are primarily vocal, but may also be visual.

4) The symbols have conventionalized meanings to which they refer.

5) Language is used for communication

6) Language operates in a speech community or culture.

7) Language is essentially human although possibly not limited to humans.

8) Language is acquired by all people in much the same way; language and language learning both have universal character.
To support the learning process, it must be the teaching process. Teaching cannot be defined apart from learning. Teaching can be defined as” showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with the knowledge, causing to know or understand” (Brown, 1994:7). It can be clearly understood that teaching is needed in the learning process since it is a guide in studying that causes understand.

Another comments come from Dick et. Al (2001:2) state that teaching could be interpreted as getting content from the text into the heads of learners in such a way that they could retrieve the information for a test. In this definition, the teaching process is understood as only transferring the information from the text to the students in order to enable students passing a test. Whereas teaching in basic understanding must have a deeper meaning than enabling the students to pass the test. Since language teaching is not the same with other subjects teaching, the language teachers are not absolutely the same with the other teachers. Teaching language can be understood as guiding and facilitating the students to learn the language as means of communication.

According to Sardiman in Rokhmawati (2004:8) teaching is an activity to create situation to support the learning process, or a teacher’s activity to deliver materials to the students so that the transfer of knowledge happens. Language teaching is defined as an activity to create the situation to promote foreign language. Here, the teacher does interaction to the students to teach the language which is learned. Sardiman also stated like Rokhmawati quoted that the teaching is a process
not only to get knowledge but also to get skill. So, language teaching should present the skill that is to use a language and not how to learn a language.

B. Notion of Ethnography

Talking about ethnography cannot be separated to qualitative research. Qualitative approach is a general way of thinking about conducting qualitative research. It describes, either explicitly or implicitly about the purpose of the qualitative research, the role of the researcher(s), the stages of research, and the method of data analysis. Four of the major qualitative approaches are introduced ethnography, phenomenology, field research, and grounded theory. The following is the elaboration of the four approaches. They are as follows:

**Ethnography.** The ethnographic approach comes largely from the field of anthropology. The emphasis in ethnography is on studying an entire culture. Originally, the idea of a culture was tied to the notion of ethnicity and geographic location (e.g., the culture of the Trobriand Islands), but it has been broadened to include virtually any group or organization.

Ethnography is an extremely broad area with a great variety of practitioners and methods. However, the most common ethnographic approach is participant observation as a part of field research.

**Phenomenology.** Phenomenology is sometimes considered a philosophical perspective as well as an approach to qualitative methodology. It has a long history in several social research disciplines including psychology, sociology and social work.
Phenomenology is a school of thought that emphasizes a focus on people's subjective experiences and interpretations of the world.

**Field Research.** Field research can also be considered either a broad approach to qualitative research or a method of gathering qualitative data. The essential idea is that the researcher goes "into the field" to observe the phenomenon in its natural state or in situ. As such, it is probably most related to the method of **participant observation**. The field researcher typically takes extensive field notes which are subsequently coded and analyzed in a variety of ways.

**Grounded Theory.** Grounded theory is a qualitative research approach that was originally developed by Glaser and Strauss in the 1960s. The self-defined purpose of grounded theory is to develop theory about phenomena of interest. But this is not just abstract theorizing they're talking about. Instead the **theory** needs to be **grounded** or rooted in observation.

From the four approaches above, the writer tries to give more emphases about ethnography. Ethnography comes from Greek. It has the meaning ethnos or people and grapho which has the meaning to write. Ethnography is one kind of qualitative researches which is designed to aim at exploring cultural phenomena. The resulting of this study reflects the knowledge and the system of meanings in the lives of a cultural group. Briefly, Ethnography also means to represent graphically and in writing, the nature of people.

Ethnography is often applied to collect the empirical data on human societies and cultures. The data collecting is usually done through the participant’s
observation, interview and questionnaires. From the data collecting, it is used to explain the social condition through the writing. In biology, this kind of study called by field study or case report. Both of them are used as the synonym for ethnography. The ethnography, as the empirical data on human societies and cultures was pioneered in the biological, social, and cultural branches of anthropology but has also become a popular in the social sciences in general. (http://www:socialresearchmethod.net/kb/qualmeth.php)

C. Basic Principles of Ethnography

Nunan (in Fauziati, 2002: 10-15) states that there are several principles of ethnographic research:

(1) ethnography focus on human behavior. Ethnography deals with human behavior within a particular setting and cultural patterns,

(2) ethnography focused on cultural description. It involves the study of the culture of characteristics of a group in a real world rather than in laboratory settings and no manipulation on the phenomena under study. It is done in natural settings,

(3) ethnography adopts a grounded approach to data collection. Before doing the observation, the researcher must begin with a theoretical framework to collect the data then interpret it in search of hypothesis,

(4) ethnography is holistic research and thick explanation. Holistic means the research must cover two aspects of the individual or groups under investigation and the context in which the behavior occurs) then analyzed by a horizontal dimension (the description of events and behaviors and interactions at the time of which they occur).
ethnography has specific method. The method specifically includes the technique of observation (participative and non-participative) formal and informal interview, audio, or videotaping for close analysis, and collection of relevant documents and other materials.
III . RESEARCH METHOD

This study used the qualitative approach, using ethnography. According to Moleong (2007:6), qualitative research can be defined as the research which is aimed to study holistically the phenomenon experienced by the research subject, such as the behavior, perception, motivation, action, and so on. The way in reporting the research is describing in words and language in a certain natural context and using various natural methods.

In this research, the researcher was the means of observation since the researcher was present to the setting. This research learned about the teaching learning process of English in SMK Negeri 6 Surakarta. By using through ethnography, the research was conducting in natural setting; it means to make meaning of the English teaching learning process, the researcher used what she had seen, heard and felt.

The qualitative approach using ethnography was used in this research because this research describes the social phenomenon of the English teaching learning process. The method chosen gave the clear description of the process observed. In this case, the process was observed as what happened on the field without any treatment from the researcher.
IV. RESEARCH FINDING

A. Research Finding

To describe the teaching learning process of English, the writer divides it into five sections: (1) The objective of teaching (2) The syllabus (3) The methods of teaching learning process which cover about the role of material, the classroom procedure, the classroom activity, teacher’s and learner’s role, the role of media (4) the evaluation and (5) the strength and weaknesses.

1. The Teaching and Learning Objective

General Objectives. They were mostly known from SKL (graduate’s competence standard). Based on the observation, the general objective of the instructional process in SMK was to communicate in the different levels based on Specific Objectives. These objectives specifically explained what the students should master in certain materials. Therefore, these objectives were formally stated in lesson plan as the specific preparation in instructional or teaching learning activities.

II. The syllabus

The syllabus is one of the equipment which must be arranged by the teachers as the base in conducting the teaching and learning process. Based on the observation, the syllabus used by the English teachers of SMK negeri 6 Surakarta is the syllabus from PUSKUR BALITBANG (Pusat Kurikulum Badan Penelitian dan Pengembangan) Nasional.

III. THE ROLE OF MATERIAL

Based on the observation, the writer knew that English teachers of SMK Negeri 6 Surakarta used certain books, worksheet and hand out for their students.
IV. THE CLASS ROOM PROCEDURE

From the classroom observation, it can be obtained that the procedures of teaching and learning in the classroom, basically, consisted of three parts. Those parts were opening activity, the classroom activity main activity and closing activity.

V. THE CLASS ROOM ACTIVITY

In teaching listening, it is essential for a language teacher to have a thorough understanding of the nature of listening, as well as several activities which help students develop their listening comprehension skill. Consequently, the teachers can vary their classroom presentation that result in the more classroom activities.

In teaching speaking, the researcher knew that the teacher used two kinds of activities in teaching speaking. They were: (a) Role-play. (b) Problem solving.

In teaching reading, the writer knew that teaching reading in those classes used several kinds of activities, they were like: (a) Silent reading, (b) Questioning, (c) Skimming, and (d) Scanning activities.

In teaching writing, the writer knew that among three English teachers applied: (a) Constructing a new dialogue or conversation based on the example, and (b) Free writing.

VI. TEACHER’S AND LEARNER’S ROLE

There were many teachers’ roles found in the classroom during the instructional process. Teachers played many important roles for their students. Based on the observation conducted in the classroom, the researcher found some important teacher’s roles; namely: (a) motivator, (b) guide, (c) manager, (d) explainer, and (e) evaluator.
During the teaching and learning process in the classroom, the students might play various roles. Based on the observation conducted in class XI MM2, XI AK2 and XI AP1 of SMK N 6 Surakarta, the students played some roles. Their roles were (a) as a participant, (b) as a listener, (c) an evaluator, (d) a tutor for the other learners, and (e) a negotiator.

VII. THE ROLE OF MEDIA

Teaching media which are used by the English teachers of SMK Negeri 6 Surakarta are as follows: (1) LCD, (2) Tape Recorder.

VIII. EVALUATION

A. Reviewing Question

This kind of evaluation is conducted by all English teachers in SMK N 6 Surakarta. It was done to check the students’ understanding. All English teachers sometimes gave some questions to review the previous material at the initiate of activity or at the end of teaching learning process. It is also possible for the teachers to give the review in the next meeting. It is more done to review and to remind the students about the material which has been given by their teachers.

B. Formative Test

It is the test which is given at the end of one basic competence. So, to measure the students’ achievement for material learned in one competency, the teachers apply this kind of test. For this kind of test, all teachers have different policy. It means that one teacher possible conducts one kind of test or perhaps they conduct two kinds of tests, for example oral test and written test.

C. Mid-Test
It is one kind of test which is conducted at the mid of semester. It is conducted formally for all students’ level. It is held just for certain subjects, they are Indonesian, English, Mathematics and Theory of productive material. Mid semester test is held by the school itself, so the material is made by teachers themselves.

D. Summative Test

It is conducted by the local government. The test is made of by MKKS (Musyawarah Kerja Kepala Sekolah) Sekolah Kejuruan. It is an organization of schools in Surakarta for vocational school. But, in arranging the material of the test is given to MGMP (Musyawarah Guru Mata Pelajaran), an organization of teachers for every subject matter. The content of the summative or the final semester test is oriented to national examination at the twelfth grade. It means that there is a division of listening section and the reading section.

E. National Examination

It is a national test conducted at the end of the twelfth grade. It is conducted by the government.

IX. THE STRENGTH AND WEAKNESSES

A. Student’s Part

The main goal in teaching of language is the learners (students) are able to communicate. It means that the students’ role is the important thing that the teachers have to pay attention to. Based on the observation, the researcher can take some strengths from the roles owned by the students of SMK Negeri 6 Surakarta. They are: (a) Diligent, (b) Attentive, (c) Active, (d) Risk Taker, (e) Cooperative. The following will be elaborated by the researcher about the strengths of students’ behavior.
B. Teacher’s Part

The strengths from teacher’s roles, they are like: (a) Creative, (b) Communicative, (c) Supportive, and (d) Respective.
V. CONCLUSION AND SUGGESTION

After describing and analyzing the data, the writer is able to present a conclusion based on the result of the observation of teaching learning process to the eleventh grade students of SMK N 6 Surakarta.

There are two objectives of teaching in teaching learning process at the eleventh grade of students in SMK N 6 Surakarta, General Instructional Objective and Specific Instructional Objective. General Instructional Objective of the teaching is based on the teaching learning description of curriculum for SMK 2004 edition. Specific Instructional Objective is represented from every basic competence which can be seen in the teacher’s lesson plan.

The syllabus which is used as reference to arrange the lesson plan by all English teachers of SMK N 6 Surakarta is from PUSKUR BALITBANG. It has got a lot of changes and review in every new education year. It is conducted through the IHT (In House Training) along the holiday. The kind of the syllabus is classified into the functional syllabus. It is classified into this kind of syllabus because it is arranged based on the function of the language from the simple up to the complicated one.

There are a lot of kinds of teaching material. Besides a handbook for students, the teachers also use the hand out, worksheet and also some slides through the power point. The teachers make all preparation of teaching material by adapting the source of book with the ongoing topics. Through the various materials the students will have much more information and exercises, they can illustrate the subject matter according to their background knowledge, they will be more interested in learning the language, and then eventually they can develop their ability as the teaching learning expected.
To implement the teaching materials, the teachers should apply the appropriate procedure. In this case, the teachers have applied the steps in their procedure of teaching learning process. They are opening activity, main activity and closing activity. The steps are in line with the common theory of teaching learning procedure, that is Three Phase Technique/ PPP (Presentation, Practice and Production), because both of the kinds of procedures have the similar objectives in their steps or stages.

Classroom activity is another component in the teaching learning process which is much more paid attention to. The teachers have to make the various activities according to its skill. Designing and applying the various and interested activity to be as good as possible will develop the student’s ability in language learning. For further, the students will get and achieve a high degree of success when the activities are planned around the students’ interest and take into subjects that they have some knowledge about.

Teacher as the main figure in the teaching learning has the primary role to establish conditions and to develop activities, so that the students are able to practice the language in a meaningful context. Relating to the statements above, so the teachers have the role as the motivator and facilitator. Motivator means the teachers are able to motivate and encourage the students to study harder and also to take part actively in the teaching learning process. Facilitator means the teachers are able explain, guide, manage and evaluate the teaching learning process, so the process will run well.

Evaluation is another thing that must be considered well by English teachers in the teaching learning process. There will be three kinds of test for the eleventh grade of students in SMK N 6 Surakarta. They are Periodical test, Mid Semester test and Final Semester test. Periodical test is a test which is given by the teachers if the teachers have finished the
material in every basic competence (KD/Kompetensi Dasar), Mid Semester test is a test which is conducted by school in every three months at the middle of the semester and Final Semester test is a test which is conducted at the end of the semester.

After viewing some points above, the writer concludes that most of the components of teaching learning process of English at the eleventh grade of SMK N 6 Surakarta are suitable to the theories stated by the experts. The conducting of the activities is also suitable with the procedure. Even though there are some weaknesses, all of those components and the procedure make the teaching learning process runs well.

A. Suggestion

From the research findings, the researcher gets a clear description of the teaching learning process at the eleventh grade students of SMK Negeri 6 Surakarta in the academic year of 2011-2012. In relation to the fact findings, the researcher would like to give some suggestions, as follows:

1. Institution of Local Education (DISDIKPORADAerah)

   The development of education is depended on the teaching learning process. This process becomes a determiner for achieving the objectives of the national education. So, it is not over but it is a must that this institution has to think more seriously about how to improve the quality of teaching learning process. It can be done through some ways. One of them is to conduct in high frequency the seminars, short courses or trainings for teachers in developing the teaching learning process. It is why, it needs to present here that based on the findings has been obtained that English teachers of SMK Negeri 6 Surakarta still need some kind of refreshment about all the things related to the teaching
learning process. It does not mean that there are no seminars, trainings or short courses at all but the conducting of the programs like that are still in low frequency.

2. The Principal

As the manager of school, the principal should place himself/herself in the right position, since the teaching learning process needs more attention. It is important to be delivered here that The principal should control and supervise the English teachers in: (a) the conducting of teaching learning process; (b) the teaching material used in teaching learning material; (c) Time allotment for English teaching learning process. Through the findings, it’s apparent that the role of the principle has been good enough but it still needs to be improved, so the process of teaching learning at SMK Negeri 6 Surakarta will achieve like what the teaching objectives stated.

3. The English teachers

The English teachers have an important role in the teaching learning process. In relation with the role of the English teacher, there are several factors that should be considered, such as; giving much motivation to students so that they will have a high self confidence to learn English, facilitating excessively the teaching learning process in the classroom by increasing their ability in designing, guiding, managing, explaining and also evaluating. All the things about roles are necessary delivered but, how to design the classroom activity still has to get much attention. The classroom activity becomes one factor which determines the quality of teaching learning in the classroom. Actually, the teaching learning at SMK Negeri 6 Surakarta has been good enough but it is still not maximal. The quality of teaching learning will be good if the teachers are able to design
the classroom activity becomes interesting process for all students. So, they will feel excited, comfortable, enjoyable, and also confident.

4. Other Researcher

The writer realizes that this research is being far from perfect. There are still many weaknesses dealing with the observation that have been done by the writer. The writer hopes that there will be better other researcher to complete this research and conducting in different school. However, the writer is sure that it will be useful and this thesis can be used as a starting point to investigate the topic more completely and comprehensively.
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