IMPLEMENTATION OF SCIENTIFIC APPROACH FOR TEACHING
ENGLISH AT SMA NEGERI 1 BATU RETNO
IN 2014/2015 ACADEMIC YEAR

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ABSTRACT

This research aims to describe and to explain the implementation of Scientific Approach for teaching English at SMA Negeri 1 Baturetno. In collecting data, the writer watches, observes then writes the scripts of interview and observation of the teachers and students. From the data, the researcher found the results, they are: (1) There are two learning objectives, they are general learning objective and specific learning objective. (2) Classroom procedure used Observation, Questioning, Experimenting, Associating, Communicating, with different patterns. (3) Classroom technique used in teaching of English are reading with understanding, reading comprehension, grouping, questioning session, discussion, role-play, and exercise modelling. (4) The roles of instructional materials are as a source of activities for learner practice and communicative interaction, as a reference source for learners on grammar, vocabulary, pronunciation, etc, as a syllabus, a source of stimulation and ideas for classroom language activities, and a resource for self directed learning or self-access work. (5) The English teacher roles are as facilitator, manager, explainer, source of knowledge, inquiry controller, and group organizer. (6) The learner as the member of a group, the learner as the tutor of other learners, the learner roles were the learner learns from English source, English teacher, other teaching sources, and other students. (7) The medias used by the English teachers are overhead projector (OHP), board, laptop, and video. (8) The assessments are conducted in authentic assessment, daily test, portfolio based-assessment, and midterm test.

Keywords: scientific approach, teaching of English, learning English
A. Introduction

Fauziati (2014: 153) states scientific approach is a systematic and logical approach through testing and analysis to discover how things in the universe work. Scientific is all about the fact and can be proved by the reality that happened. Then, it is a systematic and logical approach of research or experiment and can be analyzed based on the fact. The implementation of scientific is called scientific approach. Brown (2001: 15) states “approach: theoretically well-informed positions, assumptions, thoughts, notions, and beliefs concerning the nature of language, the nature of language learning, and the applicability of both in pedagogical setting, it does mean in classroom practice”.

SMA Negeri 1 Baturetno has been using the 2013 Curriculum from 2013 until now, but the implementation is just for tenth and the eleventh grade, because the twelfth grade still uses School-based Curriculum (KTSP). SMA Negeri 1 Baturetno has four languages to learn, they are Indonesian, Java, Arabic, and English. The writer is interested in teaching English at the school because the writer wants to know the implementation of Scientific Approach for teaching English by the teachers. The variety or content of teaching English has its own purpose in teaching learning program. However the implementation of Scientific Approach of teaching English in every school has a different way to deliver. Teaching English in SMA Negeri 1 Baturetno also has a different way in applying Scientific Approach in their teaching learning process. Based on the phenomena above, the researcher tries to describe the Implementation of Scientific Approach for Teaching English at SMA Negeri 1 Baturetno in 2014/2015 Academic Year.

There are some previous researches on error analysis. The first is Mudrikah’s research that has title “The Implementation of Inquiry-Based Learning in Teaching Writing at the First Year of SMA Negeri 1 Gemolong, Sragen”. Her research’s aims are to describe the implementation of inquiry-based learning and problem faced by the teacher in teaching writing using inquiry-based learning at the first year of SMA Negeri 1 Gemolong, Sragen.

The second researcher is Yuliani that has title “The Implementation of Debate in Teaching Speaking to the first Year Students of RSBI Class at SMP N 1
She writes this research to describe the procedures of teaching speaking using debate, the problem faced by the teacher and the students, and the strength and weaknesses of debate technique implementation.

The third research is Ningsih’s work entitled “The Implementation of Process Approach in Teaching writing to the First Year Student of SMA Islam T. Huda Bumiayu in 2010/2011 Academic Year”. This research paper studies of the implementation of the Process Approach in Teaching Writing to the First Year Student of SMA Islam T. Huda Bumiayu, using naturalistic study.

The fourth research is conducted by Hayati that has title “The Implementation of English Teaching at SD N Unggulan Agama Islam Gubuk 4 Grobokan Ethnography)”. The aim of the research is to describe the implementation of English teaching at SD N Unggulan Agama Islam Gubuk 4 Grobokan in some dimensions.

The fifth research is made by Trianasari entitled “The Implementation of Inquiry-Based Learning in Teaching Writing at the Second Year of SMP 1 Nogosari, Boyolali”. The research is to describe the Implementation of Inquiry-based learning in teaching writing at the Second Year of SMP 1 Nogosari, Boyolali.

This research the researcher focuses on the Implementation of Scientific Approach for teaching of English. Based on the phenomena above, this research aims are to describe, (1) the learning objective, (2) classroom procedure, (3) classroom technique, (4) role of instructional material, (5) teacher role, (6) learner role, media, and (7) assessment.

B. Research Method

The writer uses naturalistic in descriptive qualitative method in this research to describe the implementation of scientific approach for teaching of English at SMA Negeri 1 Baturetno. The subjects of this research are four English teachers and students of the eleventh grade who taken English class in 2014/2015 academic year. The object of the research is the implementation of scientific approach for teaching English. The data of this research are interviews script of
the English teachers and students of the eleventh grade and the field note from observation of teaching and learning of English in the class at SMA Negeri 1 Baturetno.

In this case, the method of collecting data are observation, the researcher directly observed in the classroom when teaching English happened and interview, the researcher took interview with the English teacher and some students of the eleventh grade at SMA Negeri 1 Baturetno, and take documentation from the document which support the research.

The data are analyzed by using some techniques as suggested by Milers and Huberman (1992) in Satori and Komariah (2009: 218-220). The researcher uses interactive method that includes three main components, namely: (1) reduction of the data (2) display of data, and (3) conclusion/ Verification.

C. Research Finding and Discussion

This chapter presents the analysis of learning objective, classroom procedure, classroom technique, instructional material, teacher roles, student roles, media, and assessment in SMA Negeri 1 Baturetno.

1. Research Finding

The research findings were taken from the result of implementation of teaching and learning process, interview, and the documents which related to the topic.

a. Learning Objective

Based on the information from interview of English teacher in SMA 1 Baturetno there are two kinds of learning objectives, they are general objective and specific objective. General learning objective was found in the syllabus which consists of KI (Main Competency) and KD (Basic Competency). Specific learning objectives were showed in the lesson plan which appropriate in every material in KD and divided into four competencies, they were spiritual attitude, social attitude, knowledge, and application.
b. Classroom Procedure

Based on the observation, the researcher found six classroom procedures in teaching-learning English for second grade in SMA Negeri 1 Baturetno, as follows: (1) Observing, questioning, experimenting, associating, and communicating. (2) Observing, questioning, associating, and communicating. (3) Observing, questioning, associating, and communicating. (4) Communicating, observing, questioning, and experimenting. (5) Observing, experimenting, and associating. (6) Communicating

c. Classroom Technique

In observing stage, the English teacher used reading with understanding means the students read the sentence or the phrase not only once but they need to read more than one.

Teacher : “I will show again the material and you can read one more time”
Students : “Yes ma’am”
(Adapted from observation on 29 April 2015)

Based on the observation, the researcher found the teacher used technique of reading comprehension on 26 March in the class of Eleventh Grade 2 (B) of Social.

Teacher : “Please read on your worksheet page 20, and try to gather the information from it!”
Students : “Yes ma’am”
(Based on the observation on 26 March 2015)

In questioning stage, the English teacher used questioning session by open the questioning session after observing stage.

Teacher : “After you observe the material, any question class? Now, the time of questioning session.”
(Based on the observation on 25th March 2015)

The teacher asked to all students what they had the question based on their observing the material.

Teacher : “I’ll divided you into five groups, group one make question by using “what”, group two “where”, group three “when”, group four “why”, and group five “how”.”
(Based on the observation on 24 April 2015)
In experimenting stage, the teacher used reading comprehension. Based the observation on 26 March 2015, the teacher used reading comprehension technique when was teaching report text in the class.

Teacher: “Sekarang untuk memahami lebih lanjut, kalian dapat membaca contoh report text di LKS kalian.”

(Based on the observation on 26 April 2015)

Based on the observation and interview, all the teachers had same way in this stage. It was discussion, it was the best way in this stage. Based the observation in the class on 24 April 2015 in Eleventh grade Science 2 (B), the teacher used technique of discussion.

In communicating stage, the teacher used role-play and exercise modelling.

Based the observation on 24 April 2015 in Eleventh Grade of Science 2 (B) class, the teacher used technique of role-play.

Journalist: “What are most common disasters in Indonesia? Can you name some?”

Informant: “The most common disasters in Indonesia are earthquake, flood, and landslide”

(Adapted from observation on 24 April 2015)

Based on the observation in the class on 22 April 2015, the teacher used technique of presentation. The teacher used it when was teaching of procedure text in Eleventh grade of Social 5 (C).

Mei Krismawanti: “Assalamualaikum warohmatullohiwabarokatu. We will present our video of procedure how to make Klepon, the our team are I am Mei Krismawanti, Fetti Dwi Utami, Firnanda Fitri Utami, Ridhoi Nurmalatyas, let’s see the video.”

Fetti Dwi: “The ingredients are sticky rice flour, brown sugar, food coloring, coconut.”

(Adapted from presentation of Group 1 on 22 April 2015)

d. Role of Instructional Material

The finding of the study, the researcher found the role of the instructional materials in teaching of English at SMA Negeri 1Baturetno were as a source of activities for learner practice and communicative interaction, as a reference source for learners on grammar, vocabulary, pronunciation, etc, as a syllabus (where they reflect learning objectives which have already been determined), a source of stimulation and ideas for classroom language activities, and a resource for self directed learning or self-access work.
e. Teacher Role

Based on the observation, the researcher found teacher roles in every classroom procedures which consist of observing, questioning, experimenting, associating, and communicating.

Based on the observation on 8 April 2015, the teacher facilitated the students by showing the material of report text on slide of power point made by the teacher.

Teacher : “Now, let’s see the material of report text on slide. Please read the material and try to understand this material class.”

Students : “Yes ma’am”
(Based on observation on 8 April 2015)

Based on the observation on 23 April 2015, the teacher managed the students to observe the material of passive voice on their book.

Teacher : “Today, we will study about passive voice. Open your book page 21 please. I will give you ten minutes to observe it.”

Students : “Ya bu”/ “Yes ma’am”/ “Nggeh bu”
(Observation on 23 April 2015)

Based on the observation, the researcher found two of teacher roles when they were teaching English in questioning stage, they were teacher as the source of knowledge and teacher as the explainer. Based on the observation on 29 April 2015, the teacher plays role as the source of material or knowledge in questioning stage.

Teacher : “Do you have any question class?”
(Based on observation on 29 April 2015)

Based on the observation on 23 April 2015, the teacher plays role as the explainer in questioning stage.

Teacher : “to be itu sebenarnya kata bantu untuk menghubungkan antara subject dan predikat jika itu kalimat non verbal, tapi di dalam passive voice to be di gunakan untuk menghubungkan antara object dan V3 dan harus sesuai tenses passive voice itu, dah paham?”

Students : “sudah bu”
(Observation on 23 April 2015)

Based on the observation, the researcher found two of teacher roles when the English teachers teaching English in experimenting, they were teacher as the facilitator and teacher as inquiry controller. Based on the observation on 8 April 2015, the researcher found that the teacher role was as facilitator.
Teacher: “Sekarang coba cari report text di buku kalian dan coba untuk memahaminya!”

Students: “Ya bu”/ “Nggeh bu”

(Observation on 29 April 2015)

Based on the observation on 23 April 2015, the role of the teacher was as the inquiry controller.

Teacher: “Ini seharusnya rumusnya bukan O + is/are + being + Ving + by + S, tapi O + is/are + being + V3 + by + S”

Student: “Yes ma’am, thank you”

(Based on the observation on 23 April 2015)

Based on the observation, the researcher found two of teacher roles when they were teaching English at the class in associating stage, they were teacher as the facilitator and teacher as the group organizer. Based the observation on 29 April 2015, the teacher showed video contained of passive voice puzzle and asked all the students to do the exercise in the puzzle.

Teacher: “Coba sekarang kalian cermati video ini dan coba kerjakan soalnya berdasarkan pengetahuan yang kalian dapat sebelumnya”

Students: “Ya bu”

(Based the observation on 29 April 2015)

Based the observation on 23 April 2015, the researcher found that the teacher as group organizer when she was teaching in associating stage.

Teacher: “You can discuss this material from your worksheet and these formulas with your sit mate. And please make active and passive voice based on your formula.”

Students: “Jadi, setiap tenses terdiri dari satu active dan passive voice bu?”

(Observation on 23th April 2015)

Based on the observation, the researcher found two of teacher roles when they were teaching English in the class in communicating stage, they were teacher as the group organizer and teacher as the inquiry controller. Based the observation on 22 April 2015, the teacher role was as the group organizer when she was teaching in communicating stage.

Teacher: “For the first performance is group 3, please all members of group 3 present your video project”

Students: “Yes ma’am”

(Based observation on 22 April 2015)

Based the observation on 22 April 2015, the teacher role was as the inquiry controller.

Teacher: “Untuk grup satu, kalian tadi mengucapkan we will presentation our video project, itu kurang tepat, seharusnya we will present our video project”
f. Learner Role

Learner roles in observing stage based on the observation the researcher in the class, when the teacher were teaching in the class was the learner learn from English source. Based the observation on 22 April 2015, the teacher gave the material of passive voice to all students.

Based the observation on 23 April 2015 in the questioning stage one of students asked the teacher about the material of passive voice. Here, all students could get the information after the teacher explained the material. The students asked because they didn’t understand and could not to find on their books

One of student: “apa itu be bu?”
Teacher : “to be itu is, are, am, were, was. Tinggal sesuai tensesnya”
Teacher : “to be itu sebenarnya kata bantu untuk menghubungkan antara subject dan predikat jika itu kalimat non verbal, tapi di dalam passive voice to be di gunakan untuk menghubungkan antara object dan V3 dan harus sesuai tenses passive voice itu, dah paham?”
Students : “sudah bu”
(Observation on 23 April 2015)

Based the observation on 25 March in the experimenting stage, the students learnt procedure text from food package that brought from their home. They tried to understand of generic structure and language features from procedure text in food package.

Based the observation on 7 May 2015 in associating stage, the researcher found that the learner role was the learner as the member of a group.

Based the observation on 23 April 2015, the researcher found the role of learner was the learner learns from other students.

One of students: “My answer is English is taught by Simon, nomor dua itu tensesnya simple present, jadi to be nya is karena English itu jumlahnya satu dan teaches berubah menjadi verb tiga menjadi taught”
(Observation on 23 April 2015 adapted from English teacher’s video)

Based the observation on 24 April 2015 in communicating stage, the researcher found that in process of teaching-learning in associating stage the learner role was as member of group.

Based the observation on 23 April 2015, the researcher found the learner role was as the tutor of other learners.

One of the students:”Claws were used by the cat to catch the prey. Itu kan active voicenya dari past tense, jadi subject
cat menjadi object, dan claws dari object menjadi subject dan to be nya were karena claws itu plural dan verb used menjadi verb tiga dan tetap sama yaitu used”

(Based on the observation on 23 April 2015 2015)

g. Media

Based on the observation and interview, the researcher found four kinds of medias used by the teacher, they are, white board, OHP (Over Head Projector), laptop, and video.

h. Assessment

Based on the observation, the researcher found four kinds of assessments, they were authentic assessment, portfolio-based assessment, daily test, and midterm test.

Based the observation on 23 April 2015, the teacher gave assessment to all students after they had done the exercise for the teacher about passive voice.

Questions made by the teacher:
1) The buffalo usually eats grass in the field.
2) Andy made the handicraft from some bottles of mineral water.
3) The cat used its claws to catch the prey.
4) Some students played football in the school yard.
5) Mr. Joko is reading the newspaper in the living room now.

(Observation on 23 April 2015, adapted from English teacher exercise)

The teacher took portfolio assessment to assess the overall entity learners' learning process, including the assignment of individuals and/or groups within and/or outside the classroom, especially in attitudes/behaviours and skills. The teacher asked to do the assignment of making video project on 25 March 2015.

Assignment made by the teacher
1) Make a group consists of four members!
2) Make video project of procedure text, it can be how to do something or how to make something!
3) All of you involve in the video!
4) Be creative and make your work original!
5) You must present your video project on 9 April 2015!

(Based on the observation on 25 March 2015)

Based on the observation, the teacher always hold daily test after had completed the Basic Competency (KD) or more. The teachers hold daily test to measure the students’ ability in every Basic Competency (KD).

Based on the observation on 6 May 2015, the teacher held the daily test of report text and passive voice. The midterm test has been held on 4 March 2015, the exercise was made by the English teachers.
2. **Discussion**

After collecting and analyzing data, the researcher found the real English teaching and learning process of second grade at SMA Negeri 1 Baturetno in 2014/2015 academic year.

**a. Learning Objective**

The previous finding in Hayati’s work (2004) shows that the learning objectives are develops the students learning. Among skills of English, vocabulary gets more emphasis, because vocabulary, grammar, and speaking are more exposed than other subjects in the test.

The researcher found that learning objective of English in second grade at SMA Negeri 1 Baturetno was divided into two, general learning objective and specific learning objective. Based on the statement, the researcher concludes that learning objective of teaching English is appropriate with scientific approach in curriculum 2013.

**b. Classroom Procedure**

Fauziati (2014: 156) states that in the classroom procedure of Scientific Approach in the learning cycle which comprises of five main steps, they are, observing questioning, gathering information or experimenting, associating or information processing, and communicating.

The researcher found the different of classroom procedure from the previous finding in Mudrikakah (2012), she found there were three stages there were pre-teaching, while-teaching, and post-teaching. Pre-teaching was opening the lesson by the teacher. While-teaching divided into three namely, exploration, elaboration, and confirmation. Post-teaching was the last step was closing the lesson.

Based the statement above, the researcher concludes that the teachers used one classroom procedure in teaching and learning process namely, 5M (observing, questioning, experimenting, associating, and communicating) that consist of six patterns. The classroom procedure in teaching and learning process was appropriate with Fauziati’s theory (2014: 156).
c. Classroom Technique

House (1997, 19-27) states there are four kinds of classroom techniques which can be used the teacher in the classroom based on every skill. are reading with understanding, reading comprehension, grouping, questioning session, discussion, role-play, and exercise modelling. Based on the statement, the researcher concludes that the teacher used some techniques in teaching of English are suitable with House’s (1997) theory.

To compare with other researcher, it can be obtained that differences with the finding from Trianasari (2012) which showed that the classroom techniques used the teacher were game, group discussion, experiment in the field, giving exercise, and others. The researcher focuses on techniques in English teaching in every stage of observing, questioning, experimenting, associating, and communicating such as reading with understanding, reading comprehension, role-play, exercise modelling, etc.

d. Instructional Material

The finding of the study is little bit similar with the finding of Mudrikah (2012) which illustrated the diverse in instructional material encompasses printed material such as “English Alive 1”, “English Zone 1”, and worksheet (LKS), no printed material such as material from laptop, it showed in the laptop and presented in the class.

The finding of the study, the researcher found the role of the instructional materials in teaching of English at SMA Negeri 1 Baturetno were as a source of activities for learner practice and communicative interaction, as a reference source for learners on grammar, vocabulary, pronunciation, etc, as a syllabus (where they reflect learning objectives which have already been determined), a source of stimulation and ideas for classroom language activities, and a resource for self directed learning or self-access work. Based these statements, the researcher concludes that the roles of instructional material are suitable with theory from Cunningsworth (1995:7).
The writer concludes that the materials are used by the teacher in SMA Negeri 1 Baturetno are suitable with Richards’ (2001) theory and with theory from Cunningsworth (1995:7).

e. Teacher Role

The researcher also found that the teacher as manager that the teacher managed the classroom environment to maximize the learning process. The teacher as explainer that the teacher jobs were answers and explains all the questions from the students. The teacher as the inquiry controller means the teacher as the central task in the classroom and corrects the students if they made mistake. The teacher as the group of organizer means the teacher’s role is to develop an environment in which students work cooperatively on group tasks.

Based on the finding of previous research from Hayati (2012), there are some differences and similarly in the teacher roles. Her findings on the research were the teacher as observer, facilitator, counsellor, instructor, and evaluator. Based the some statements above, the researcher concludes the researcher concludes that the teacher’s role in teaching and learning of English is suitable with Richards and Lockhart (1994) theory.

f. Learner Role

The researcher tries to compare the other finding from previous study. Based on the finding from Hayati (2012) there are some similarly and differences. She found that the learner roles were the students was the planner of her own learning program and ultimately assumes responsibility for what he or she do in the classroom and students as the negotiator.

Richards and Rodgers (1985:23) said that the learners were seen as stimulus-responsive mechanism whose learning. Learner’s roles according to Richards there are 4 aspects. The learner roles were the learner learns from English source, the learner learns from English teacher, the learner learns from other teaching sources, the learner as the member of a group, the learner as the tutor of other learners, and the learner learn from other
students. The researcher concludes that the learner roles in the teaching and learning of English are suitable with theory from Richards (1985).

g. Media

The other findings of the research were found at Mudrikah (2012) that the teacher used some media in teaching and learning process, they were laptop and LCD projector. There are similar with the researcher finding in the research.

Harmer (2001:134) states that teachers may use a variety of teaching aids to explain language meaning and construction engage student in a topic, or as the basis of a whole activity. The medias used by the English teachers are over head projector (OHP), board, laptop, and video. For the statement, the researcher concludes that the medias used by the teachers were suitable with the theory from Harmer (2001: 134)

h. Assessment

All English teachers almost had same technique of assessment, they used the assessments form based the 2013 curriculum which consists of eleventh kinds of assessments. But the researcher just found four kinds of assessment done by the teachers, they were authentic assessment, portfolio based-assessment, daily test, and midterm test. Based on the statements, the researcher concludes that the assessments made by the teachers are suitable with Education Assessment Standards on Education and Culture Minister Regulation No. 66 Year 2013.

D. Conclusion

In this point, the researcher deals the conclusion of the implication of scientific approach for teaching English of the eleventh grade at SMA Negeri 1 Baturetno in 2014/2015 academic year.

There are two learning objectives, general learning objective and specific. General learning objective based on the syllabus which consists of the all materials which expected to be mastered by all students in the end of the study in this school. The specific learning objective based on the lesson plan which
consists of the material in every meeting based on the grade of the students. Classroom procedure of teaching English at second the eleventh in SMA Negeri 1 Baturetno is divided into five steps namely: Observing, Questioning, Experimenting, Associating, and Communicating and has six patterns which the classroom activities were include in them. Classroom technique of teaching English at the eleventh grade in SMA Negeri 1 Baturetno are reading with understanding, reading comprehension, grouping, questioning session, discussion, role-play, and exercise modelling. The materials used by the English teachers are printed and unprinted materials. Printed materials are English teachers’ handbook and English teachers’ worksheet. Unprinted materials are video and slide of power point. The English teacher roles when teaching English in the class were divided into every stage of classroom procedure. The English teacher roles were as facilitator, manager, explainer, source of knowledge, inquiry controller, and group organizer. The learner roles were the learner learns from English source, the learner learns from English teacher, the learner learns from other teaching sources, the learner as the member of a group, the learner as the tutor of other learners, and the learner learn from other students. The medias used by the English teachers are over head projector (OHP), board, laptop, and video. The assessments are conducted in authentic assessment, daily test, portfolio based-assessment, and midterm test.
BIBLIOGRAPHY


