

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter is organized into two main sections: findings and discussions. The findings section presents descriptions of what have been found in the present investigation answering the research questions. In the discussions section, the findings are elaborated and confirmed by the theories and the previous studies that have relations to this research.

#### **A. Findings**

This section presents the data obtained from the interviews, observations, and documents. The data include the processes of lesson planning, lesson delivery, and students' achievement assessment. It was very selective in choosing the issues as well as numbers of evidence presented in this section.

##### **1. The Process of Lesson Planning**

It was found that there were several ways that the teachers did to plan a lesson. All data related to the teachers' ways in lesson planning from the interviews are combined with the documents and presented in this section. In planning the lesson, the teachers did the following ways which will be explained below.

##### **a. Considering Aspects of Lesson Planning**

The findings indicated that it was important for the teachers to consider some aspects. Their considerations were done before lesson planning. The

aspects were Basic Competence or *KD*, *Program Tahunan*, *Program Semester*, academic calendar, and time allocation.

All of the teachers reported that the basic competence was the first key aspect to be analyzed prior to the lesson planning process. For instance, one teacher initialed T2 said, “I create the lesson plan based on *KD* or basic competence. So, firstly, I take a look at *Permendikbud* in which the basic competence and core competence have been set.” It can be seen that the basic competence was what the teachers considered before designing a lesson plan. They analyzed the basic competence in the beginning of a lesson planning process. This strategy was done to select some components of the lesson plan such as learning materials, learning tools and media, learning sources and learning activities. Analyzing the basic competence also helped the teachers design the activities included in the lesson plan. In addition, the result of documents review below indicating that the basic competence was the first consideration. Even more, it was attached as well on the teachers’ lesson plan as displayed in the following figure.

<b>Kompetendi Dasar</b>	
<b>3.1</b>	<b>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya</b>
<b>4.1</b>	<b>Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks</b>

Figure 2. The sample of Basic Competence

From the figure above, it can be inferred that the basic competence is statements about learning materials and learning objectives of a particular lesson. By analyzing the statements, the teachers would know what should be included in the plan. The teachers were also helped to design the learning materials as well as the learning activities of the lesson. To conclude, these data indicated that the basic competence was one of core aspects needed to be taken into account. By considering this aspect, the teachers then were able to select the learning materials. Besides, basic competence was also used to determine the other appropriate components in the lesson.

The second aspect that should be considered before the process of lesson

planning was *Program Tahunan* or Annual Program. It was revealed that the teachers always created this program before designing a lesson plan. For example, T2 stated:

... we should create a *Program Tahunan* and *Program Semester* for we cannot design a lesson plan unless we have not known the time allocation which is drawn in those two programs...

This statement shows that a lesson plan should be started by creating the *Program Tahunan*. Since it could not be designed when the teachers had not yet planned this program. Therefore, *Program Tahunan* should be created prior to the creation of the lesson plan. Designing the *Program Tahunan* was very essential because the teachers should know time allocation which was drawn in the program. In addition, it was also found that the *Program Tahunan* comprises several aspects taken from *Permendikbud* number 24/2016 that benefits the teachers to design the lesson plan. For example, T2 reported:

*Program Tahunan* consists of Basic Competence. This means the Basic Competency that should be overcome by the students which is taken from the government rule number 24 of the year 2016.

From the statement, it is clear that *Program Tahunan* included basic competence that would be used as the main reference for a lesson plan. Additionally, it was also found that this program was intended for one academic year. As revealed by the teachers, the *Program Tahunan* was created every year. That means one *Program Tahunan* was be valid for two semesters. This idea was strengthened by the following example of interview excerpt, T2 explained:

It is a plan for one year. That means what I am going to do for one year is planned and calculated in this *Program Tahunan*. It is like a reference to make the lesson plans for a year. This *Program Tahunan* is valid for one year that covers two semesters, semester 1 and semester 2.

From the excerpts, it can be indicated that the process of lesson planning could only be started as long as the *Program Tahunan* had been already created. That means a set of raw programs of lessons were planned in *Program Tahunan*. *Program Tahunan* was also the reference from which the plans must be created. Therefore, the teachers always created this program intended for one academic year and referred the process of designing the lesson plan to this program.

The third aspect to be looked at prior to lesson planning was *Program Semester*. The interviews revealed that the teachers used this program to help them design the lesson plan. Besides creating the *Program Tahunan*, the teachers also created the *Program Semester*. As the name suggests, *Program Semester* was much similar to *Program Tahunan* but it was intended for only one semester or half of an academic year. Thus, it was intended for a shorter period of plan. Different from the *Program Tahunan*, *Program Semester* was only used for one semester. However, this program comprised a more detailed content. This idea was shared by T2, she said that for the *Program Semester*, on the contrary, the plan is more detailed but it is used only for one semester. This statement indicates that *Program Semester* differed from *Program Tahunan* in the details of content and the time allocation.

The last aspect was time allocation that it was also necessary to be considered by the teachers. T2 stated:

*Program Semester* was structured by not only Basic Competence and the time allocation but also a matrix about the planning for one semester.

This statement reveals that the *Program Semester* was used as another guideline for the teachers in designing a lesson plan for a specific period. There were basic competence, time allocation as well as a matrix organized by the teachers. Those three aspects were beneficial for the teachers to design the lesson plan. Thus, it is clear that the mentioned aspects exist in *Program Semester* which benefit the teachers in mapping the time allocation for one semester.

#### **b. Designing Own Lesson Plan**

It was found that to design an own lesson plan was the next finding of this study. In other words, the teachers were the single performer who took all responsibility for the process of lesson planning. When the teachers were asked about who were involved in the process, they revealed that they designed their own lesson plan. This was proven by the existence of self-designed lesson plans. In planning the lesson, the teachers carried out series of strategies. First of all, the teachers took basic competence attached in Curriculum 2013 regulation.

Furthermore, the teachers created a lesson plan and arranged the components of the lesson plan by themselves based on the regulation. These ideas are reflected by one of the teachers, T2 stated, “I design the

lesson plan by myself. It is because I have not yet found the most appropriate lesson plan for students in this school.” This statement represents the use of self-designed lesson plans as the result of the teachers’ efforts in designing their own lesson. The reason behind making the self-designed lesson plan was that they could not find any more appropriate lesson plan for their students. Thus, the self-designed lesson plan was regarded as the most suitable instrument for them. Another teacher stated the same idea. T1 responded that she always made her own lesson plan. This response indicates how the teachers at this school designed the lesson plan. Therefore, the teachers emerged as the main performers who created the lesson plan. The self-designed lesson plan, in addition, turned out as the factual product of the teachers’ work in regard with lesson planning process that were also documented in the lesson (see Appendix 9).

### **c. Adapting the Other Teachers’ Lesson Plans**

The other evidence that arose besides the use of self-designed lesson plans in lesson planning was to adapt the other teachers’ work. Thus, it was found there was a process of adaptation in planning the lesson. In the process of adaption, it was revealed that the teachers respectively considered, took and revised some parts of the other teachers’ lesson plans. One of the teachers shared this idea, T3 said, “I adapt sometimes. But mostly, still I have to revise here and there and still many parts I should fix.” It can be inferred that there was a chance for the teachers to adapt the

others' lesson plans although it was not frequent. However, in adapting the others' work the teachers still needed to revise so many parts to provide a more suitable lesson plan for their students.

Additionally, T1 also considered the other teachers' lesson plan while she still required to adjust the lesson plan for her students' need, character, situation and condition. She asserted:

But, sometimes when I find the other teachers' lesson plans which are good, I will use it. Still, I should adjust it to the situation and condition of my students.

This interview excerpt shows that the teacher considered the others' lesson plans without overlooking to adjust the lesson plan with the students' characteristics. To sum up, the involvement of other teachers truly occurred in the process of lesson planning which was reflected in the process of adapting. This means the teachers not only worked alone. They seemed to adapt the other teachers' work to help design their own lesson plan although they were still required to alter the lesson with the students' characteristics. Consequently, the teachers should revise considerable parts to make the lesson plan more suitable for the students.

#### **d. Considering Previous Lesson Plans**

There was another notion performed within the process of lesson planning in addition to designing and adapting the lesson plan. It was revealed that the teachers considered their previous lesson plans to help design the lesson plan. Some of the teachers did not only take a look on the other lesson plan and adapted it, but also did a reflection on what they

themselves had designed and implemented in their classroom teaching. Therefore, a self-reflection on the use of the previous lesson plan was also possible. The interview revealed this idea. For example, one of the teachers, T2 said:

A lesson plan should always be revised. It is a must when I see the lesson plan did not work very well, so I should consider this as the experience. This leads me to always revise and fix the lesson plan for the future use especially for the activities.

The statements show that the teachers utilized the previous lesson plans as the basis for a self-reflection as well as a revision. The aim of self-reflection and revision was to see how the lesson plans worked. Besides, this strategy gave benefits for the teachers to make sure whether the lesson plans worked well or not. Thus, the teachers clearly learned from the experience of using the lesson plans. Such a process was done as the supposition and possibility for the future lesson.

#### **e. Discussing with the Other Teachers**

In addition to adapting the others' lesson plan, it was found another strategy in designing a lesson plan was done by discussing with the other teachers. Thus, it is clear that the teachers made use of their relations with the other teachers to help design the lesson plan. It was revealed that the teachers involved the other teachers within the process of lesson planning through establishing a discussion. Different from adapting other teachers' works, the teachers tended to discuss with the other English teachers to understand about the lesson plan's components. That is to say, discussing

with the other teachers was done to get better understanding about lesson planning. The teachers mostly discussed with other English teachers for interpreting the basic competence and defining the activities for the lesson. This idea was inferred from T2's response: "I usually discuss with the same English teachers to determine the activities as well as the depth of the basic competence". Thus, this statement denoted the existence role of other parties specifically English teachers who have similar task and responsibility. To sum up, the other teachers were obviously involved in the process of designing lesson plans. They were helpful for assisting the teachers discuss and understand the aspects that should be considered in the lesson plan.

#### **f. Considering the Characteristics of Students and Materials**

Furthermore, it was revealed that there was another way applied by the teachers which was to consider students' and learning materials characteristics. Considering the characteristics of both the students and the learning materials was carried out in order to provide the most appropriate lesson for the students. In considering the students' characteristics, the teachers more focused on aspects including needs, learning styles, levels, situation and condition. Meanwhile, to deal with the character of learning materials the teachers should analyze the basic competence.

At first, regarding the students' characteristics the data showed that the situation and condition of the students became the main factor influencing the teachers to design the lesson plan. Therefore, the teachers always

created the lesson plan which corresponded to their students. T1 shared this idea. She said, “In designing the lesson plan, I always consider my students. So, I need to adjust my lesson plan with my students’ ability.” This excerpt denotes that the students were the primary deliberation governing the teachers in designing the lesson plan. The teachers adjusted every component that should be included in their lesson plan to the students’ benefits. Besides the situation and condition, the students’ characteristics were also considered. As stated by T2, the characteristics of the students were “learning learners”. Thus, she was always well-thought-out of students for the whole things in her lesson plan and attempted to make the students deserved with the lesson plan. T2 reflected, “I should consider something from the characteristics of my students. I can say that the characteristic of the students in this school is “learner” or *pembelajar*.”

The statement indicates that students’ characteristics became the most influential aspect to be considered. Since the students were regarded as “learning learners”, the teachers tailored everything based on that characteristics. Not to speak of, in dealing with the characteristics of the students, the teachers clearly deliberated the students without deserting the command from the government. This means that the teachers surely counted the students as the main consideration but they did not constantly give what the students’ need. One of the teachers shared this notion, T2 explained:

What I mean by *pembelajar* is when they don’t get a real task, the classroom management won’t be optimal. So, I consider their needs

but it is not all the way to give what they need. It is because the learning materials have been standardized and regulated in the curriculum. So, we follow it. I still refer to the reference without overlooking my students.

This statement shows that the teachers did not thoroughly provide the students' needs, but still, they also considered the government regulation. It was done for the sake of the standardization of learning materials in Curriculum 2013. What should be taught by the teachers had already set out within the syllabus. Thus, it was true that the teachers used the curriculum as the reference, but they still bear in mind their students' needs and characteristics as well.

On top of that, to accommodate the students in carrying out the teaching and learning process, one of the teachers revealed that she conducted a needs analysis for the students. Such an analysis was aimed to know the levels of the students and to help shape up the activities and the materials for the learning process. T1 reported,

I use like students' needs analysis. I estimate my students at level of their learning. If we talked about the students here, they have high expectation in learning. So, we adjust with that.

It can be inferred that one of the teachers considered important to do a needs analysis. Needs analysis was useful to be implemented due to providing students who have high expectation in learning. Therefore, the teachers knew what is needed by the students. Contradictory with the statement, another teacher did not conduct the needs analysis due to some reasons. When one of the teachers asked why she did not conduct it, T3 revealed that the materials have been mandated in Curriculum 2013 and

regulated in the government regulations. So, there was no need to conduct a need analysis to the students particularly to determine the learning materials. This idea was reflected by an interview with T3 that showed she did not do any needs analysis for the students but only for the materials analysis. It could be seen that the materials analysis was carried out in the interest of lesson planning. This activity was done to help the teachers know how to deal with the learning materials for the students. To summarize, knowing the characteristics of students and the learning materials was one of the ways done by the teachers in lesson planning. This way benefitted to help determine the selection of number of meetings, learning media, learning tools, learning methods as well as learning procedure. Therefore, this activity can lead the teachers to have better understanding toward the designing process of lesson plan.

Additionally, the other way performed by the teachers to help design the lesson plan was by considering learning materials. That is to say, some of the teachers might not conduct any needs analysis but they did an analysis for the materials. This materials analysis was intended to know the depth and the width or difficulty levels of the materials. Such an activity is used to set what type of activities that was suitable for a particular lesson. This idea was revealed by T3, she stated:

Maybe, personally, I consider an analysis of the materials for there are materials that are used for National examination and there are some materials which are not. The materials are even only overlooked; they are not used for UN.

From the excerpt, it is clear that the materials analysis was conducted to determine which materials that should be learned deeply and which should be not. In addition, T2 revealed similar idea. She reflected:

I see from the depth and the breadth of the materials. For example, for the 8th grade, there are 6 basic competences. It is not possible for me to divide it equally like 18 weeks are for 6, it is not like that. I should see the characteristic of the basic competence and the materials.

The excerpt denotes that the teacher always analyzed the materials in order to get a view on how she designed the lesson plan. Thus, looking at the characteristics of learning materials including the depth and breadth could help teachers determine how many meetings appropriately included. Besides, this process was also useful to help organize the learning procedure.

To sum up, all the presented data above revealed that the teachers at SMP N 4 Pakem applied a strategy to look at the characteristics of students and materials. After considering these aspects, some teachers conducted an analysis toward the students as well as the materials to help design the lesson plan well which is more appropriate in terms of content, activities, and numbers of meetings. This strategy was fruitful to help direct the teachers to design a well-organized lesson plan which was highly suitable for the students.

#### **g. Designing Lesson Plans**

The next finding in regard with the process of lesson planning was to design a lesson plan. In designing the lesson plan, it was revealed several

ways to organize some of components of the lesson plan based on Curriculum 2013. The data indicated the components of the lesson plan consisted of the introduction of a subject unit, core competence, basic competence and indicators, learning objectives, learning materials, learning methods, learning tools and media, learning sources, learning procedure, assessment program, remedial program, and assessment devices which were drawn up along the following ways. Each of the ways to organize the components is elaborated in the following section.

The initial way that the teachers did in designing the lesson plan was introducing the identity of a subject unit by writing the introduction at the beginning of the lesson plan. It was revealed from the documents that the teachers included the identity of the school, subject matter, grade, credit/semester, basic materials, and time allocation. Thus, the first part of every lesson plan was initialed by an introduction of a subject unit. This notion can be seen from the following insertion taken from a lesson plan of Grade IX.

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
Satuan Pendidikan	: SMP Negeri 4 Pakem
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/ 1
Materi Pokok	: Teks interaksi interpersonal yang menyatakan harapan atau doa serta ucapan selamat atas kebahagiaan atau prestasi
Alokasi Waktu	: 2 Pertemuan (4 JP)

Figure 3. The sample of the introduction of a subject unit

This insertion reveals that the teachers always write the identity of a subject unit which part consists of the name of school, the subject matter, the grade or credit, the basic materials and the time allocation. In short, the teachers put in some descriptions to introduce the lesson plan. It was done to help other readers know for whom the lesson plan was designed.

Furthermore, it was found that the teachers included and wrote core competence which was taken from a syllabus or it is usually called KI (*Kompetensi Inti*) / KD (*Kompetensi Dasar*). The sample of the core competence is in the following insertion.

<p><b>A. Kompetensi Inti</b></p> <ol style="list-style-type: none"><li>1. Menghargai dan menghayati ajaran agama yang dianutnya.</li><li>2. Menunjukkan dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</li><li>3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.</li><li>4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</li></ol>
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Figure 4. The sample of core competence

It can be seen that the core competence covers the whole competences that should be achieved by the students. Core competence includes spiritual and social attitudes, as well as knowledge and skills. The competences become the fundamental of the process of teaching and learning. Thus, the teacher should organize the teaching process which was generally based on the core competence. The other examples of core competence can be seen in the Appendix 9.

The next way carried out by the teachers in designing the lesson plan was to select basic competence and to formulate learning indicators. The existence of these aspects could be seen from both documents and interviews. According to documents review, it was found that the lesson plan also contains both basic competence and the indicators. As interviews revealed, the basic competence was the main part from which a lesson plan could be designed. This means basic competence becomes the fundamental in designing the lesson plan. The component determined how many meetings that were needed to be held in a single subject unit. In addition, it helped determine what kinds of the other components of the lesson plan best included. The indicators, on the one hand, contain several characteristics indicating how the basic competence is achieved. To deeply understand about the basic competence and the indicators, an example from documents is depicted below.

<b>Kompetensi Dasar dan Indikator Pencapaian Kompetensi</b>	
<b>Kompetendi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya	3.1.1 Menentukan fungsi sosial teks interaksi interpersonal yang menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi. 3.1.2 Menentukan struktur teks interaksi interpersonal yang menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi. 3.1.3 Menentukan unsur kebahasaan teks interaksi interpersonal yang menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi.
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	4.1.1. Memperagakan ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat. 4.1.2. Menulis teks interpersonal sederhana yang melibatkan ungkapan yang menyatakan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi disertai respon yang tepat.

Figure 5. The sample of basic competences and the indicators

The insertion above reveals that both the basic competence and the indicators are interrelated. The indicators are the elaboration as well as the description of the core and basic competence which are all used to achieve the basic competence. The other examples of these components are attached in Appendix 9.

In addition, besides attaching the core and basic competence as well as the indicators, the teachers also set out the learning objectives for the lesson plan. Based on documents review, the learning objectives were created and literally included in the lesson plan. T2 also revealed that learning objectives should be made clearly and in detail for every meeting. One of the examples created by the teachers is drawn below.

**C. Tujuan Pembelajaran**

**Pertemuan pertama**  
Melalui serangkaian kegiatan pembelajaran, peserta didik dapat:

1. mengidentifikasi fungsi sosial kalimat *ucapan selamat*,
2. mengidentifikasi struktur teks yang mengandung *ucapan selamat*,
3. mengidentifikasi fungsi sosial ungkapan yang menyatakan *harapan atau doa*,
4. mengidentifikasi struktur teks yang mengandung ungkapan yang menyatakan *harapan atau doa*,
5. bersikap santun dan peduli.

**Pertemuan Kedua**  
Melalui serangkaian kegiatan pembelajaran, peserta didik dapat:

1. melafalkan *ungkapan harapan dan ucapan selamat* dengan tepat,
2. menentukan respon yang tepat untuk *ungkapan harapan dan ucapan selamat*,
3. merefleksikan kemampuan mengungkapkan harapan /do'a ataupun mengucapkan selamat atas suatu kebahagiaan dan prestasi dalam bentuk teks tulis,
4. merefleksikan kemampuan merespon ungkapan harapan/ do'a ataupun ucapan selamat atas suatu kebahagiaan dan prestasi dalam teks tulis,
5. menyusun percakapan tulis sederhana untuk menyempurnakan pemahaman fungsi dan struktur bahasa ataupun makna dari ungkapan harapan /do'a ataupun ucapan selamat dan respon yang sesuai berdasarkan situasi yang diilustrasikan oleh gambar,
6. memerankan percakapan yang telah disusun untuk menyempurnakan pemahaman fungsi dan struktur bahasa ataupun makna dari ungkapan harapan /do'a ataupun ucapan selamat dan responnya,
7. bersikap santun dan peduli.

Figure 6. The sample of learning objectives

The insertion of learning objectives illustrates that the objectives are organized in a very detailed organization. The learning objectives are

referred to the basic competence and indicators. In addition, the learning objectives were not only intended for one meeting but for any numbers of meetings occurred in one lesson plan. The other samples of learning objectives are attached in Appendix 9.

After creating the learning objectives, the teachers planned learning materials in the lesson plan. The types of learning materials include regular materials comprising factual materials, conceptual materials, procedural materials, and metacognitive materials that are all inserted below.

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| <p><b>1. Materi Pembelajaran Reguler:</b></p> <p><b>a. Faktual:</b><br/>Teks interaksi interpersonal lisan dan tulis yang menyatakan:</p> <ul style="list-style-type: none"><li>- Harapan dan doa serta responnya</li><li>- Ucapan selamat atas suatu kebahagiaan atau prestasi dan responnya</li></ul> <p><b>b. Konseptual:</b></p> <ul style="list-style-type: none"><li>- Menjelaskan fungsi sosial hubungan interpersonal.</li><li>- Menjelaskan struktur teks mengucapkan harapan atau doa.</li><li>- Menjelaskan unsur-unsur kebahasaan dalam mengucapkan selamat atas kebahagiaan dan prestasi orang lain.</li><li>- Menjelaskan pendapat hasil pemahaman dari percakapan serta responnya dengan memberi tanggapan.</li></ul> <p><b>c. Prosedural</b></p> <ul style="list-style-type: none"><li>- Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks penggunaannya.</li></ul> <p><b>d. Metakognitif</b></p> <ul style="list-style-type: none"><li>- Menerapkan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dalam kegiatan harian sesuai konteks.</li></ul> |
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Figure 7. The sample of regular materials

The figure shows a number of learning materials attached in the teachers' lesson plan. From the figure, it can be denoted several notions. Firstly, the teachers included factual materials. The factual materials refer to any texts used for the teaching and learning process. The texts varied from oral and written texts. Conceptual materials, on the other hand, these are materials

from which students learn the social function, text structure, and grammatical structure of the texts. Furthermore, there is procedural materials consisting of activities aimed to require students to arrange the similar text that has been learned. Meanwhile, metacognitive materials are materials that lead students to apply learning from the text to everyday life. In addition to the notions stated before, the documents also show that there are other additional types of materials. The materials are enrichment and remedial materials which are displayed below.

2. Materi Pembelajaran Pengayaan  
Teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan compliment.

Figure 8. The sample of enrichment materials

The figure indicates the existence of enrichment materials. It can be inferred from the figure that these materials are quite similar to those included in the regular materials. However, the materials are intended for only the enrichment program. Thus, the enrichment materials are used for an additional program to enhance students' learning before having an assessment or a test. Besides, the teachers also revealed that they included remedial materials as displayed below.

3. Materi Pembelajaran Remedial  
Teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi beserta responnya dengan penambahan kosakata.

Figure 9. The sample of remedial materials

Based on the data above, it can be seen that the remedial materials are intended to be used for a remedial program. The content and the topic of the materials are not different from those used in the regular materials. The teachers revealed that the contents of materials for remedial program were taken away from different sources whilst the topic was still the same. From the documents, it was found the sample of learning materials as attached in Appendix 9. Below is the example of one of the remedial materials.

Hope	
Hopes/ Wishes/ Prayers	Responses
<ul style="list-style-type: none"> <li>▪ I hope everything is/ will be alright.</li> <li>▪ Good luck with your test.</li> <li>▪ Have a nice day.</li> <li>▪ Have a great trip.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I hope so. Thnaks.</li> <li>▪ You too.</li> <li>▪ Thanks.</li> <li>▪ Thank you.</li> </ul>
Congratulations	
Congratulating/ Implementing	Responsses
<ul style="list-style-type: none"> <li>▪ Congratulations on being elected as best student.</li> <li>▪ Well done.</li> <li>▪ You did it.</li> <li>▪ I'm proud of you.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thank you. That's very nice of you.</li> <li>▪ Thanks.</li> <li>▪ Yes, thank you.</li> <li>▪ Thank you. I'm proud of you too.</li> </ul>
<p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> <li>▪ Kosakata : hope, so, congratulations</li> <li>▪ Tata bahasa: will, can</li> <li>▪ Penggunaan nominal singular dan plural secara tepat dengan atau tanpa a, the, this, those, my, their dan sebagainya secara tepat dalam frasa nominal</li> <li>▪ Ucapan, tekanan kata, intonasi</li> <li>▪ Ejaan dan tanda baca</li> <li>▪ Tulisan tangan</li> </ul>	

Figure 10. The sample of learning materials

From the figure, it can be indicated that the teachers obviously involved the learning materials in the lesson plan. The materials are planned,

displayed and described very briefly but detailed. As mentioned earlier, the materials are adopted from the government regulations consisting of KI/KD. Other than that, the interviews revealed several things concerning the planning and the creation process as well as the form of the learning materials. According to the interviews, the teachers showed that they mostly compiled the materials by themselves through taking out materials from various sources and designed them in a form of a worksheet. T2 revealed:

I prepare by myself for the materials. I mean, I take from various sources and then I compile and compose in one packet or we call it as a worksheet in which the tasks and the materials are completely arranged.

Thus, it can be reflected that there was a kind of self-designed learning materials which were reflected in the form of a worksheet (see Appendix 10). The worksheet was intended for one lesson plan or one basic competence. Strengthening the idea, T3 reflected, “the learning materials are in the form of a worksheet which is intended for one chapter. This means the worksheet is used for one chapter or for one basic competence.”

The statement clearly shows that there was a worksheet as the media to put the learning materials and learning tasks into a practical guideline for students. The worksheet is made every one chapter. Besides compiling and putting together all the materials gathered from various sources, the teachers revealed that they modified and designed the materials by themselves as well. T3 stated:

The learning materials are taken from the lesson plan and then I modify it. But, sometimes I design the materials by myself. For example, I have made a puzzle. So, the point is that for the worksheet, I can only adopt, or I adapt and the most often I make it by myself.

The excerpt shows that the teachers also sometimes adapted the learning materials from the lesson plan other than designed their own materials. The teachers then formed the adopted, adapted, and designed learning materials into a worksheet.

Immediately after including the learning materials, it was found that the teachers selected the learning methods for the lesson plan. Thus, the teachers dealt with any particular set of classroom specifications to accomplish learning objectives which were in line with the learning materials. According to documents review, it was indicated that all the teachers mostly used the same approach but varied method for the lesson plan. The approach that was commonly selected for the lesson plan was Scientific Approach while scientific method turned out as the common method. The idea could be seen from the insertion showed below.

<p><b>E. Metode Pembelajaran</b></p> <p>Pendekatan : Scientific Metode : Scientific</p> <ul style="list-style-type: none"><li>- Mengamati</li><li>- Menanya</li><li>- Mengumpulkan informasi</li><li>- Mengasosiasi</li><li>- Mengkomunikasikan/ mencipta</li></ul>
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Figure 11. the sample of approach, methods, and models of learning

The figure indicates that the use of Scientific Approach as the approach and scientific method as the method was apparent. Meanwhile, it can be inferred from the figure that a particular model of learning was used. The model of learning has five key steps of learning including observing, questioning, data collection/gathering, associating, and communicating or creating/producing. In addition to the use of Scientific Approach, documents also showed that teachers used Project-Based Learning and similar learning models (5M) as displayed below.

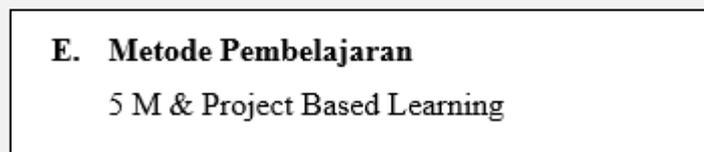


Figure 12. the sample of learning models and learning method

The figure shows that the teachers conducted a method other than Scientific. Here, the teachers were indicated to use Project-based learning followed by the same model of learning that was usually applied in Scientific method. Other than the documents, the interviews also indicated that Scientific Approach emerged as the most frequently used approach for the process of teaching and learning. T1 stated, “The most frequently is Scientific Approach. It is within five steps that have been set.”

According to this statement, besides using Scientific Approach the teachers also revealed that the learning took place in 5M model of learning. Another teacher revealed that they used 5M+1 as the model of learning with the additional step of producing or creating at the end of learning. The 5M+1 stands for *mengobervasi* (observing); *menanya*

(questioning); *mengeksplorasi* (collecting data); *mengasosiasi* (associating); *mengkomunikasikan* (communicating or networking); and *memproduksi* (producing/creating). One of the teachers also added that another approach that she frequently used besides Scientific is Genre-based Approach. T2 explained:

And for the model of learning, I always use 5M (+1). It is because this model is the most appropriate model for English especially that is related to Genre Based Approach. Firstly, we give a text but we indirectly explain that text. In contrast, we rouse the students' curiosity in the process of questioning. In the stage of questioning, I always ask my students to ask something about things they have not yet known or they have already known. After that, we come together to the stage of collecting data, associating, and then communicating and at the end at the stage of producing a text. It can be done through producing written texts and oral texts like doing a conversation. For English, the ending should be skills. So, there will be about writing only and mostly writing and speaking.

From the statement, it can be inferred that teachers used only 5M (+1) as the model of learning. This model helped the teachers organize some particular activities in teaching process. The only reason why this model was merely applied in the classroom was due to the similarity with Scientific and Genre Based Approach. The teachers then took place the learning activities within 5M (+1) to foster students to learn and finally produce or create something (texts). Instead of using all of the mentioned approaches and the model of learning, the teachers admitted in the interviews that they used other various methods including old methods like PPP. Varying the learning methods for teaching process was done when the teachers felt that the method was more appropriate for the learning and or the students' characteristics. One of teachers, T3 stated, when talking

about methods, I use various methods. Old methods like PPP, sometimes, I use it when it is necessary.” From this statement, it was clear that the teachers selected and determined vary methods for the lesson plan. The used methods vary from the oldest to the newest methods, from the traditional to the current ones. The use of various methods was possible when it was necessary. As the other teacher also exposed that the use of Project-based and discovery learning occurred. One of the teachers, T1 asserted:

I also use Project-based, for example making a lab book. Besides, I also use Discovery learning like when I ask my students to find out expressions from different sources.

This assertion indicates that some other methods mandated by Curriculum 2013 like Project-based and Discovery Learning are also used by the teachers. The teachers benefitted such methods to help students enhance language skills and creativity.

In addition to this evidence, it was also found that the teachers included various learning techniques in the lesson plan. The learning techniques were integrated and varied in the forms of lecturing, discussion, question-answer, and many more. T2 said:

But for me, the methods are integrated which means it covers various methods like lecturing, discussion, question-answer, and so on.

This excerpt shows that a single method or technique was impossible to be used in the classroom. Therefore, the teachers integrated the methods and varied the techniques. The teachers used techniques such as lectures, discussions and question answer. However, the teachers did not rule out

the possibility to use the other types of teaching techniques other than the mentioned ones.

After selecting the approach, method, and techniques, the teachers then selected and combined various use of learning tools and media and attached them in the lesson plan. In regard with the selection of learning tools and media, it was revealed that the teachers frequently utilized a worksheet as the primary media of learning. Meanwhile, they varied the use of learning tools. This idea was reflected in the documents of the teachers' lesson plan as displayed below.

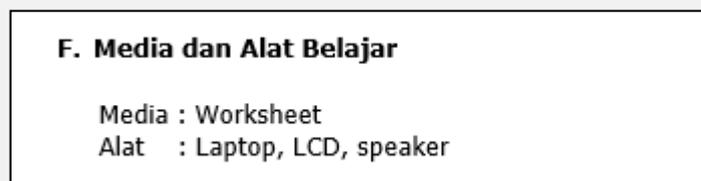


Figure 13. the sample of learning tools and media taken from lesson plan grade IX

The insertion shows that the teachers used a worksheet as the media. Besides, they combined the media of worksheet with a laptop, LCD, and speaker as the learning tools. Other documents of the lesson plan show more varied learning media and tools as depicted in the following. (See Appendix 9)

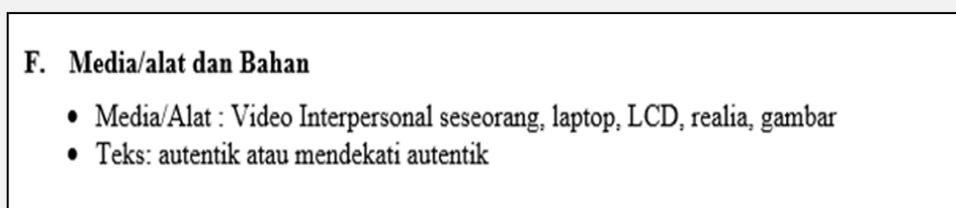


Figure 14. the sample of learning tools and media taken from lesson plan grade VII

The figure above indicates that the teachers also included the use of video, laptop, LCD, realia, pictures and texts as the tools and media for learning. Based on interviews, it was obviously in line with the documents demonstrating that the teachers utilized various learning tools and media for their lesson plans. T1 asserted, "For media, I also use a worksheet. As well, I use LCD and PPT Power Point. Audio for listening is also often to use." This statement indicates the use of a worksheet as the main media for learning. In addition, other technology-integrated equipment also occurred which included audio recording, LCD and PPT.

The other interview result showed that one of the teachers also stated that besides using the worksheet and various media, the learning tools and media should be based on texts. According to the interview, texts can be varied in the form of oral and written texts. For example, the interview excerpt below proves the idea. T2 revealed:

In one meeting I use only a worksheet but at another meeting I use other media like video, audio, and so on. Maybe there will be audio, pictures, stories, etc. In short, media is based on texts, so it can be written texts which are displayed on PPT or slide and oral texts which are displayed on video and audio.

The statement means it was possible for the teachers to use different learning media for a particular meeting. The teachers deliberately varied learning media in order to help students learn. However, the main consideration in selecting media based on texts was due to the

characteristics of language learning. The teachers used media like audio, pictures, stories, and many more to engage students in learning. PPT and slide were used to help teach written texts. Video and audio, meanwhile, were utilized to teach oral texts.

Learning sources are whatsoever preferences from which teachers can take useful materials for learning. In regard with the use of learning sources, the data of this study revealed that the teachers truly selected and varied learning sources which were included in the lesson plan. It was found that textbook was the most common used learning sources. For the teachers, textbook was regarded as the main source of learning. This idea is shared by one of teachers, T3 said,

Books, of course we use. The textbook is for me actually; I only take very little from that. I take something and use more from other books. These books are from outer publisher, not the textbook from the government.

This statement shows that a textbook is the main source of learning. The textbook referred to the book which was mandated by the curriculum and it had been provided by the government along with the syllabus. To support the teaching and learning process, the teachers used varied textbooks and only took inconsiderable number of materials from the main textbook. The teachers stated that they used other types of textbooks aside from the one which was mandated by the curriculum. That meant the teachers utilized some other books published by private publishers. When asked why they always used textbooks as the learning sources, one of the teachers responded that it was necessary to do for the textbook was the

most primary reference mandated by the curriculum. T1 reflected this idea, “The textbook that is from Directorate becomes the primary reference.” The statement showed that the use of textbook was required by the government. Therefore, the teachers always used a textbook as the main source of learning although they did not refer too much to the book. Aside from that, interviews with the teachers also revealed that various use of learning sources except the textbooks occurred. T3 reflected:

Then, all depends on the materials. When it needs to give a dialogue that means I should download video or audio from the internet. Or, when it needs a text so I will look for it from any sources that I see it is good. Sometimes, I also give video to learn texts, like in procedure text, I usually use video. So, it is not always to use written texts.

The insertion shows that the use of learning sources greatly depended on the characteristics of the materials. Learning sources could be taken away from textbooks, internet, and any other sources which were relevant to the learning materials. The similar idea was shared by T1, “Mostly, I use internet as the source of learning and the textbook as well. Besides, I add the materials from various sources.” This statement indicated that there was various use of learning sources like internet and textbook. It was also in line with the documents review that showed the indistinguishable use of learning sources, as portrayed below.

**G. Sumber Belajar**

1. Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VII, hal. 1 sd. 19, edisi revisi 2016.
2. Video-video dari [twominenglish.com](http://twominenglish.com)
3. Sumber lain yang relevan.]

Figure 15. the sample of learning sources taken from lesson plan grade VII

The insertion above proves that the use of textbooks was apparent. The use of textbooks was compulsory while the combination of learning sources including internet sources, dictionary and others might emerge as well. Below is another sample taken from lesson plan grade IX.

<b>G. Sumber Belajar</b>	
- Buku siswa	: Wachidah, Siti, dkk. 2015. Bahasa Inggris "Think Globally Act Locally" Kelas IX SMP/MTs. Jakarta: Kemendikbud RI (halaman: 1-16)
- Buku referensi	: Zaida, Nur. 2015. Bright, an English Course for Junior High School Students for SMP/MTs Grade IX. Jakarta: Erlangga (halaman: 1-6)
- Situs Internet	: <a href="http://www.youtube.com">www.youtube.com</a> : <a href="https://www.youtube.com/watch?v=YG3LL-CIATW">Btechguru BodhBridge ESPL: HTTPS://WWW.YOUTUBE.COM/WATCH?V=YG3LL-CIATW</a>
- Kamus	: Cambridge Advance Learner's Dictionary

Figure 16. the sample of learning sources taken from lesson plan grade IX

Additionally, another teacher shows that she used texts when it moved toward the learning sources. Therefore, she always used texts as the sources of learning which was also combined with varied sources. The selection of learning sources depended on the type of the texts. T2 reflected the idea,

For English, it is always based on texts, so the sources are actually texts. The texts can be taken from various sources. It can be from books or any printed materials as well as from browsing from the internet. For oral texts, I use video or recorded materials. The point is, I use various sources.

The statement means that the use of learning sources should be in line with the type of the texts. Therefore, learning sources could vary from any printed materials for written texts to video or audio for oral texts. The teacher seemed to always combined one source with the other sources since the needs of various sources were very likely important to enhance

learning. It was also revealed through interviews that one of the teachers included environment as the learning source. T2 revealed, “Other sources like environment are possible.” From the statement, it was clear that environment also emerged as another preferable source of learning. This idea denotes that the teachers use authentic sources in the teaching and learning process.

In short, the teachers at all times combined the use of various learning sources for teaching and learning process. Textbooks were used as the main reference while the other kinds of sources were also included. The choice of learning sources depended much on the type of the materials and texts. The use of internet, video, audio, environment and other relevant sources truly occurred in the lesson plan.

Furthermore, the teaching and learning procedures referred to any proper moment-to-moment practices, techniques, as well as behaviors which were run in the process of teaching and learning. In regard with this, it was found that the teachers organized teaching and learning procedure which were literally stated in the lesson plan. Thus, this section emphasizes the teaching and learning procedure that were organized in teachers’ lesson plan. Documents indicate that all the teachers divided the teaching and learning procedure into three main stages namely opening (pre-activities), main activities, and closing (post-activities). Each of the stage is figured out and elaborated in the following.

First of all, the process of teaching was started by an opening. According to the documents, the opening stage consists of a set of activities aimed to introduce the lesson toward the students. This stage includes activities that can be seen in the following insertion.

**H. Langkah-langkah Kegiatan Pembelajaran**

⊕. Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Interpersonal	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam khas sekolah.</li> <li>2. Guru menunjukkan salah satu Peserta didik untuk memimpin berdoa sebelum memulai pelajaran.</li> <li>3. Guru menyiapkan kondisi psikis dan fisik peserta didik untuk siap belajar dengan melakukan ice breaking "ABCD"</li> <li>4. Guru mengecek penguasaan kompetensi yang dipelajari sebelumnya dengan memberikan pertanyaan –pertanyaan (pembelajaran bahasa inggris di SD)</li> <li>5. Peserta didik menyebutkan butir-butir pokok kompetensi yang dipelajari sebelumnya dengan fasilitasi guru.</li> <li>6. Guru mengungkapkan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li> <li>7. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>8. Guru menyampaikan lingkup penilaian, dan teknik penilaian yang akan digunakan.</li> </ol>	10'

Figure 17. the sample of opening stage from lesson plan grade VII

This figure indicates that the teachers always began the lesson by carrying out the opening stage. There were several main activities that all the teachers never got rid of. Besides, other additional activities occurred. For more detailed view, see Appendix 9. As stated in the lesson plan, in the opening stage the teachers opened the lesson by doing greeting and praying. The teachers also checked the students' condition and then reviewed the previous lesson. Other activities stated in the plan are that the teachers convey the learning objectives and give a brief review about

materials and the techniques of evaluation. From the statements, it can be concluded that the opening stage of the lesson plan contains of any activities to engage students in learning physically and introduce the future learning as well as review the previous learning. Documents also indicate that the time allocation provided to open the lesson was in ten minutes.

The next stage of teaching was performed by main activities. When observing the documents, it was found that the further stage that was planned to be carried out by the teachers was main activities. Documents showed that the main activities were elaborated through 5M models of learning taken place in observing, questioning, exploration or experimenting, associating, and communicating or networking. Meanwhile, the methods and techniques used within the model were varied depending on the materials. The time allocation used for main activities was in sixty minutes. The sample of main activities is displayed below.

Kegiatan Inti	<p><b>a. Mengamati (Observing)</b></p> <ul style="list-style-type: none"> <li>• Mendengarkan / menonton interaksi MENYAPA yang diputar dalam video</li> <li>• Mengidentifikasi ungkapan MENYAPA yang terdapat dalam video</li> <li>• Mengikuti interaksi MENYAPA</li> <li>• Menirukan model interaksi MENYAPA dengan pengucapan yang benar</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi MENYAPA (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>	60'
	<p><b>b. Mempertanyakan (Questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tentang ungkapan MENYAPA dengan responnya dari tayangan yang didengar atau dilihat.</li> </ul> <p><b>c.</b> Dengan pertanyaan pancingan dari guru , siswa mempertanyakan ungkapan lain yang digunakan untuk MENYAPA</p> <p><b>d. Mengeksplorasi (Exploration)/Mencoba (Experimenting)</b> Siswa MENYAPA dengan bahasa Inggris dengan melakukan <i>role-play</i>.</p> <p><b>e. Mengasosiasikan (Associating)</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan MENYAPA yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antar ungkapan MENYAPA dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>f. Melakukan Interaksi Interpersonal/Mengkomunikasikan (Communicating)/networking</b> Siswa MENYAPA dengan bahasa Inggris di dalam dan di luar kelas.</p>	

Figure 18. the sample of main activities from lesson plan grade VII

The figure shows that the main activities comprised five steps including observation, questioning, exploration or experimenting, associating and communicating or networking. These steps are called as 5M. In addition to that, another lesson plan also showed that the model of learning is not only 5M, but 5M+1 (see Appendix 9). Several activities are divided within the steps. Documents indicated that different and various activities for each stage clearly occurred in the lesson plan. See Appendix 9 to get more detailed of the main activities for teaching and learning procedure. As mentioned before, Scientific Approach is the main approach which is applied in the lesson. Therefore, it can be concluded that the activities conducted in the teaching and learning procedure were aligned to the learning approach.

Lastly, it was found the latter part of teaching and learning procedure planned by the teachers is the closing or post-activities. The closing includes any activities which are aimed to sum up and review. Documents show that the closing stage is done within ten minutes. Several notable activities carried out in this stage include conclusion and reflection. Other activities such as assignment and praying occur as well. All the notion is portrayed in the lesson plans snippet below.

Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Peserta didik membuat butir-butir simpulan mengenai teks interpersonal Menyapa</li> <li>2. Peserta didik bersama-sama guru melakukan refleksi kegiatan pembelajaran.</li> <li>3. Peserta didik mengerjakan soal-soal teks interpersonal Menyapa</li> <li>4. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu mencari teks interpersonal ungkapan menyapa</li> <li>5. Peserta didik sub-sub materi yang dipelajari berikutnya, yaitu teks interpersonal Berpamitan</li> <li>6. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu menyapa orangtua dengan sopan.</li> <li>7. Peserta didik menyimak penjelasan guru</li> <li>8. Peserta didik bersama guru berdoa mengakhiri pelajaran.</li> <li>9. Peserta didik melakukan salam sesuai budaya sekolah mengucapkan terima kasih.</li> </ol>	10'
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Figure 19. the sample of closing activities from lesson plan grade VII

According to the insertion above, it is clear that the teachers always planned to make a conclusion as well as a reflection upon the teaching and learning process. Besides, the teachers also planned to assign students with individual assignments. Other activities may be reflected in the form of explaining the future materials or lesson. The documents also indicated that to close the meeting the teachers also invite the students to pray and do greeting.

In conclusion, it is clear that teaching and learning procedure were planned within three stages including the opening, the main activities, and the closing. Opening activities or pre-activities were elaborated through several activities like greetings, praying, reviewing, explaining, and introducing. For main activity, this stage was elaborated within five steps including observing, questioning, exploration or experimenting,

associating, and communicating or networking, as well as producing/creating. For the closing or post-activities, meanwhile, this stage was delivered through conclusion, reflection, explanation the future lesson, and praying.

It was found that the next procedure which was performed in the process of designing lesson plan was planning the assessment program. In regard with the program, it was found that the teachers organized an assessment program and included a number of assessment methods and techniques in the lesson plan. This statement is reflected from the following insertion of document.

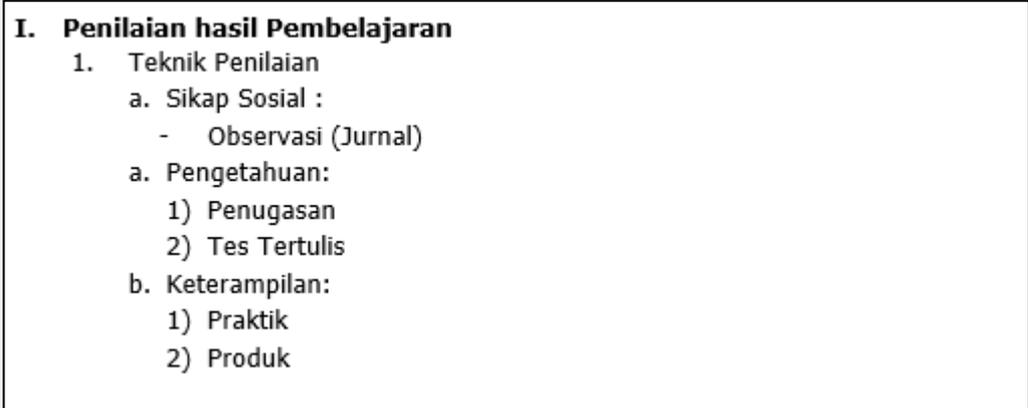
- 
- I. Penilaian hasil Pembelajaran**
  - 1. Teknik Penilaian
    - a. Sikap Sosial :
      - Observasi (Jurnal)
    - a. Pengetahuan:
      - 1) Penugasan
      - 2) Tes Tertulis
    - b. Keterampilan:
      - 1) Praktik
      - 2) Produk

Figure 20. The sample of the assessment program from lesson plan Grade IX

Based on the figure above, it can be seen that the assessment program has three kinds of assessment. The program includes an assessment to assess attitude, knowledge and skills. The data showed that the teachers used a journal to evaluate the students' attitude. For the knowledge, in contrast,

the teachers made use of tasks or assignments and written test. Besides, the teachers were likely to use both practice and product assessment as to evaluate students' skills.

Besides use of the assessment program, it was also found several numbers of instruments are used to assess students. The instruments are also attached in the lesson plan reflected in the following figure.

1. Penilaian Sikap

a. Sikap Spiritual

1. Teknik : Observasi

↳ Instrumen : Lembar Observasi/Jurnal

No.	Waktu	Nama PD	Catatan Perilaku	Butir Sikap	Ket.	Ttd.	Tindak Lanjut

b. Sikap Sosial

1. Teknik : Observasi

2. Instrument : Lembar Observasi/Jurnal

No.	Waktu	Nama	Catatan Perilaku	Butir Sikap	Ket.	Ttd.	Tindak Lanjut

2. Penilaian Pengetahuan (lampiran 1)

3. Penilaian Keterampilan (lampiran 2)

Figure 21. The sample of the assessment instruments

From the insertion above, it can be inferred that the teachers also attached instruments to be used for the assessment program. There was a journal to assess the students' attitude. Besides, several attachments consisting of items test and assessment guide were also included in the lesson plan (see Appendix 9).

Another existence of the assessment program was also found that the teachers organized other programs that were still related to the assessment.

Documents review showed that teachers also planned both remedial and enrichment programs. This idea is reflected in the teachers' lesson plans (see Appendix 9).

<p><b>Pembelajaran Remedial</b> Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa Pembelajaran ulang.</p> <p><b>Pembelajaran Pengayaan</b> Pembelajaran Pengayaan diberikan kepada siswa yang telah mencapai KKM berupa penugasan menInterpersonalkan situasi yang diberikan.</p>
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Figure 22. the sample of reinforcement and remedial programs

Based on the figure above, it can be inferred that the teachers included both the remedial and enrichment program in the lesson plan. The remedial program was aimed for students who have not yet achieved the minimum criteria of mastery learning or *KKM*. This program was conducted in the form of repeated learning which was held after the assessment program.

In addition, there was another program planned by the teachers which was called as enrichment program. Different from the remedial program, the enrichment program was intended to drill all the students before a test is administered. This activity was done by giving students a kind of simulation test from which they did such a test try out. This program was usually reflected in the form of tasks or assignments.

In this section, the researcher has provided considerable data in regard with the ways how the teachers organized the lesson plan. In this section, it is also presented some of components which were included in the lesson

plan. Additional data taken from both interviews and documents have been provided to help find the range of the lesson plan's components. Accordingly, it can be concluded that the numbers of components were elaborated and organized with a wide variety of aspects. Furthermore, it can be concluded that in designing the lesson plan, the teachers revealed several procedures including writing the identity of a subject unit; writing core competence; selecting basic competence and formulating indicators; setting out learning objectives; planning learning materials; selecting learning methods; selecting various use of learning tools and media; selecting learning sources; organizing teaching and learning procedure in the steps of opening, main activities and closing; planning assessment program; and planning remedial and enrichment programs. All of the strategies were truly performed by the teachers as it could be seen from the documents especially from the components of the lesson plan.

Lastly, the previous section has presented all the ways of teachers at SMP N 4 Pakem did to plan a lesson. Obviously, the teachers followed the curriculum and then applied it within the process of lesson planning. However, teachers were also taking benefits of other sources than the curriculum itself to help design the lesson plan. Besides, it could be seen that the teachers also independently chose and adjusted components for their necessity. What needs to be highlighted from the data above was that the process of lesson planning appeared as an important as well as initial procedure to carry out in the process of teaching and learning. The

teachers gave attention to a vast number of aspects that were reflected on the lesson plan. It is because for teachers, a lesson plan is where the process of teaching and learning departed from. Therefore, the teachers need to carefully plan the best and the most suitable lesson for the students for the sake of actualizing the optimum English teaching and learning process at the school.

To recapitulate the overall findings presented above, table 1 below summarizes all the ways the teachers perform in lesson planning. The table below sums up the answers of the first question of this research.

Table 1. The Summary of Findings of Lesson Planning Process

<b>Q1</b>	<b>The processes of lesson planning</b>
How do the English teachers at SMP N 4 Pakem prepare the lesson plans for the process of English language teaching and learning according to the Curriculum?	a. The teachers consider some aspects of lesson planning.
	b. The teachers design their own lesson plan.
	c. The teachers adapt the other teachers' lesson plans.
	d. The teachers consider previous lesson plans.
	e. The teachers discuss with the other teachers
	f. The teachers consider the characteristics of the students and the materials.
	g. The teachers design and organize the components of lesson plans.

## **2. The Process of Lesson Delivery**

In accordance with English teaching process at SMP N 4 Pakem, this study found that lesson delivery existed as the latter stage carried out by the teachers in regular English classrooms. The lesson delivery turned out as the subsequent process in which the teachers did a set of procedures to implement the lesson plan which was departed from it. This process also demonstrated how the teachers interacted with the students. It was revealed some ways carried out by the teachers in the process of lesson delivery which are elaborated in this section.

This section presents all the findings regarding the second research question of this study enquiring about the way of English teachers at SMP N 4 Pakem delivered the lesson plan within the English classroom. The focus of this section takes place on the descriptions of the ways the teachers delivered the lesson taken from interviews and observations results. Therefore, it is displayed both quotations and interview excerpts from both of the interview transcripts as well as observational reports. The interview transcripts are presented to characterize the data indicating how all the English teachers at this school delivered the lesson in the English teaching and learning process. The observational reports, on the other hand, are only used to demonstrate how one of the teachers, T2, whose the classroom was observed, delivered the lesson. There are several indications indicating how the English teachers implemented the lesson toward the English teaching and learning process. A thorough representation is itemized in the following section.

**a. Implementing Three Stages of Teaching Processes (Opening, Main Activities, Closing)**

The initial notion that was found from the data showed that the teachers implemented three stages of teaching processes including opening, main activities, and closing. The findings from the interviews indicated that the teaching process was delivered subsequently from pre-activities, the main activities, and the post-activities. To strengthen this idea, see the following interview excerpt transcribed from T1 response, she said, “There are three stages. The stages are opening, main activities, and closing. From those stages, there will be the sequences that follow steps in Scientific Approach.” As can be seen from the excerpt, it was evident that the teachers divided the process of lesson delivery in three main stages which referred to Scientific Approach steps. A single session of teaching was divided into three specific sections in which different objectives are needed. So, varied techniques and strategies were conducted in each of the stages. In addition, findings from observations also corroborated this idea.

Based on the observations, the teacher always opened the classroom session in about 5-10 minutes before asking students to do the main activities. The classroom observation also established that the opening stage was then followed by some steps particularized in Scientific Approach model of learning. At the end of the classroom meeting, the

teacher always carried out several corresponding activities to close the lesson. Therefore, it was clear that how the teachers organized the lesson delivery was categorically based on three stages of procedure including the opening, main activities, and closing.

To deeply investigate what was carried out in each of the stages, the researcher presents the descriptions for each. Based on the interviews as well as the observations, there were various activities and techniques used by the teachers when delivering the lesson. The following sections intricate the varieties of techniques and activities applied in each stage.

As mentioned before, the process of English teaching and learning was firstly begun through the opening activities. There were various activities and techniques applied by all the teachers in this stage. The data indicated that the teachers frequently used greeting, classroom and students conditioning, and reviewing lessons to open the lesson. The sample of interview excerpt strengthened this notion. For example, the interview excerpt from T2, she said:

Sure, to start I use greeting and then it is continued by classroom conditioning for classroom and the students. Classroom conditioning is like when the classroom is dirty, I ask them to clean it. They also have a picket schedule. When the tables and chairs are in a mess, they should tidy it up. While for students, I should condition them to start focusing on the learning and be ready to learn. For example, I review the previous lesson. Reviewing is not for assessing the students, but to trigger students to start learning.

This interview excerpt indicated that the teachers mostly started the lesson by formally doing greeting to the students. Greeting is regarded as a shared and common expression used when ones need to start a formal activity

with the others like that happens in a classroom teaching process. Besides greeting, the teachers also attempted to make students ready to learn by doing classroom and students' conditioning. This activity aimed to make both the classroom and the students physically and mentally ready for being involved in the teaching and learning process. Last but definitely not least, the teachers also reviewed the previous learning within the opening session. Reviewing in this stage did not mean to literally assess the students' knowledge nor performance, but it was more to trigger the students' readiness for the learning process. In addition to this, the observations also supported this idea. See the following extract of the classroom observational report describing how the teacher carried out the opening stage.

(T2) the teacher greets the students by Salam and greetings. The teacher tells the students that she is not in very good condition that makes her voice hoarser. The teacher then checks the students whether they are all entering the class. After the students confirm that nobody is absent, the teacher starts the process of teaching and learning by reviewing previous lesson. The teacher asks "who still remember what had we learned at the previous meeting?". The teacher asks several students by calling one by one of their names and asks them to answer her questions regarding the previous lesson. [23/07/2018]

This extract indicates that how T2 began the classroom session. Moslem and formal greetings were both used to greet the students as it is a common tradition held in Indonesia in which Moslems are majority in numbers. The teacher also checked the attendance list by just asking the students about who were not present in the classroom as a formal procedure to begin the lesson. Later, the teacher started inviting the

students to be involved in the lesson by reviewing the previous materials. This was done through asking several students questions recalling what they had learned previously. All of these activities were carried out on every meeting when the observation was done. Meaning that the activities mentioned previously became the common techniques used by the teacher when opening the classroom session. The activities were performed in order to prepare the students ready both physically and mentally into the lesson. Besides using the aforementioned techniques, another teacher revealed the other numbers of techniques like icebreaking and storytelling. Such activities were used to raise the students' awareness as well as eagerness of learning. In addition, the techniques were useful to help students get into the process of learning as quick as possible. Additionally, such activities also helped the teachers generate character building within the process of teaching and learning. This matter is reflected by T1, she explained, "I usually use icebreaking, for example by using movement, sometimes I tell a story, a little story telling while building character. After that, I go to the main activities." This statement shows that using icebreaking and storytelling was good and even important to do to open a lesson. These activities truly engaged students to learn more effectively before entering the main activities. Besides, the teachers could also include some aspects of characters to teach character building implicitly to the students through story telling. Another teacher, further, used different types of techniques when open a lesson. T3 revealed the use of questions-

answer and discussion as the most frequent techniques. This idea is strengthened by the following interview excerpt. T3 stated:

“For the opening, I use question-answer, so whenever I need to enter a new lesson, of course I give the students like a guide so that they know if they will go there. Sometimes I use discussion or displaying something like stuff or a picture that is related to the lesson.”

According to the excerpt, the teacher felt necessary to guide the students to enter a new lesson by conducting a question-answer. This is aimed to know whether the students had been ready to continue to the next level to get new knowledge. Besides question answer, the teacher also used a discussion in which not only a one-to-one discussion but also group and class discussions. The teacher invited the other students to discuss what they had learned together. The teacher also utilized learning tools and media to help her begin the lesson. The media like picture was frequently used to engage students to learn. The use of media in the opening stage was aimed similarly to other activities that got students involved into the teaching and learning process.

Strengthening the fact from the interviews, the observations result was displayed in the following paragraph. From the observations, it was found that the teacher always began the lesson by explaining the objectives of the lesson and a little review of a classroom process as well as assessment. As observed, the teacher never disregarded to explain several aspects concerning the lesson objectives, the lesson preview, and the assessment. This finding was also supported by documents attached (see Appendix 9) of the teachers' lesson plan. Besides gaining the students' curiosity in

learning, the teachers also gave a brief picture describing what students should do and should achieve through learning. And, the teachers also explained how the process of learning would be carried out as well as how the students are going to be assessed. Such activities were currently done by the teachers as how the curriculum mandated. Besides, the teachers also realized that such activities would help students know what and how to do with the lesson. Within the activities, students could be more guided and do not feel lost when doing the learning process.

The further stage carried out by teachers when delivering lesson was addressed as main activities. The main activities consisted of some fundamental actions from which students reaped benefits of learning English. The main activities included a series of events that helped students construct learning and get new knowledge. It was found that the teachers undertook the main activities through the use of a worksheet. The worksheet as the learning media comprised learning materials as well as instructions and tasks that led students to carry out the main activities. That is, the students would use the worksheet as their guideline to follow the second stage of the lesson delivery. One of the teachers confirmed this notion stated in the following interview excerpt. T2 explained:

In the main activities, I carry out these steps in a form of worksheet. So, the main activities have been designed in the format of a worksheet. So, you can see the details of the activities in the worksheet.

This excerpt emphasizes the use of a worksheet as a medium of the process of main activities in particular. Therefore, students could use it as

the guideline to help them learn. Not to speak of, the teachers also revealed that Scientific Approach occurred as the mostly used approach as the fundamental use of method and technique in the main activities. All the idea can be inferred from T1's statement, "sometimes I use games, but mostly I use Scientific." This response indicated that Scientific Approach was obligatory. Besides the use of what was mandated by curriculum, the use of games also occurred as the additional interlude for students. The foregoing idea was in line to what was found in the observations. The observations revealed that the teacher elaborated the model of learning of Curriculum 2013 called 5M (+1) within the main activities. This model of learning included observing, questioning, exploration/experimenting/collecting data, associating, communicating and producing/creating texts (oral and written). All of these typical actions were elaborated within 60 minutes as described below.

In the observing step, the teachers used an identical set of activities combined with various media to help students observe anything to raise their awareness of learning. The activity was aimed to identify what is going to be learned. The researcher observed similar activity was delivered in the observing step through asking students to observe. It was found that teacher asked students to watch and listen a particular media like video. The teacher also sometimes used printed materials to be observed by the students. Within this step, the teacher also asked students to identify and to follow as well as to imitate the expressions along with the teachers' guide.

The following extract from the observational report could help understand the notion stated.

The teacher asks the students to open the book and observe several conversations regarding the topic being studied. The teacher calls several students to read a conversation and asks what is included in the conversation. Also, the teacher invites the other students to discuss the conversation together. This activity is continued several times. [28/07/2018]

This extract indicates that the teacher made use of media like books to observe learning materials that were going to be learned. In this step, the teacher also established question-answer and discussion to help students identify the topic. Such activities were considered beneficial as they could guide students to learn effectively.

After asking the students to observe, the teachers directed the students to deliver questions in questioning step. This step comprised of activities directing students to ask anything regarding what was being learned. As observed, the teacher guided the students to deliver any questions related to the topic they were learning. This was done by providing stimulus questions to provoke students to ask. This notion was strengthened by the extract of the observational reports as depicted below.

The teacher really gives students space and chance to deliver questions. This is proven by some expressions she uttered, like “any questions?”, “any other opinion?”, “What does it mean, class?” “What do you think?”, etc. [23/07/2018]

The extract above makes clear that the teacher utilized some questions to help students be active and curious about the topic. The aim of this activity was to make students need to ask anything they had not yet known from

what they already observed. This activity could also help students to creatively think about the other things related to the topic being learned.

Furthermore, the questioning step was continued by different activities held in the step of exploration/experimenting/collecting data. Based on the observation, the teachers obviously varied techniques from asking students to explore or doing an experiment on topic they were learning. Another occasion the teacher led the students to collect data concerning the topic. These notions can be seen from several extracts taken from the observational reports presented below.

Besides, the teacher leads the classroom to have a discussion based on the task. Such an activity is continued until the texts in the task are completed. For the next text, the teacher asks the students to read the text by dividing the classroom into two parts. [08/08/2018]

Based on the data, it can be reflected that the teacher directed the students to explore learning. By utilizing discussion and drilling, she attempted to make the students discover what was being learned. Besides the exploration, the teacher revealed to continue the step with a kind of an experiment. See the following extract of observations.

The teacher asks students to practice the conversation by doing role-play. She divides the classroom into several groups and lets the students practice the conversation. [02/08/2018]

This extract indicates that the teacher guided students to do an experiment by practicing the conversation and doing role-play. Another day, the teacher delivered different activity toward this step. See the following extract.

After that, the teacher gave an exercise for the students to make sentences individually for each conversation and find out descriptions of each conversation similar to the one they had done before. [23/07/2018]

The extract shows that the teacher also used exercises to be performed in the third step. This indicated that she was in attempt to lead students to collect data for the process of learning. Data in the form of exercises were gathered within this step to provide benefits for students to construct their knowledge. Therefore, students were hoped to independently conceive knowledge from the exercises they worked with.

Next, the associating step occurred as the next activity delivered by the teachers in the main activities. In this step, data showed that a set of several activities were used to invite students to compare the learned topic to those that could be found from the other sources. Besides, the teachers also let the students to compare their knowledge in the target language to their native language or mother tongue. Based on the observations, it was found that the teacher asked the students to find out anything related to the topic taken from different sources. The teacher also sometimes asked the students to find out particular expressions in their languages from various sources having correlation with the topic. Such activities indicated that the teachers try to guide students to associate the learning with the other extents of learning.

Last but not least, the further step after associating in the process of main activities was continued to communicating or networking. In this step, it was revealed that the teachers used various activities in order to

make students applied what they had learned inside and/or outside the classroom. The step was reflected into activities such as practicing to use expressions or making dialogs. The observational extract below indicated the notion.

At first, the teacher discusses the first number together with the students. Secondly, the teacher asked one by one volunteer to answer the questions. She asked students to read the text and present the answer orally. [23/07/2018]

The datum shows that the teacher made use of exercises (questions) to guide students to communicate using the learned expressions. Reading and presenting texts orally was the example of the activity. Thus, the aim of this step was to direct students to communicate and apply what they had learned.

The final step of lesson delivery was called as producing/creating step. It was found that the teachers required students produce or create at the end of the main activities. Producing/creating a text was used as the indication of a successful learning. This step dealt with any activities assigning the students to produce both oral and written texts. In some cases, this step was regarded as a moment to assess the students' achievement as well. Within this step, the teachers noticed whether the learning objectives had been achieved. According to the observation, the teacher revealed to do a daily test/assessment in which students were asked to produce a text orally and in writing at the end of each basic competence. This statement was aligned to what was found at the eighth observation

session. A daily test/assessment was held in a particular meeting. Thus, a specific classroom session was designed to carry out this step. As noticed, the teacher varied the activities. The activities were elaborated comprehensively. As observed, the teacher also in one occasion asked the students to create a text. Another chance she required the students to perform the text orally both in groups and individually. In addition, some other techniques also occurred. What should be noted from the data was that that the activities in this step were in line with the indicators of the learning objectives.

Furthermore, after a 60-minute session of the main activities, it was found that the classroom meeting was ended by a closing stage. The data from lesson plans showed that the closing was held within 10 minutes. In this stage, it was revealed several activities. The activities varied from summarizing, reflection, written and oral posttest. For instance, one of teachers, T2 explained:

For the closing, I usually do review or summary. We make a conclusion together. Usually, I ask my students to conclude by themselves. It is also to check their understanding. Sometimes, I use posttest. It is about 5 questions orally and randomly. That is in general I make a question-answer session to check their understanding.

According to the statements, it can be concluded that the teacher used some of the activities variably to check the students' understanding. Activities like reviewing, making summary, questioning, giving a test were frequently conducted. The aim of the activities performed within the closing stage was to check whether the students followed learning and

acquired the lesson well. Aside from that, another teacher, T2 confirmed they used another type of activity like giving assignments. It was actually done by all the teachers. For example, T2 mentioned in the following interview excerpt, “There is a reflection or a task that is all used as a follow-up from what have been learned and it is regarded as the closing activity.”

This statement proved that the teachers utilized tasks/assignments and reflection as the follow-up as well as supplementary activities. The reflection occurred as the most recurrently activity in closing stage. All of the notions previously mentioned were supported by the observations as well. Based on the observational report, similar activities arose when the teacher closed the lesson. See the following extract.

Here, the teacher also gives a homework for the students to be done at home. The task is to make a summary of what they have already watched from the video. Before, the teacher explains how to do the task and gives the students the example of such task. Again, the teacher reviews the material and asks students whether they still have questions concerning the lesson. [23/07/2-2018]

Based on the extract above, it can be concluded that the teacher tried to close the lesson by asking students to be actively involved in the process. This was pointed out by the activities like summarizing, giving homework, and reviewing through question-answer. All of these activities clearly engaged students to participate. In addition, it was found that the teacher explained what was going to do in the future lesson. Different from the use of various activities engaging students to still participate, the teacher seemed to always share the information about the future lesson agenda.

The teacher revealed that she always gave a brief description about the next topic or materials for the next meeting. This idea is reflected in the following extract,

The teacher closes the meeting by explaining the information for the next meeting. She explains what they will do for the next meeting.

[08/08/2018]

The statement denotes that the teacher did not only stress on what had been learned or did a follow-up in the closing, but she also attempted to give students a preview about new knowledge. The teacher never failed to share any information needed for the future meeting. Such an activity benefitted to make the students got an idea on what they were going to do. At the foremost, it was found that various activities in the closing were intended to know how far students make up with the lesson.

In conclusion, in implementing teaching process there were three major stages conducted by the teachers including the opening, the main activities, and the closing. In the opening, the teachers varied the use of techniques and activities that were generally used to achieve two things: to engage students and to give descriptions of a particular lesson. Meanwhile, in the main activities, the teachers conducted activities following Scientific Approach model of learning which consisted of five detailed steps: observing, questioning, exploration/experimenting/collecting data, associating, communicating/networking, and producing/creating. Lastly, to close the lesson the teachers used particular activities like summarizing,

reviewing, and giving explanation. It can be concluded from the data that whatever the teachers performed within the closing stage it was aimed to successfully checking the students' understanding and giving students description of the future lesson.

#### **b. Managing the Classroom**

This study revealed the other significant way done by the teachers in regard with the lesson delivery namely to manage the classroom. Accordingly, it was found that the teachers prioritized classroom management as another important aspect in teaching. It was revealed from the data that the teachers maximized classroom management to enhance the process of teaching and learning. There were several strategies conducted Each of the strategies were elaborated in the following sections.

The first strategy that the teachers did in managing the classroom was that they always provided feedback for students' learning process. To provide the feedback was very important for students in helping facilitate learning. Based on the interviews, the teachers considered giving feedback as the important thing in classroom. In providing the feedback, the teachers always ensured whether the types of feedback were acceptable with the situation. For example, T2 explained in the following interview excerpt:

I give feedback when for example there is a student who does well and then I give him/her a reward. If there is something is not appropriate yet, I guide the students. When it is related to the inappropriateness of language use, I correct it.

The excerpt shows that the teachers used several forms of feedback such as reward and correction. A reward was given to those who performed positive action toward the learning process. Here, it could be seen that the teachers always provided a positive reward for students who successfully completed any given tasks. Furthermore, the correction was used as the feedback when the students inappropriately spoke or wrote in English. Such feedback was aimed to make students guided when learning since correction could be stressed on the mistake of any use of language forms. The correction was then used to make the use of language form correct. Another teacher revealed a different strategy beyond the form of positive reward. T3 explained how she practiced a distinctive way in giving feedback upon the students' learning process.

I usually give reward and credit for the students, especially they want to ask and be active, even when there are students who are diligent, they do the worksheet before I discuss it, I never consider whether it is correct or not, when they are active I give them stars. And I said, five stars equal one. Those stars are useful to improve their score... That star really makes the students motivated.

The statement above indicates that the teacher made use of a star sticker to give a positive reward for the students. The sticker was intended to appreciate the students who were active and diligent. According to the teacher, the students seemed so motivated with that kind of reward. Besides, the students could also improve their score by benefitting the star sticker. What it meant by improving the score was because the teacher used the reward as supplementary points to increase students' score for English subject. In line with the interviews, the observations showed that

T2 used an oral positive reward for the students like “good job!”, “well done, students!”, and so on. The oral rewards are very simple and easy to do but this kind of reward can be very supportive for students’ process of learning.

Additionally, the observations also showed that the teachers did not only utilize a positive reward as the feedback. The teacher, T2, also made use of a confirmation. T2 always confirmed whatever the students performed whether it was in spoken or in written form. Therefore, it could be concluded that the teacher always kept the students in the right track of the learning process. By providing various forms of feedback, the teachers seemed to help maintain the students in learning. Feedback such reward can help students be motivated in doing tasks and practicing the language form in the classroom. Correction and confirmation, on the other hand, can foster students and guide them to learn correctly.

The second strategy regarding the classroom management was that the teacher spoke with audible sound and good intonation as well as pronunciation. Based on observations, it was showed that the teacher’s sound was well enough to be listened from the back of the classroom. Her sound is quite well audible. Therefore, it could be said that all the students could listen the teacher’s sound very well. Besides, the pronunciation of the teacher is also good. How she speaks using English is very clear. The intonation is appropriate. Those facts became one of several factors that determined the successful of teaching and learning process. Accordingly,

the teacher directly had a power to manage the class. In addition, the teacher showed a good model in using the target language. This could be very useful for the students as they could at least find a good model to use the language appropriately from the classroom.

The third way dealt with the classroom management was about classroom schedule. From the data, it was found that the teachers started and ended the class on time. This meant the English classroom was held based on the schedule although the schedule of subjects changed every week. Besides, it was also found that the school was establishing a moving-class program. Thus, the teachers already had their own classroom by which the students should come and enter the class based on the schedule. This condition made the teachers be able to set the time of the teaching process. It helps them begin and end the class punctually. This indication can be reflected in the following interview excerpt. T1 stated:

“Since this school administers moving class, the learning process is started and ended based on schedule. So, when the bell ring, the students will enter my classroom. When the classroom is over, 5 minutes before the bell I have closed the meeting and concluded what we have learned.”

From the excerpt above, it can be said that the moving class program was beneficial for the teachers to deal with the time schedule. Due to this program, the teachers could start and end the class on time. Besides, it could be also concluded that not only the teachers played an important role in supporting the program but also students. T1 revealed that the students always entered their class when the bell rang. Therefore, the teachers could

start the lesson on time because of the students' discipline as well. The students were very punctual. So, the teachers be able to deal with the time schedule appropriately. This fact was also echoed with the finding found in observations. Based on the observations, it was clear that the teacher always started and ended the classroom session based on the schedule. Students, likewise, also came in and out the class punctually. Such a condition supported benefits to the classroom process. Having adequate time, the teachers could be successful in delivering the lesson and giving guidance for students to obtain the objectives of the lesson very well.

The fourth strategy that could be reflected from the data was that the teachers enforced character building within the process of lesson delivery. Fostering character building was applied indirectly within classroom activities. Besides, the teachers' rule and instructions were also subjected to enhance character building in the classroom. This notion was reflected from the lesson plans (see Appendix 9), interviews result, as well as the observations. From the interviews, it can be seen how the teachers indirectly integrated character building. One of the teachers, T2 reflected:

The character building is not directly carried out but integrated. So, for example, for religious, we always start the activity by praying and so on. It is integrated. There is discipline especially when the students are doing the task with limited time. There is honesty, when the students do the task individually. So, to build character is not directly within the materials, but from the process of learning.

The interview excerpt indicates that the teachers did not spontaneously and directly apply some particular activities to foster character building. That means, the teachers never labelled an activity or explained anything about

character building materials. In contrast, enforcing character building was carried out indirectly. It was done integrated within each of the processes of teaching and learning. For example, the teachers helped the students nurturing religious values by habituating praying before and after the lesson. Giving specific time for a particular task was also another activity to bring out value of discipline and hard work. The other good characters such as discipline and honesty also occurred within the process of teaching delivery and assessment. The main point was that the character building was not merely stated in the materials. It appeared within the process of teaching and learning in the classroom. This process was involved in the interaction between the teachers and students or even between the students with the other students. According to the observations, the activities from the opening to closing steps seemed to foster character building. One of the examples was, every time T2 (the teacher) opened the classroom session, she always asked students to pray together. Such an activity fostered religious value. Another chance, the teacher paid attention to the students. She also cared with one of her students when the student looked so pale. This might be a good model for students that one needs to care with others.

In addition, the observations showed that whenever students entered or left the class, they did shake-hands greeting to the teacher. Also, there was a moment when a student wanted to go to restroom, he (the student) came to the front, did shake-hands greeting the teacher and asked a permission

to her. The last significant point regarding character building was that the teacher asked the students to be silent when *Adzan* was reciting. All of the mentioned notions clearly showed that character building was there, in the English teaching and learning process. Character building was within the classroom process. It was integrated and habituated by both the teachers and students.

Furthermore, this study indicated that using and preparing various media for learning turned out as another concern in the classroom management. It was found that the teachers gave an attention to the media preparation in managing the classroom. See the following information shared by one of the teachers, T3 explained:

All the media have been prepared and have been ready. Maybe, I just need to prepare a little in few minutes. Media is complete and it is all ready to use. Even more, now we have our own class, so the media has been adjusted in our own classroom.

According to the excerpt above, it can be seen that the teachers got easy in dealing with media preparation. It was done because currently the teachers had already have their own classroom in which learning media and tools for learning process had been completely installed. This meant each class especially the English classroom had been already equipped with the learning tools and media. Therefore, the teachers only needed few minutes to make it prepared and ready to be used. Such a condition really helped the teachers in teaching as they could be easier to design various teaching activities with different media. Also, this was more time saving as the teachers could use time for the other concerns rather than just to prepare

media. From the observations, it could be also denoted that the classroom was already equipped with various media. There were LCD, projector, speaker, laptop, dictionaries, and internet network. All of the equipment even had been installed in such a way to make the teachers easier when using them in teaching.

The sixth and last notion in regard with the classroom management was that the teachers provided space for students to be actively engaged in learning. That meant that the teachers gave the students a great opportunity to learn and to be autonomous learners. The researcher found that the teachers made use of various strategies in giving space for students to acquire knowledge. One of teachers, T2 admitted that she obviously encouraged students to be autonomous by providing students tasks and exercises from which students could work and learn by themselves. She explained:

I just give the students a worksheet with tasks and exercises. The one who actively work is the students. Whenever they are confused, they will ask me then. So, here the students are autonomous and active. They really learn to learn autonomous.

The excerpt shows that by giving a worksheet, the teachers had automatically provided the students opportunity to actively learn. Yet, the teachers did not let the students do it entirely alone and be lost somewhere. The teachers were still available when the students needed them. The teachers admitted that by giving a media of learning (a worksheet) containing tasks and exercises would enhance students to be active and

autonomous. Another teacher revealed that she utilized a bit different strategy. T1 revealed:

I always give the students space and chance to ask, answer, and do the task by themselves. Everything they do by themselves. They are autonomous. For instance, when discussing I always ask them to give me a conclusion about what they have learned, what they have achieved. I also encourage them to answer the others' question, when one of the students are confused, I let the others to explain. It is not me who directly give the explanation. So, the students themselves who analyze and find the answer.

From the statements, it can be inferred that the teacher provided opportunities for students to complete learning tasks by themselves. The teacher really tried to make students active in the classroom. She also created an environment that enhanced students to be independent. This way, she encouraged students to construct their own learning.

Based on observations, it was also found a moment when the teacher (T2) obviously promoted students to be active. First, instead of just giving a worksheet, she also delivered questions to foster students. Questions such as “any question?”, “any idea?”, “what do you think?”, “what about you?” and other similar questions were always used by her to make students actively learn. Second, it was clear that students who were actively learning, working with tasks and exercises, constructing their own learning, and working with peers and group works. Thus, students were not passive subjects who just sat and listened. They are the active experiencers, performers, learners, as well as thinkers who experience, learn, think, and produce. All the way students can behave so are certainly because the teachers effectively design the teaching and learning process.

How the teachers design the activities and how they serve learning truly provide students were engaged actively in the learning process.

To sum up, there were several strategies conducted by the teachers for the sake of maximizing the classroom management. First of all, it was found that the teachers attempted to provide various feedback to facilitate learning. A great variety of feedback such as rewards in the forms of oral and artificial rewards as well as positive reward, correction, and confirmation were frequently used. Further, the data indicated that the teachers spoke with audible sound and good intonation and pronunciation to support the process of teaching and learning process. The other indication in enhancing the classroom management was indicated by starting and ending the classroom session based on schedule. Next, fostering character building implicitly within teaching process turned out as the other strategy performed by the teachers. Furthermore, it can be concluded that the teachers also prepared media for learning to help manage the classroom session. At the lattermost, the teachers provided spaces and opportunities for students to be actively engaged in learning.

### **c. Using English in the Classroom**

Another substantial finding concerning the lesson delivery was that the teachers used the target language (English) in high frequency in the classroom process. Not only the teachers but also the students used English in the classroom although the portion of speaking the language between them were dissimilar. The teachers showed higher portion in

using English in the classroom than the students. Nonetheless, the teachers evidently encouraged students to communicate using the target language. This idea was reflected from the following interview excerpt, T2 revealed that she generally used English but the percentage was not 100%. It was about 80-90%. For the students, she also asked them to use English. It was clear that the teachers understand the principle of learning language that students should practice using the language to communicate to learn. Practicing the target language in the classroom can be very beneficial for language learners.

Another unique finding regarding the use of English in the classroom occurred. It was found that one of the teachers, T3 enforced a strategy to habituate students to use English inside the classroom. The teacher created a certain rule toward her classroom that if there was anybody spoke in totally *Bahasa* or other languages than English, he/she would be charged a fine. The teacher implemented this rule to make students encouraged in speaking English. The students were obviously encouraged to do so although they still need to combine the language with their first or second language. To strengthen this notion, see the following interview excerpt from T3. T3 explained the way how she executed the rule for her class.

We use English although sometimes we also use *Bahasa*. This is one example that I ask the students to speak English in the classroom or at least they combine the languages, not totally speak in *Bahasa*. When they speak totally in *Bahasa*, they get to pay a fine about Rp 1000. This is how I encourage my students to speak English.

From the explanation, it can be seen that English was used as the primary language to communicate in the classroom. However, the teacher also combined it with *Bahasa*. The use of English language was priority and recommended while the combination of English and *Bahasa* was allowed. In contrast, the use of full *Bahasa* was forbidden. Accordingly, the teacher truly made a rule for speaking English. The rule suggested that the students used English or at least combined English and *Bahasa*. Thus, the students were highly required to speak in English or at least combined it with *Bahasa*. If one spoke totally in *Bahasa*, he/she should pay Rp 1.000, - as the fine. Such a rule was aimed to make students motivated in using English in the classroom process. Within this rule, the teacher admitted that it worked well in enhancing students to speak in English.

In accordance with the interviews result, the observations showed the equivalent fact. From the observations, it was found that both the teacher and students mostly spoke in English. It is obvious that T2 spoke in English while opening the lesson, giving instructions, and asking questions. Besides, the students also did the same. It was noticed that when students asked questions or asked for permission, they spoke in English. It is also indicated that the percentage of English used by the teachers was between 80-90%. The students', meanwhile, their percentage of using English was below than the teachers'. It was probably at about 70-80%.

The findings presented in this section showed that practicing English in the classroom emerged as one of the influential strategies done by the teachers when delivering the lesson. The students were obviously encouraged students to speak the target language in the classroom. The teachers also became the language model since they spoke in English rapidly than students. It could be also noticed that some teachers applied a strategy to enhance students to practice speaking English. The aims of the strategy were mainly to make students feel motivated to speak English. From this point, it could be concluded that the teachers at SMP N 4 Pakem considered speaking and practicing the target language as the most successful strategy to help students learn the language. According to this, the teachers always reassured students to practice the language and to communicate using it in the classroom.

#### **d. Figuring Various Roles**

The other notion in relation to the process of lesson delivery was that the teachers figured out various roles to maximize the process of teaching and learning. When asked about roles in teaching, mostly the teachers admitted that they only became facilitators of learning in the classroom. It meant that the teachers tended to facilitate students to learn and let them autonomously construct their own learning. This idea was in line to what the researcher reflected about the roles of teachers. One of the teachers, T1 said:

I only become a facilitator. I give materials but the students learn it by themselves. I never explain, the students read the instruction and do

the tasks by themselves. The task has been designed and structured so the students can easily and autonomously finish it. At the end of the process, they will know what they have learned.

According to the statement above, it can be reflected that the teachers mostly figured themselves as learning facilitators. It was because the teachers only needed to provide materials and opportunities for the students to learn. From the materials, students were expected to learn and set their own learning by themselves.

The reason why the teachers represented themselves as learning facilitators in the classroom was that students in the school are categorized as “learning learners”. The teachers saw the students had high expectation of learning. This fact has been mentioned in section A before. In consequence, the teachers looked for any benefits in figuring out themselves as learning facilitators. Being facilitators in learning was proven by the observations result as well. Based on the observations, T2 facilitated the students by distributing worksheets as the media of learning. This happens every meeting. Those worksheets seemed to be the main source of learning for the students in the classroom. In addition, the teacher clearly offered necessary assistance and enlighten for the students.

Not to speak of, another teacher informed that the teachers did not only perform as the learning facilitator but also did more responsibilities in the classroom. It was found that the teachers perhaps became learning monitors as well as learning motivators. As learning monitor, teachers monitored their students while they were working with the worksheets or

their partners in the classroom. The teachers offered feedback beyond the performance of the students. Besides, they also provided guidance in the process of teaching and learning. Since they taught a language classroom, the teachers always checked the students when using the language both in writing and orally. Lastly, the teachers also be the motivator for the students. This means, they were on duty in maintaining students' willingness in learning. Such a role assisted the teachers to be able to engage students to explore learning as much as possible. Thus, motivating students to learn and to use the language is necessary in language learning process. Amplifying the notions mentioned before, here was quoted the interview excerpt from T3. T3 explained:

I am always monitoring, monitoring is a must especially when the students are doing group works. Besides, because this is a foreign language learning process, so I also check their writing and speaking. I do the accompaniment to the students. I check their understanding, especially when the instructions are not clear enough. So, checking is important to do. The teacher is not only as facilitator, but also motivator, and many other roles.

The excerpt indicates that the teachers performed various roles instead of being only facilitators as they were teaching a foreign language. In teaching this subject, the teachers did have more jobs in the classroom. In figuring out as a foreign language teacher in the class, the teacher consistently monitored students when they were working especially in groups. Besides, the teacher also checked the students' understanding as well as the speaking and the writing production and gave feedback toward them. The teacher assumed that always checking the understanding

especially when students got difficulty in doing the task was important. This could help students reinforce their process of learning.

In regard with the findings reflected from the interviews, it was found typical roles occurred in the classroom observations. Aside from being facilitators, it was revealed that the teacher's roles were as language model, learning designer, and language resource. As the language model, the teacher became the model for the students in using the language. This can be seen from the extract of the observational reports.

The process of main activity is continued by listen and repeat, chunking. The teacher reads a conversation and then the students follow her together. The teacher then divides the class into two groups of persons to read a particular conversation. [23/07/2018]

From the extract above, it can be reflected that T2 became the main model to use the target language. Here, the teacher gave an example how to express phrases in English. The teacher seemed to be the language model for the students apart of involving other models such as from audio and video. From the activity, it could be concluded that the teacher was the central who instantiated her students to speak in the target language. Instead of being the language model, the observations also denoted that the teacher behaved as a learning designer. As noticed, the teacher thoroughly designed the lesson plan that was going to be conducted in her classroom. Besides, the interviews also indicated that teachers spent lots of time in planning the lesson, creating materials, and the assessment. This was clear that the teacher became the only designer of her own lesson.

What is even more significant found in the observations was that the teacher behaved as the teaching organizer and inspirational. The observations showed that the teacher played valuable roles in transferring knowledge and providing various sources, materials and references for students. In addition, the teacher obviously organized appropriate communicative activities to provide students more opportunities in practicing the target language. The teacher seemed to always stimulate students' enthusiasm and interest in learning English. Through several strategies applied, T2 inspired students to use the target language for daily communication. Therefore, T2 obviously motivated students to actively participate in any communication forms in the classroom in particular.

Therefore, from the interview and observations, it can be concluded that the teachers behave various roles to help facilitate learning in the classroom. As explained by the teachers, they frequently behaved as the facilitators, motivators, and monitors. However, the observations pointed out more tasks and roles of the teachers as mentioned in the previous paragraph. Various roles applied by the teachers. This showed that they were very seriously serving and accommodating the students in the classroom process. The most important point to be noted was the teachers did anything for the students to help them learning successfully.

#### **e. Applying Inductive Learning**

To apply inductive learning appeared as another key strategy in lesson delivery. In applying the inductive learning, it was found that the way the

teachers designed the teaching process engendering students to learn inductively. To strengthen this issue, an interview excerpt from T1, “I give the students example first, when they already understand I guide them to the main topic of the lesson.”

Based on the quotation, it could be reflected that the teaching process was obviously held beyond the inductive learning. This could be seen from how the teacher began the process. Every teaching process performed by the teachers was started by displaying examples before entering to a main topic of a lesson. Therefore, it is clear that the students were encouraged to discover rules as well as knowledge by observing those examples. Such an activity was in regard with the basic principles of inductive learning.

Instead of giving the examples first, the teachers also revealed that they never explained rules or any formulations about the materials at the beginning. This notion emphasizes the application of inductive learning truly occurred as well. It is corroborated by the following interview excerpt. When asked about how she started delivering the materials, T2 answered:

I never explain the materials at the beginning. I only give the students materials in the form of a worksheet and then let them find what they are learning by themselves. I am there to confirm what they know about the learning and help the students to learn.

This excerpt indicates that the teachers never delivered an explanation about materials at the opening session. All they did was giving students the examples of materials in the form of worksheets and then let them find the concept by themselves.

Nevertheless, it does not mean the teachers were not involved in the process of teaching and learning. The teachers were still there with the students to confirm whether they constructed the correct concept and to help them when they need assistance in learning. One of the teachers, T2 also added that she never explained materials at the beginning within the process of teaching which was aimed to make students autonomous. She hoped her students could really learn through the process of constructing their own knowledge from the exercises and examples she had given. This idea emerges in the following interview excerpt. T2 reflected:

I have never explained the materials when I teach the students. But, it is within the process of doing exercises or tasks. The students should construct their knowledge by their own. All that I want is they realize what they have learned by the process...

Based on the response of the teacher above, it can be viewed that teachers utilized exercises and tasks from which the students learned and then constructed their own learning. It was clear that not teachers who all the way provided knowledge and deserved the students with materials. The teachers were not the only source of learning. Corresponding to the finding from the interviews, the observations revealed that the teacher only distributed a worksheet as the media of learning in which learning materials and tasks had been provided. The instructions were also made within the task. Therefore, students can be autonomously learning from the media. Nothing else but the students who actively learn and at the end, it was also the students who reviewed and summarized what they had learned.

From numbers of data provided in this section, it is necessary to conclude that the process of lesson delivery performed by the teachers represents the use of inductive learning. This fact is supported by the way of the teachers delivered the lesson. Firstly, the teachers always utilized examples at the beginning of the process. This was always done before they entered to the main topic of the lesson. Secondly, the teachers never explained any concepts or rules or knowledge to the students. They evidently let students to construct their own concept without leaving over the students. Thirdly, the teachers let students to work with exercises and tasks to help them construct their own learning. All of the addressed findings refer to the evidence of inductive learning application within the process of teaching and learning especially in the lesson delivery.

#### **f. Integrating Technology**

In addition to apply the inductive learning, it was found that the teachers integrated technology toward the process of teaching and learning. It was found that the teachers made use of various media and tools which were integrated with technology. Currently, the teachers had combined various teaching media with the use of technology to support the students to learn. This idea is reflected from the interview below. T1 explained that in integrating the technology, she used PPT, internet as well. This statement indicated that the use of technology such as PPT and internet truly occurred. Such media turned out as the primary source for the teachers to help them deliver the lesson.

Likewise, T2 added the use of video was also ensued when talking about technology for teaching and learning media. T2 explained that the integration of technology took place in utilizing video and PPT. Besides, there were more varied technology occurred in another teacher's classroom. Instead of using video, PPT, and internet, T3 utilized more various equipment to support learning. She mentioned:

I integrate various media within the use of video, and then in the classroom I also sometimes open an internet access. I ask the students to find out something by googling. Even when it is needed, I ask my students to open their cell phones to access items test as the exercises. I share the questions through WhatsApp, and then they do the exercises through their own phones. It can be through laptop or HP as well.

Based on the statement, it can be reflected that the teachers always integrated technology when teaching. Such an attempt is possible since the school truly provides the access of technology. As observed, the school has provided every classroom with an internet and equipped tools such as LCD, projector, laptop, and so on. Students, likewise, they also have their own cell phones and each of them brings the cell phone when going to school. Therefore, the teachers benefitted this situation to support the classroom process.

In addition, the observations also showed that T2 utilized any kinds of media integrated with technology which had been provided by the school in the classroom. When observed, T2 made use of video and PPT within the main activities in the observing stage. Another chance, the teacher seemed to use audio and internet to introduce an example of a conversation. All in all, it could be claimed that technology integration

was aimed to display anything that will engage students to learn. Besides, the technology also helps both the teachers and students to assist learning specially to do tasks or assignments.

**g. Self-Enhancing in Delivering Lessons**

To maximize the lesson delivery, it was found that the teachers did self-enhancing as the ultimate concern of lesson delivery found in this study. The teachers gave substantial amount of attention to organize and implement this strategy. In self-enhancing themselves, the teachers attempted to be always well-prepared. Besides, it was found that the teachers combined various teaching styles to facilitate different learning styles. Lastly, the data showed that the teachers were in attempts to always keep updating.

The first strategy done by the teachers was to be well-prepared. That is to say, the teachers felt they should be in such a way to deal with the students who expected highly in learning and to encounter learning in the current modern and digital era. This idea was apparently reflected in the following interview excerpt. T1 explained:

For me, I just develop myself to be able to give what is best to my students. It is like giving a well-prepared teaching with a higher level of teaching. Also, I use materials that are high order thinking. If we give something standard, the students will be bored. The materials and activities should be challenging and interesting. I think this is also the hardest part when it comes about teaching in this school.

From the statement above, it can be inferred that the teachers needed to always prepare themselves in order to serve students the most suitable materials and activities. As explained, the students in the school were

regarded different from junior high school students from other schools. They demand more expectations from the teachers as they had high expectancy in learning. Consequently, the teachers offered more than standard process of teaching and learning. The teachers also tried to provide high order thinking activities along with high quality materials. These aimed to make students satisfied in learning as they needed more interesting and challenging activities to assist learning. Therefore, to grant any demands from the students, the teachers were always well-prepared when dealing with materials and activities they used in the classroom.

Additionally, the teachers also needed to combine various types of learning. Combining various types of the learning process meant that the teachers considered that their students have various styles of learning. Thus, the teachers needed to combine media, methods, as well as activities to support students in learning. This was due to the need of providing the most appropriate lesson for the students. Such an idea could be indicated in the following interview excerpt. T2 stated:

We can only give that combination (learning styles), sometimes I emphasize on the audiovisual, like video, sometimes visual like pictures, sometimes also audio like recording materials, but at another time I also use movements to stimulate their motoric ability. That is to facilitate. Here, the process is held in the class, classical, so to coordinate one by one of the students will be difficult. Besides, teachers should also be well-prepared. If not, the students will not see them and will not be engaged in learning. In addition, a teacher should be updated.

The statement initiates that the teachers combined different activities to support various students' learning styles. This way, the teachers felt that

they could be able to facilitate students in learning. Different individuals will have different learning styles. In consequence, the teachers utilized various media to assist students' learning styles. Whatever students' style, whether they are visual, or auditory or even kinesthetic, the teachers would consider and combined these styles in one comprehensive and effective teaching and learning process. That means not a single teaching and learning process was intended for one learning style. It was because the teachers could not specifically support each of the learning styles. So, the teachers were in attempt to accommodate various styles within a combination of learning.

Last but not definitely least, it can be inferred from the data that the teachers also needed to keep updating. The current situation demands the teachers to be educated with ICT (Information and Communication Technology). From the data, it could be concluded that in doing self-enhancement, the teachers did several exceptional strategies to deal with lesson delivery. First, the teachers always tried to be well-prepared. This concerns with how they prepared the materials and the activities for the students. Second, the teachers continually combined various media and teaching process to assist students' learning styles. Such a strategy aimed to support students having different learning styles. Third, the teachers attempted to keep updating. This meant that teacher always adjusted themselves with the students and the environment (situation and condition).

This section has already presented abundant data regarding how the teachers at SMP N 4 Pakem delivered the lesson. The numbers of findings showed that how the teachers' strategies conducted within the process. In this part, the researcher needs to represent some of the main points upon what had been found. The first significant concern to discuss was that all of the teachers delivered the lesson within three stages that were opening, main activities, and closing. These stages had their own activities and techniques conducted in each. Scientific Approach, furthermore, turned out as the most frequently used approach that was elaborated through the main activities.

Some other findings including maximizing classroom management, using English in the classroom, figuring various roles, applying inductive learning, integrating technology, and doing self-enhancing in lesson delivery occurred as well in the process. All the efforts indicated that the teachers tried to give the best teaching and learning process for the students. The teachers were obviously in attempt to maximize their roles as being language teachers. That is to say, the teachers tried to maximally create good environment in the classroom. This might be to help contribute to a greater impact for students to be actively engaged in the process of teaching and learning.

In addition, how the teachers delivered the lesson is used as one of parameters of successful teaching and learning as well. The successful teaching is measured from how the students achieve the learning

objectives which are held within this process. Moreover, this notion also indicated that what had been planned in the lesson plan was successfully implemented. Thus, everything that the teachers performed in the lesson delivery should support them to depart from the lesson plan.

To recap the whole findings presented above, the researcher presents all the mentioned points of lesson delivery within Table 2. Below is the summary of the strategies done by the teachers to deliver the lesson. The following table is to answer the 2<sup>nd</sup> question of this research.

Table 2. The Summary of Findings of Lesson Delivery Process

<b>Q1</b>	<b>The Process of Lesson Delivery</b>
How do the English teachers at SMPN 4 Pakem deliver the lesson plan for the process of English language teaching and learning according to the Curriculum 2013?	a. The teachers implemented the process of teaching in three stages: opening, main activities (observing, questioning, exploration/experimenting/collecting data, associating, communicating/networking, producing/creating), and closing.
	b. The teachers managed the classroom by the following strategies: <ul style="list-style-type: none"> <li>• Providing Feedback</li> <li>• Speaking with Good Sound and Pronunciation</li> <li>• Starting and Ending the Class on Time</li> <li>• Fostering Character Building</li> <li>• Preparing and Using Media for Learning</li> <li>• Giving Space for Students to Actively Learn</li> </ul>
	c. The teachers used and supported students to use English in the classroom
	d. The teachers figured out various roles.
	e. The teachers applied inductive learning.
	f. The teachers integrated technology.
	g. The teachers did self-enhancing in delivering the lesson.

### **3. The Process of Students' Achievement Assessment**

In relation to the third phase of teaching and learning process, it was found that the teachers at SMP N 4 Pakem conducted a process of assessment to measure the students' achievement. The teachers revealed several strategies to assess students' achievement in this school. There were seven definitive ways in regard with the assessment conducted by the teachers. Each of the strategies is elaborated below.

#### **a. Conducting Attitude, Knowledge and Skills Assessments**

The foremost finding in regard with the assessment was that the teachers conducted an assessment for assessing attitude, knowledge and skills. However, from the interviews, the teachers only revealed the assessment that dealt with the English teaching and learning process. The interviews indicated only the use of knowledge and skills assessment. In conducting the different assessment, the teachers made use of various techniques for each of the types has its different aims and methods. It was found that the teachers used journals to assess students' attitude and various techniques to conduct knowledge and skills assessments. This idea was reflected by one of the teachers in the interviews, T1 explained how the assessment is performed in her classroom:

There are two kinds of assessment. They are for knowledge and skills. The assessment of knowledge can be from daily assessment or test. It is done orally, sometimes, it means I don't formally assess the students and make score from that. Besides, I also use daily tasks. When the worksheet has not yet been finished, it can be the students' homework and can be the score of the daily task. For assessing skills, I use exercises or practices, sometimes projects, portfolios, or the best work the students ever made. They select the best one and then I will assess

from that. For the project, it is very simple. For example, I ask my students to create PPT of animal descriptions. Another chance I ask them to create a lab book, or a mini dictionary containing words or expressions. What I intended to is that the project can enhance their creativity. So, it is not a complicated thing. The students just need 2 to 3 weeks to finish the project.

The statement above clearly shows that the teachers performed two types of assessment, one for knowledge and one for skills. It could be denoted how the teachers utilized various techniques to measure students' achievement for both knowledge and skills. To assess knowledge, the teachers conducted both formal and informal assessments. The formal assessment was reflected in the form of test (written test) or daily test or it was usually called *ulangan harian*. Informal assessment, in contrast, was performed for example through question-answer in a closing session. Besides, other kinds of assessment for knowledge were administered through daily tasks like a worksheet and/or homework. The aim of this assessment was to measure the extent to which the students understood about what they had learned. Such an assessment also benefitted the students to construct their own learning.

Moreover, the data above showed that to assess skills the teachers utilized considerable techniques including practices/performance assessment, projects, products, and portfolios. In administering performance and project assessment, the teachers demanded the students to do a simple project like presenting the lesson using PPT or creating a lab book or a mini dictionary. Such simple projects occurred to measure skills as well as the creativity of students. In addition, to establish product

and portfolio assessment the teachers sometimes asked the students to collect works and selected the best of the works to be submitted. The aim of this assessment was to measure how students could apply the result of learning into the real use of language in daily life.

Strengthening the notion delivered by T1, T2 also mentioned there were two types of assessment that truly occurred in the assessment process. T2 revealed:

There are two types, for knowledge and skills. The assessment for knowledge is test. The test is the daily test that is for per basic competence. For skills, I often use practice. But, it depends on the characteristic of basic competence. If it needs oral and written practice, so I will assess the students' speaking and writing products. What can be reflected from the excerpt above is that the teachers merely focused on two kinds of assessment which were used to assess students' knowledge and skills. As stated, the teachers considered not only the knowledge of English, but also the skills to use the language. In assessing knowledge, the teachers used a test held in one basic competence or one lesson plan. Therefore, each time a lesson plan had been completed, a formal knowledge assessment in the form of the test was administered. Meanwhile, for assessing skills, the teachers made use of practices for speaking and writing products. From the documents, it could also be seen that assessing knowledge and skills truly occurred within various techniques (See Appendix 8).

Furthermore, in the observations it was found several identic findings. As observed, T2 always delivered questions in the closing session to check students' understanding. It indicated that the teacher assessed students by

using informal oral assessment. Besides, T2 also gave the students assignments or tasks both as classworks and homeworks. At the end of the lesson (meeting 8), it was observed that T2 held a daily test. This test was conducted in a classroom session consisting 90 minutes of duration. In the test, the students were supposed to do a written test containing particular numbers of multiple-choice items and several numbers of short-answer questions.

All of the activities mentioned earlier revealed that the teacher utilized various techniques to assess students' knowledge. In another opportunity, the observations showed that T2 assessed students' skills. It was conducted by asking them to produce a conversation in written and oral forms. This activity was held in another meeting separated from the written test session. In this activity, students worked in pairs. The students were charged to create a conversation containing particular expressions. After that, they were demanded to perform the conversation in front of the classroom. The teacher then assessed the speaking and writing product of the students from such an activity. While the students were performing, the teacher observed and assessed their performances by using a rubric. From the sample of assessment, it could be reflected that the teacher conducted speaking and writing practice as the form of skills' assessment.

In short, it could be concluded from the data that the teachers established an assessment process to assess students' achievement which was divided into three types of assessment: attitude, knowledge, and skills.

In assessing those three aspects, the teachers conducted various techniques for each of the assessments had its own purpose. To assess attitude, it was revealed the use of a journal. In assessing knowledge, there were various techniques applied including formal and informal assessment. Formal assessment was performed by a daily test while the informal assessment was delivered by question answer, daily task, assignment in the form of classworks and/or homeworks. Lastly, the teachers seemed to assess the students' skills by using practices/performance assessment, project, product, and portfolios.

#### **b. Using Authentic Assessment**

Another significant finding regarding the students' achievement assessment was that the teachers used a kind of authentic assessment. The use of authentic assessment was as a supplementary technique of assessing the achievement. Based on the findings, it was found that the teachers conducted a portfolio, problem-based, and product-based assessment in addition to multiple-choice tests and short-answer questions. To confirm this notion, see the following interview excerpt from T1, as follows:

For portfolios, sometimes I assess speaking of the students when they do a presentation session. For writing, I usually ask them to write a paragraph or a text. I ever asked my students to make a descriptive text about *Jogja*.

From the explanation above, it can be reflected that teachers often used the authentic assessment techniques such as portfolios, oral questions, and written tasks. Thus, it clearly showed that the authentic assessment was used to evaluate only the productive skills. It was applied to assess

speaking and writing. Another teacher revealed that the authentic assessment was a common approach applied simultaneously within the process of teaching and learning in her classroom. Therefore, she often used it for measuring students' comprehension and achievement. The use of several kinds of authentic assessments was reflected from the explanation of T2 in the following interview excerpt.

Authentic assessment is something I often use in the classroom. For me, it is like to measure my students' achievement. For example, at the end of the meeting, I always deliver oral questions regarding what the students have learned. This aims to know whether the objectives of the learning have been already achieved or not.

From the statement, it can be inferred that the teachers usually delivered questions at the end of a learning session that was in the closing stage to check whether students had understood what they had learned. The teachers deliberated the questions as the types of authentic assessment for students to demonstrate real use of the target language even if just a simple task. Using questions at the end of the classroom session was intended to solicit evidence if students had achieved the learning objectives.

It could also be inferred that the authentic assessment was conducted within the process (process-based assessment). Such an assessment was beneficial to provide feedback for the teaching and learning process. That is to say, the teachers would have a view on students' progress. Besides, the teachers could also decide on what part students are forceful and poor. Accordingly, they also knew whether they should continue or keep teaching on a particular lesson. The observations shared similar idea. It

was found that T2 frequently utilized oral questions to check students' understanding at the closing stage.

In addition, T2 also used authentic assessment when assessing students' speaking and writing skills. It happened when T2 asked the students to make a conversation and practiced it in pairs. In this assessment, the students were required to perform and practice their learning.

To conclude, the use of authentic assessment truly occurred in the classroom. The use of authentic assessment was as additional techniques for the assessment and it existed simultaneously within the teaching and learning process. The forms of the authentic assessment varied from oral questions to portfolio.

### **c. Varying Different Types of Assessment**

Varying different types of assessment emerged as the other important issue concerning the process of students' achievement assessment. Based on data found in interviews and observations, it was discovered various types of assessment including formative assessment, problem-based assessment, product-based assessment, diagnostic test, and summative test. The following paragraphs elaborate each of the assessments.

First of all, a significant notion regarding the variety of students' achievement assessment was that the teachers conducted a formative assessment in the classroom. The formative assessment was aimed to monitor learning in order to provide an ongoing feedback for both the

teachers and students in improving teaching and learning. Such an assessment was used for teachers' consideration upon teaching progress. It was used to consider how the future teaching and learning process should be. This idea was revealed by one of the teachers. T2 conveyed:

For formative assessment, I use it as the consideration for the next meeting. So, it is done continuously. For instance, I use question-answer and assignments. From the result of this assessment, I can see how the development of my students' learning. It answers if I should continue to the next lesson or review the lesson again.

The statement clearly shows that the teacher utilized the formative assessment as a review of the extent to which the students had acquired learning. The result of the formative assessment showed a detailed description of progress and development of students. In doing this assessment, the teacher used question-answer and assignments. Both techniques benefitted to check whether the students had already understood the lesson. In addition, the aim of the formative assessment was to modify teachers' teaching and learning activities.

Besides to see students' progress, a formative assessment was also used to improve students' achievement. As observed, the teacher (T2) conducted several questions during the process of teaching to find out students' learning progress. Instead of using oral forms of assessment, the teacher also benefitted the use of written form. This was done by giving instructions for students to sum up what they had learned in the learning process. This activity benefitted the students to identify the strengths and weaknesses of their own learning. Besides, it also helped both the teachers and students to know the target areas that still needed more works.

Furthermore, another teacher explained a different strategy conducted in facilitating herself to conduct a formative assessment. T3 told how she conducted such an assessment in her classroom. She asserted:

I think daily tests can become the formative test for me. And also, I use quizzes. Individual quiz that allows the students to open any sources like dictionary but they should do it individually. While for the daily test, they are not allowed to do that. The daily test is done without opening any sources including dictionaries.

The interview excerpt indicates that the teacher frequently conducted the formative assessment in the form of daily test and quizzes. Both the test and quizzes were administered during the process of teaching and learning. What made it different was that daily tests were done at the end of lesson while quizzes were held in every meeting. In addition, the teacher also enforced different rules for each activity. In daily test, students were not allowed to use any sources while in quizzes they were still allowed. The reason why the teacher used that kind of formative assessment was to recognize which area students need struggling. Also, it benefitted the teachers in addressing problems occur in the teaching and learning process. Eventually, the teachers could provide whatever strategies in getting over the problems. They could decide what should do in regard with the teaching.

Next, the second evidence strengthening the varied use of assessment was the existence of alternatives in assessment. The alternatives in assessment occurred as supplementary techniques to assess students' achievement. There were different types of alternatives assessment

including problems-based assessment, performance-based assessment, project-based assessment, portfolio, and observations.

The initial type of alternatives was performed by problems-based assessment which was emerged in the form of discussion session. The observations showed that the teachers sometimes delivered an issue to be discussed by students in the classroom. Within this activity, the teacher observed the students' speaking. That is, the teacher encouraged the students to apply knowledge they acquired in the form of speaking product. In this activity, there also occurred the observations as another type of alternatives in assessment. The teacher seemed to provide an instrument in the form of journal to observe students' speaking.

Besides, the teachers also utilized a performance-based assessment. It could be seen from the observations result. The observations showed that the teacher (T2) held a test in which students should perform a conversation in pairs. Besides, another teacher explained in interviews that she asked students to perform a presentation. T1 stated, "I assess speaking of the students when they do a presentation session." This means the teachers also conducted a performance-based assessment such as assisting students to perform conversation and presentation. By using this assessment, the teachers assessed the students' performance through interesting activities.

The project-based assessment, on the other hand, it was used in the form of tasks such as creating a PPT, a lab book, or a mini dictionary. This notion was delivered by T1 in the following interview excerpt,

For example, I ask my students to create PPT of animal descriptions. Another time I ask them to create a lab book, or a mini dictionary containing words or expressions.

From the excerpt, it can be concluded that the project-based assessment was reflected through the use of tasks. It could be seen that the project was very simple which only required the students 1 to 2 weeks to complete. Therefore, the project did not burden them with any complicated and long-term tasks. The Project-based assessment did not only provide benefits to assess students' achievement but also creativity. Such an assessment led the students to explore their creativity as well as learning.

Furthermore, there was another fact occurred within the process of assessment which relied on the use of a diagnostic test. This test was intended to diagnose students every academic year in regard with the National Examination. In other words, subjects that were being tested in the diagnostic test were those tested in the national examination. The subjects included Math, Indonesian, Science and English. This idea was reflected from the interview excerpt below. T2 revealed, "at every beginning of an academic year, there is a diagnostic test that covers 4 subjects of national examination including English." From this interview excerpt, it could be seen that the diagnostic test was held every academic year. It was done at the beginning of a new academic year. The diagnostic

test covered 4 subjects which being tested in national examination including English.

The last but not definitely least, it was found that the teachers conducted a summative test in assessing students' achievement. As its name suggests, the summative test was held at the end of a unit of lessons. The form of summative test varied from a mid-term test and final exam test. To strengthen this idea, it was presented an interview excerpt delivered by T2. She said, "for summative test, we use a daily test for per basic competence, PTS (mid semester examination), and PAS (final semester examination), and national examination of course." It indicates that the teachers conducted a daily or weekly test to assess students. There was also a mid-term test called *PTS* and a final semester examination called *PAS*. Meanwhile, another standardized summative test emerged which was mandated by the government called as national examination. All of the kinds of summative test aimed to evaluate the students learning which are held at the end of a particular instructional unit. Besides, summative tests were indicated with the comparison against any standards or benchmark of assessment.

All in all, the above section has elaborated all the notions in regard with the use of different types of assessment in the process of assessing students' achievement. As the data displayed, there were several types of techniques under some particular assessment principle of formative assessment, alternatives in assessment, diagnostic test, and summative test.

The formative test was used to monitor the process of learning performed in the form of question-answer, assignments, daily tests and quizzes. In addition, there was a kind of alternatives in assessment which were varied in the form of problems-based assessment, performance-based assessment, project-based assessment, portfolio, and observations. Other than that, there was also a diagnostic test to diagnose students every academic year covering four subjects: Math, Indonesia, Science, and English. Lastly, there was a kind of summative test reflected in mid-term or *PTS* and final exam or *PAS*.

#### **d. Preparing Assessment Devices**

In addition to varying different types of assessment, the findings showed that the teachers prepared assessment devices. By preparing the assessment devices, the teachers were helped to administer the assessment as well as to analyze the score. The assessment devices prepared by the teachers included the equipment such as rubric, assessment criteria, and assessment guide. Besides, it was found that the teachers referred to Curriculum 2013 in devising the assessment tools. They adapted and designed the devices by themselves. This idea could be inferred from the following interview excerpt. T1 revealed,

I always prepare the assessment guide or rubric along with the lesson plan based on Curriculum 2013. And, I make it by myself. But, sometimes I adapt from books. The materials for the assessment can be taken from books, while the instruments are made by myself.

From the statement, it can be seen that Curriculum 2013 appeared as the main reference in preparing the assessment guide and rubric. It was found

that everything the teachers needed regarding the devices, they designed by themselves based on the curriculum. Additionally, the teachers also adapted the assessment devices from the other sources like books. Most frequently, the teachers took materials for the assessment from books but the assessment instruments like items test were designed by the teachers.

Besides the assessment guide, it was found that the teachers designed the assessment rubric. Another teacher stated that she used a rubric to guide assessment of skills (practice). This could be reflected from the following interview excerpt. T2 explained, “a test should use assessment guide or *pedoman penskoran*. For the practice, there should be a rubric for that. That is to say, the teachers used a rubric. The rubric turned out as another aspect that was important to be used when assessing skills. Meanwhile, the teachers should also use *pedoman penskoran* or assessment guide for testing. The use of rubric was aimed to assist the teachers in administering the assessment process. The teachers used the rubric when they used practice assessment. This meant that the rubric was used when assessing students’ production in speaking as well as writing. The rubric used by teachers were simple and easy to use. This statement was delivered by one of the teachers, T1 revealed:

The rubric is very simple. When assessing, I sometimes cluster them in one. For example, there are only two criteria, the content and the language. And the scale, it is only 3, 2 and 1. 3 is when my students can do it well; 2 is when the students do it good; 1 is when my students do it ordinarily.”

The statement above shows that the teachers designed a very simple rubric for not many aspects were included in the rubric. For the scale, indeed, it

only consisted of three items of scoring in maximum. Such kind of rubric benefitted the teachers to get easier in assessing the students. Besides adaptation, one of teachers always designed all the assessment devices by herself. This was reflected from the interview excerpt in the following. T3 described how she made the assessment devices.

Honestly, I make it by myself. From the instruments, score guide, rubric as well. Those all are to complete the administrative of teaching. And this, I have a parent-collaboration letter that should be given to the parents of the students. The students are allowed to follow the next test if only they give the letter to the parents and there are comments or at least the parents' sign. This is used to make sure that the parents know how the development of their children. For the assessment devices, it can be said that I also adapt from many sources. That's because I should adjust it to the students' needs. Besides, I also consider what types of assessment I will use, whether it's for oral or written forms. Therefore, I will take it from somewhere and I modify it.

The excerpt indicates that the teacher thoroughly designed the assessment devices including instruments, assessment guide and rubric by themselves. She believes that it is the demand to be a professional teacher. Such devices were intended for any administrative interest. However, the teacher also admitted that she adapted several aspects from other sources. It was because she should make suitable assessments for the students. Therefore, considering the types of assessment and the materials was important. Selecting assessment types and the devices was necessary to fit to the students' needs.

Additionally, it could be seen that the teacher created a unique strategy in the assessment. That meant she seemed to try collaborating with parents. She used such a parental consent letter in which a comment or at

least a sign from parents were needed. This letter provided benefits for students to enter to another assessment session. That meant the students could not follow another test unless they gave the parental consent letter to the parents.

To sum up, all the English teachers at SMP N 4 Pakem mostly prepared and designed the assessment devices referring to Curriculum 2013. Teachers took the assessment guide from the curriculum, then designed the instruments and rubric by themselves. In addition, the teachers also sometimes adapted and took some examples from different sources and modified them based on the students' need and character. The involvement of parents seemed occurred in the process of assessment.

#### **e. Integrating Technology in Assessment**

To enhance technology integration within the process of assessment appeared as the other essential notion. It was found that the school and all teachers including the English teachers obviously integrated technology in assessing students. This meant that technology was not only used in the process of lesson delivery, but also in the process of assessment. This notion was clearly reflected by T3 in the following interview excerpt.

I use a certain program to analyze the score. So, I input the score and then the result will appear. It is like an items analysis. Besides, there is also an online test. Like mine, I have a Saturday-Night assignment, it is one of the examples of the online assignment. I also do the remedial test via online especially when there are many students who will participate on the remedial test. So, the remedial program will be conducted via online as well. For the online, you can find many activities including daily assessment, assignment, remedial test, or anything. So, the online means how we as teachers share the items test

or items for the assignment and how the students access it to get the test.

From the statement above, it can be indicated that the technology was applied in considerably numbers of set up. The teachers were obvious to integrate technology within the process of analyzing score like those happened in items analysis. There was also an online test. This test was to represent a kind of assessment technique that used internet connection. Specifically, T3 usually assigned the students the online assignment at particular time, for example Saturday-Night assignment. In another opportunity, the teacher also administered the online test for a remedial program. This occasionally occurred whenever the number of students who attended the program were considerable. Therefore, it was obvious to see that integrating technology emerged in many aspects of assessment.

The teachers used technology in giving assignment, doing the assessment, or even holding a remedial program. The teacher also said that “online” covered a wide-scale of meaning. This probably meant how the teachers conducted the assessment which was using internet, laptop or gadget. Students could only do the test when they had their account and logged in to the account. It was how the online test literally meant. On the contrary, online can be also meant as how the teachers shared the items test or tasks for the students. Both teachers and students should be online or connected to the internet when needs accessing the tasks or assignments.

Likewise, another additional notion was revealed. It was found that the technology integration was also used to administer several forms of the summative test including mid-term and final exams. T1 stated,

The online test is commonly used for mid and final semester examination. But, now daily assessment is also established via online. This really helps us both to do correction and to get the result of the test. All the parties here have been guided to conduct this test. From the excerpt above, it could be inferred that at the beginning the online test was used to administer mid-term and final exams. However, as time goes by, the demand of using technology increases. This made the teachers started to deliver other assessment programs like daily assessments and remedial program via online. It was found that the teachers felt helped with the technology integration in assessment. It happened not only when administering the test, but also when analyzing the score.

Besides, the teacher also revealed how online test was organized in the process of assessment in the classroom. The interview excerpt below showed how the online test worked. T1 explained:

So, everyone, teachers and the students can do this. It is because it has been done many times. The students can do the test by using laptops or cell phones and the test is conducted in a class. There will be the schedule for each subject. The access to the test will be opened based on the schedule. The students use their own phones or laptop. The school only provides website and the access of the test. There is of course an internet connection to help this process. Besides, the school also provide a computer lab as the back-up when the students have problems with their equipment.” From the excerpt, it could be seen that all the teachers and students were already able to perform the online test for this program had been run several times. It was assumed that all the parties were already aware as

well. The online test was established in a classroom, similar to another traditional test. That is to say, the classroom online test meant that every room in the school are already equipped with internet connection. After that, there would be a schedule for each subject in which students could only perform the test when the schedule began. To access the test, students were able to use various devices like laptops or cell phones (Android or I-phone) which should be connected to an internet access. Additionally, students could only access it when they were able to log in to a particular website using their own account. To do this test, students were supposed to use their own devices. Thus, the students could preferably use their laptops or cell phones. Besides, a computer laboratory was also provided to those who do not bring laptop or cellphones or owning the equipment.

In short, there were a notion that indicated the teachers to integrate technology within the process of assessment. First, the teachers truly integrated technology for conducting the assessment. The integration was applied within various program both in analysis and assessment. The assessment programs included summative tests like mid-term and final exam; daily assessment and assignments, and other tasks conducted in the classroom. Second, the technology integration was usually called an online test. The online test could be the literal meaning of doing the test via online. However, the online test also meant only the way the teachers shared the items of tasks or assignment. Third, the real online test was done by taking advantage of students' own gadgets. It was found that the

school only provided the internet connection and a website in which students could log in and did the test.

#### **f. Establishing an Enrichment Program**

The last but literally not least regarding the assessment, establishing an enrichment program within the classroom process occurred as the other evidence. It was found there was an indication of the teachers to establish an enrichment program in the assessment process. This program aimed to reaffirm and strengthen students. Such a program benefitted the students to enhance their score as well as learning. As explained by one of the teachers, T3 utilized the enrichment program to provide students in preparing themselves for the summative tests. T3 stated:

The enrichment program is given within the teaching and learning process. So, every student will get the test in order to get better score although their score has met the requirement. It is like I give them the test again. I give it after all students finish the test while waiting for the summative test. It is like they study again, get a test again and it is allowed in my classroom. also, I will take the higher score.”

The interview excerpt above shows that the teacher delivered the enrichment program for all students. This program was done both before and after a formal test was started. The aim of this program was to pre-test and retest students in strengthening them again so that they became ready to do the summative test. From several times of enrichment program of one lesson, the teacher only took the highest score obtained by students. Therefore, from this program students were able to improve their score.

From this fact, it could be concluded that the teachers considered enrichment program was important to do. Besides it was truly mandated

by the curriculum, the teachers also saw this as a good program for the students. Thereupon, the teachers always designed the program in the lesson plans (see Appendix 9). Also, they applied it within the process of teaching and learning process.

#### **g. Establishing a Remedial Program**

The latest finding emerged within the process of students' achievement assessment was that the teachers established a remedial program. The remedial program was a program intended to remedy and to improve students' achievement. Particularly, the remedial program was given for those who did not meet the minimum criteria of mastery learning (*KKM*). That means, students who attended the remedial program should be those who had not mastered the learning yet. This idea was strengthened by the following interview excerpt. T3 responded:

For remedial, I will do this whenever there are students who get lower score than *KKM*. That means the score that does not meet the requirement, which is 80. I give them remedial teaching first. I teach the students who get lower score. The teaching is focused more on the part where they are still weak. And then, I give them a test again. For the test, if there are only a few people, it can be carried out directly. However, when there are more students who get involved, I will share the test via online.

The responses delivered by T3 indicates that a remedial program was only held when there were students who get test score under 80, which was the minimum criteria of mastery learning (*KKM*) for English subject. To begin the program, the teachers conducted a remedial teaching. The remedial teaching was given to those who get lower score. It was focused on parts where students mostly created mistakes. After the students got enough the

teaching session or remedial teaching, then they were given the remedial test. This remedial test could vary from giving the students a test session outside the classroom or just sharing the test via online. Doing the remedial test via online for students was possible when more numbers of students involved in the program.

Another teacher gave a review about how she conducted the remedial program in her classroom. T2 explained that she varied techniques in doing the program as could be seen in the following interview excerpt.

If there are students who get score below KKM, so it is necessary to do the remedial program. So, after the test I will see the score of the students. If there are some that do not meet the requirement, I will make a remedial program. I take a look at what points of indicators that have not yet obtained. So, the program will depend on it. This means the program is outside the classroom session. But still, I consider how many students who are involved. If there are many students, so the program will be classical. In contrast, when there are only a few people, I will do it outside the classroom schedule. The forms are various. There are lecturing, peer learning, tasks or assignment and classical remedial program.

From her statements, it can be noted that the remedial program needed to be conducted when some students failed to achieve the minimum criteria of mastery learning or *KKM*. Accordingly, the teachers could only know whether they should conduct the program after knowing the students' test result. When there were students who got score lower than 80, the teachers needed to conduct the remedial program. There was a matter that should be highly considered by the teachers. That they ought to look the parts at where students were weak. Meaning that they would focus on the indicator points at which students have problems.

Another point indicated that the remedial program was conducted outside the classroom meeting. So, there was an additional classroom session particularly held for the remedial program. Still, the teachers would also consider how many students needed attending this program. When there were lots of students, the program was held classical. When there were not, an additional classroom session would be made. It was also found that teachers conducted the program in various techniques such as lecturing, peer learning, tasks, and classical. The most importantly, the remedial program depended on the situation and condition. Therefore, there was no specific rule governing the teachers to conduct a particular technique for the remedial program.

From the explanation, it could be concluded that the teachers benefitted the remedial program to enforce students in learning. Thus, by establishing the program students were helped to achieve what they supposed to. The teachers also helped students to improve their score which let them continue to the next lesson.

In this section, it has presented some of the data that revealed how the English teachers at SMP N 4 Pakem assessed the students' achievement. Several significant strategies emerged within the process of assessing students. The teachers revealed that strategies are namely to conduct knowledge and skills assessment; use authentic assessment; vary different types of assessment including formative assessment, alternatives assessment, diagnostic test, and summative test; devise assessment

devices; integrate technology in assessment; establish an enrichment program; and establish a remedial program. Accordingly, it could be summed up that the teachers tried to maximize the process not only in lesson planning and lesson delivery but also in the process of students' achievement assessment. It is clear to see that a successful teaching is not solely derived from how good teachers plan and deliver the lesson. A good and well-prepared of assessment also determines.

Nevertheless, a well-prepared assessment followed by a proper implementation of it also influences the result of teaching and learning. That is to say, the way teachers assess students will greatly impact the students' process of learning. It is because the assessment plays an important role in providing information for teachers about the students' achievement. Assessment turns out as the most favorable activity to gain any information about the result of teaching and learning process. Therefore, the ways the teachers do within the process of assessing students' achievement will benefit them in getting any necessary information about the students. The information will be also beneficial for teachers in preparing for the future lesson.

From numbers of data presented, it could be inferred that the teachers mostly referred the Curriculum 2013 to prepare as well as implement the process of assessment. It could be seen for example, in the process of designing assessment devices. Also, several types of assessment were in line to what curriculum has mandated. However, there was an evidence

that the teachers also initiated to design the assessment by themselves. This means, they attempt to be independent as teachers in the classroom. Besides, they also involved students' in the assessment process through considering the types and techniques of assessment based on students' needs and characters.

To recapitulate all the findings presented in this section, the researcher represents in Table 3. The table below consists of brief significant points that answer the research question number three that deals with how the teachers at SMP N 4 Pakem assess students' achievement which is in accordance with Curriculum 2013.

Table 3. The Summary of Findings of Students' Achievement Assessment Process

<b>Q1</b>	<b>The Process of Students' Achievement Assessment</b>
How do the English teachers at SMP N 4 Pakem assess the students' achievement for the process of English language teaching and learning according to the Curriculum 2013?	a. The teachers conducted assessment for attitude, knowledge and skills.
	b. The teachers used authentic assessment.
	c. The teachers varied different types of assessment including: Formative Assessment, Alternatives Assessment, Diagnostic Test, and Summative Test.
	d. The teachers prepared assessment devices.
	e. The teachers integrated technology in assessment.
	f. The teachers established an enrichment program.
	g. The teachers established a remedial program.

## **B. Discussions of The Research Findings**

This section mainly discusses the findings of the research in reference to the research questions. The researcher focuses on the findings that insightfully provide answers to the research questions mentioned in the previous section. Accordingly, the findings presented are discussed in details in reference to the relevant theories as well as government regulations related to English teaching process. In addition, the researcher also compares the findings of this research with previous works that focused on similar topic. Hence, the discussion presented in this section is confined to the research questions mentioned in the previous section that are categorized into several main categories namely, teachers' ways in planning lessons, teachers' ways in delivering lessons, and teachers' ways in assessing students' achievement.

### **1. The Process in Planning Lessons**

The findings of this study show several aspects regarding the lesson planning process conducted by English teachers at SMP N 4 Pakem. The findings reveal several ways followed by teachers when planning their lessons. There are several aspects to be focused on when talking about the ways' teachers plan the lessons namely, the considerations taken into account before designing lesson plans, the references used, the way the lesson plan is designed, the strategies used in designing lesson plans, and the organization process of lesson plans. All of the strategies conducted by the teachers in the teaching processes occurred in the findings seem to be in accordance with government regulation No. 22/2016 concerning the standard of process for

basic and secondary education and several relevant theories in relation to lesson planning. This government regulation covers the procedure, components and the principles in designing a lesson plan from which teachers follow to design a lesson plan. The study indicates that teachers spend maximal efforts in planning lessons and make them precisely fit the requirements of the process and students' needs more than only focusing on fulfilling the standard criteria. The big number of strategies used by teachers when planning the lessons regardless to whether it is required by the government or not is the strong evidence proving their efforts in planning lessons. To provide thicker overviews about the aspect of lesson planning process, some particular points related to it are elaborated in the following section.

**a. Considering Several Aspects of Lesson Planning in Lesson Preparation**

Considering some aspects of the lesson plan before designing a lesson plan is the initial finding to be discussed. Based on the results, there are key aspects that need to be considered including basic competence, annual program (*Program Tahunan*), semester program (*Program Semester*), academic calendar, and time allocation. As the data presented, in considering those essential aspects the teachers perform some strategies to deal with prior to lesson planning. The strategies are like analyzing the basic competence, creating both the annual and semester program, looking at academic calendar and time allocation. Thus, designing a lesson plan is

not only a single process of designing an ordinary document named a lesson plan, but it contains series of meaningful activities leading the teachers to design a real lesson. A big amount of strategies seems necessary to be used even before a lesson plan is designed.

Therefore, this notion is in line with the government regulation No.22/2016 about the standard of process for secondary level which states that the aspects of time allocation and subject matters should be congruent within one semester or even one academic year. This statement results on creating both annual program (*Program Tahunan*) and semester program (*Program Semester*), as guidelines in organizing the lesson plans.

In addition, the teacher's consideration of basic competence as one of the main aspects is as an initiative to meet the demands of the government regulation No.22/2016. It is stated in this regulation that a lesson plan is elaborated from a syllabus containing basic competence from which a teaching and learning process is derived. The teachers emphasize the basic competence as a main aspect to be considered as well as included in the lesson plan. In addition, they consider it as a reference to select other components involved in the lesson plan and to decide the number of meetings in it.

From this point, it can be concluded that the teachers are highly familiar with the way to design a lesson plan based on the curriculum. This is truly accordance with Brown (2001), he proposed that teachers should

be aware on the curriculum regulation, refer to it and always consider it as the main reference.

#### **b. Self-designed and Adapted Lesson Plans**

As presented in the findings section, it is found that teachers both design and adapt lesson plans. As shown in the findings, the teachers mostly design their own lesson plans for every teaching process which is proven by the existence a self-designed lesson plan. The teachers truly design the lesson plans along with the annual program (*Progam Tahunan*) and semester program (*Program Semester*) which are not only used as the instruments to teaching process but also to fulfill the curriculum requirements. This notion indicates that teachers have the sense of responsibility and autonomy that can be seen from their efforts in designing self-designed lesson plans. Teacher's self-designing of lesson plans is in accordance with the government regulation No.22/2016 concerning the standard of process. It is mentioned in this regulation that teachers should conduct a lesson planning process as prior activities of learning implementation and learning evaluation. Meaning that, designing a lesson plan for the classroom teaching process is one of the teachers' responsibilities. It is because the teacher is the only one who really acknowledges the student's needs and preferences. Designing lesson plans by themselves to create self-designed products to be applied in the classroom teaching is one of the examples to fulfill the demand of this regulation.

On the other hand, this finding contradicts the results of the research conducted by Munif (2013) who found that teachers at *SMP N 9 Madiun* do not design lesson plans by themselves. His research revealed that English teachers design the lesson plans together with other teachers. This happens due to their lack in understanding lesson designing process. Another study conducted by Ahmad (2014) shows that almost English secondary school teachers face difficulties in designing their own lesson plans. Besides, a study done by Nawab (2012) also denotes the same fact, his study reveals that most of English teachers do not perform the process of lesson planning. Only some of them fully or even partially design lesson plans for their classrooms.

Besides designing lesson plans by their own, the teachers sometimes adapt other teachers' lesson plans. However, they still revise the plans to make them more suitable for their students. This is in line with the government regulation stated in *Permendikbud* No.22/2016 that a lesson plan should cover the students' characteristics and be focused on their needs. Therefore, doing the adaptation is one of the efforts in enhancing the creation of lesson plan as demanded by this regulation. However, this fact is in contrast with the findings of the study conducted by Ahmad (2014) who found that almost English teachers are accustomed to adopt and use ready-made lesson plans from various sources. Such condition may happen due to the reluctancy of teachers to design their own lesson plans. The notion of designing own lesson plans and adapting the others

is also echoed to Brown (2001). He provides guidelines in lesson planning, he states that teachers are given opportunities to adopt/adapt or to create their own lesson plans.

### **c. Discussing with Other Teachers**

In addition, the findings reveal that teachers also discuss several main aspects that are beneficial in lesson planning. The findings show that the teachers usually discuss with other English teachers to understand lesson plan's components such as basic competence. This shows that the teachers also make efforts in understanding any procedural knowledge and skills regarding lesson planning process. This is a part of actualizing the government regulation number 22/2016 concerning the standard of process. For example, to prepare a suitable lesson for the students, teachers take benefits from other teachers to help them understand about anything related to lesson planning like doing a discussion.

However, this finding is opposites the research results found by Munif (2013) which reveal that teachers mostly involve other teachers to genuinely design lesson plans with them. This means the teachers not only discuss about a particular aspect or component of the lesson plan but also design a typical form of a lesson plan together.

### **d. Considering of Students' and Materials' Characteristics**

Further, it is shown in the findings that teachers consider both students and materials in designing a lesson plan. Considering students means they

obviously consider the situation and condition, the characteristics as well as the needs of the students. For example, the teachers conduct a needs analysis upon the students as well as the materials. Such a strategy is aimed to know what the characteristics of both aspects from which a suitable lesson can be designed for the process of teaching and learning. This fact is in line with the government regulation no.22/2016 concerning the principles in lesson planning. Within the regulation, it is stated that in designing lesson plans, teachers should consider individual differences of students namely, the ability, the background, the characteristics, and the like. This statement emphasizes the point that teachers should really bear in mind any individual differences of their students and consider them when designing lesson plans.

Additionally, this finding reinforces the theories of Brown (2001) and Harmer (2007) that show crucial factors to be considered in lesson planning such as students' language level, cultural and educational background, motivation, and learning styles. Knowing such aspects benefits teachers to understand what kind of lesson plan they should design. Considering students characteristics for lesson planning is also supported by Woodward (2001). He suggested that in designing a lesson plan, teachers should consider the students in order to select contents, materials, as well as methods appropriately. Therefore, the finding indicates that teachers have the will to provide the most suitable lesson for

their students by considering their characteristics and differences in lesson planning.

Secondly, the presented findings indicate the consideration of materials occurring in lesson planning. It is found that teachers tend to consider the characteristics of the materials used in lessons. Meaning that, before designing a lesson plan, the teachers analyze the materials in order to design the activities to be conducted in the lesson. They do that since the materials for the lesson plan have been regulated by the government stated in *KI/KD*. This way is one of their attempts to understand about the materials that are needed to be delivered for students.

This fact is in accordance with the government regulation no.22/2016 about the components of a lesson plan. It is stated in this regulation that learning materials contain fact, concepts, principles, as well relevant procedure which are written in points based on indicators to obtain competences. Therefore, it is clear that teachers fulfil this point of considering the materials. By doing this, they ensure that the designed lesson is more appropriate and not only fit to their students but also to the curriculum demands.

#### **e. Designing and Organizing Some Components of Lesson Plans**

As described previously, the findings also establish that teachers design and organize several components in their lesson plans. The process of designing the lesson plan includes activities in which they include some components in the lesson plans. The components are an identity of a

subject unit, core competence, basic competence and indicators, learning objectives, learning materials, and learning methods. In addition, the activity also covers the use of learning tools and media, learning sources. Besides, there are also teaching and learning procedure, assessment program, remedial and enrichment program in the lesson plan. The result indicates that the strategies in designing the lesson plan seem to meet the demand of the government regulation No.22/2016 in which has regulated minimum components of a lesson plan which are already similar to what the findings denote. Thus, the components of the lesson plan are in accordance with what is mandated in the curriculum.

Accordingly, the teachers are really considerate in designing the lesson plan as they attempt to involve all the important aspects for it. If examined carefully, the components of lesson plans in one country are different from those in other countries. As it can be seen in the data presented in the findings section, the components of the lesson plan are quite complete and complicated. For example, the teachers include not only the introduction of the lesson plan but also competences that are taken from the government regulation. Besides, it is required also for the teachers to enclose learning materials, tools and media, sources, approach, methods, procedure even remedial and enrichment program as the following of an assessment program. This is due to the curriculum demand stated in government regulation No.22/2016 about standard of process in Secondary education that mentions about the standard components for a lesson plan.

In the regulation it is stated that a lesson plan should be at least covering some components as have been mentioned. This is also congruent with what Harmer (1998) stated that the process of designing a lesson plan and the number of its components greatly depend on the regulation emerging in a particular area.

It is clear from the findings of this research that the teachers apply some strategies to organize abundant components for the lesson plan. This can be seen as help and an obstacle in the same time for teachers. By maximally planning the lesson and appropriately choosing its components, the teachers are expected to have a well-prepared and ready plan to be applied. This helps them in easily starting the process of delivering the lesson. As stated by Brown (2001), a detailed lesson plan is beneficial for teachers as it represents steps to be applied in the class.

However, having lots of components to include can also overburden the teachers since dealing with the time constraint is challenging for them. As has been found by Ahmad (2014), when teachers have many things to deal with in the process of lesson planning, they encounter difficulties in understanding the procedural knowledge and skills to design lesson plans. This results on teachers to feel burdened with those abundant components and fail in understanding them. Brown (2001) also recommends reducing plans into a more physically manageable unit what will result on the chances to be jammed within all the details of planning phase.

Looking at the details, there are several aspects that are considered important in designing lesson plans. As it can be seen from the data above, learning objectives turn as one of the aspects that should be included in a lesson plan. The findings indicate that teachers always set out learning objectives for every meeting in their lesson plans. This means that they should be sure about the aims of the lesson in every session. It is very important for teachers to decide what should be achieved by students in learning. Brown (2001) and Murcia (2001) claim that the objectives of learning should encompass what teachers need their students to obtain from the process of teaching and learning.

Additionally, the data presented in the previous section show that there is another important aspect namely the learning materials. The findings reveal that teachers plan and include the learning materials. Brown (2001) suggests that a lesson plan should have materials and equipment including the tools and stuff. Yet, teachers just take out the materials from the syllabus and then put them on the lesson plans. This is in accordance with the government regulation No.22/2016 that states that learning materials should fit into the formulations of achievement indicators mandated by the government. The findings also denote that the teachers try to provide the best learning materials for the students to enhance their learning. This is to Richards and Renandya (2001) mentioned that materials are vital to determine learning achievement.

However, the forms of learning materials are various from textbooks as the obligatory materials to printed materials like worksheets as the supplementary (Chayanuvat, 1996). This notion is in accordance with what Tomlinson stated, materials can be anything to provide students to learn.

Another indication that can be derived from the findings is the selection of various learning methods used by teachers in their lesson plans. As it can be seen from the data described in the previous section, teachers use Scientific Approach as the primary approach to cover more varied methods. For example, the teachers apply Scientific method to help students learn transactional texts. Another chance, the teachers conduct Project-based Approach as well as Genre-based Approach to learn about functional texts. This means that whatever methods used in the teaching are in accordance with the basic principles of Scientific Approach or at least they have similar principles with it. This is in line with what is said by Abidin (2014) that Scientific Approach is a process of teaching and learning whose orientation is to expand students' ability in solving problems by applying the integrated inquiry of any activities.

Another indication regarding the use of the uncovered approach is that teachers also conduct Project-Based Approach, Genre-based Approach and Discovery Learning as alternatives of the approach. For instance, the teachers give a project for students to create a lab book or a mini dictionary. Such an approach can enhance students to achieve the demand

for 21-century skills (Cole and Wasburn, 2010). In addition, to enhance the use of Discovery Learning the teachers takes place teaching within steps such as observing, questioning, collecting data and so on to help students discover knowledge (Matson, 2006). Furthermore, the use Genre-based Approach is generated through activities that enhance students to work with texts. The use of Project-Based, Discovery Learning and Genre-based Approach is in line with Ministry Education regulation No.103/2014 and No.22/2016. It is mentioned that in this regulation that the suggested approaches to be used in the classroom include thematic learning, thematic integrated, scientific, inquiry or discovery learning as well as project-based learning.

All the mentioned findings show that teachers find it more convenient to use Scientific Approach in the teaching process since it is the most suitable approach for language teaching and learning. It is because students should practice through steps in the process of learning from which they can get better understanding about the knowledge (Hosnan, 2014). Students tend to easily understand the materials by practicing in learning directly. Besides, it is also to encourage to develop their creativity as well as critical thinking (Musfiqon and Nurdyansyah, 2015) and Mc Collum (2009).

Besides selecting Scientific Approach, the data from documents as well as interviews show that teachers also select a particular model of learning elaborated in steps including observing, questioning, data

collection/gathering, associating, and communicating or creation/production. It can be seen from the findings that the teachers elaborate main activities into particular learning steps of Scientific Approach model of learning. Such a model of learning is the form of Scientific Approach implementation. Based on Nur and Madkur (2014), by using this learning model, it is hoped that the process of teaching can facilitate students to produce spoken and written discourse. That is the right ways to takes place learning in scientific inquiry (Priyana, 2014).

Besides, such a model is also regarded as the most suitable model to encourage the practice of Scientific Approach, Discovery Learning, Problem-based Learning, and Project-based Learning as some of approaches adopted in the curriculum. Musfiqon and Nurdyansyah (2015) also add that such model of learning is the most appropriate model to be applied within Scientific Approach.

Teaching techniques are the last aspect in regard with the learning methods. As it has been described, teachers chose integrated and varied techniques in the classroom ranging from lecturing, question-answer and discussion. The selection of varied techniques supports the idea of Brown (2001) who proposes a comprehensive taxonomy of techniques for language teaching. It is also found that the teachers always adjust the techniques within the approach and methods they conduct for the classroom. This is truly in accordance with Richard and Theodore (2003)

who state that there should be a consistence between techniques and methods and a harmony between them and the used approach.

In addition to the approach, method, and techniques, the next result indicates that teachers select different learning tools and media. The findings show that the teachers consider a worksheet as the primary learning media and combine it with texts (oral and written) and various other tools. The oral texts were presented through audio and video while the written one was presented through stories and pictures. For example, the teachers always create a worksheet in which students refer the process of learning in the classroom. Besides, tools like laptop, LCD, pictures, printed texts were also common equipment used by teachers in the classroom. This notion indicates that the teachers benefit from all sorts of tools and media to facilitate the teaching and learning process. This idea is in line with what is stated by Arsyad (2000) that teaching media is anything beneficial to explain the content of learning materials like tape recorders, books, cassettes, films, slides, and so on.

From the data presented, it can be seen that the teachers totally tried to assist teaching process by selecting learning tools and media. Even though they emphasize the use of worksheets as the main media, they still combine it with other types of equipment to vary the teaching process. This finding falls within the statement of Gocer (2010) about the use of audio and visual tools. He mentions that any visual and auditory equipment can benefit teaching especially foreign language teaching to be

more effective. Such tools can attract students' attention toward the lesson as well as assist in creating natural environment for learning.

Another hint of the findings regarding lesson planning refers to the selection of various learning sources. As has been presented in the previous section, it is found that textbooks were used as the prime sources by teachers in the classroom. This happened since the government has mandated teachers to do so. Textbooks are closely related to the syllabus designed by the government. Therefore, it is compulsory for teachers to use them. This fact is echoed to Chayanuvat (1996) who explains that textbooks can occur as the obligatory materials embodying a particular intended syllabus. Gocer (2010) also states that textbooks can be one of the sources used as the basic material. Besides using textbooks, teachers were found to use other various sources like internet, video, audio, environment and other relevant sources to support learning. The aim of using various sources is to help students broaden knowledge by learning from different sources, both spoken and written. This idea is closely related to what Nur and Madkur (2013) mention about English teaching principles aligned to Curriculum 2013. It is mentioned that one of the principles denotes that teachers should pay attention on the use of authentic and semi authentic texts from various sources. Therefore, in attempts to provide students with any authentic materials, teachers benefit from various sources to grant this demand. The use of various sources is

reflected in the use of textbooks, internet, audio, as well as environment for the teaching process.

The other aspect found in the components of lesson plans emerging in documents as well as interviews is teaching/learning procedure. From the findings, it is found that teaching/learning procedure was planned within three main stages namely, opening (pre-activities, main activities, and closing (post-activities). This indicates that teachers organized and divided one meeting session into three major categories. Elaborating teaching process within three stages (opening, main activities, and closing) is based on what has been regulated in government regulation No.22/2016 concerning the standard of process. In the regulation, it is mentioned that teaching and learning procedure should be performed through three stages namely, opening, main activities, and closing. The notion of benefitting the three major categories is also aligned to Brown (2001) statement. He explains that in planning a lesson, there should be a general set of guidelines for the learning procedure. The set of guidelines may include an opening, a main set of activities, and a closure.

The findings also denote that teachers performed a set of activities aimed to introduce the lesson to the students in the opening session. The findings indicate that activities that mostly occur in this stage are greeting, introduction and review. It can be inferred from the findings that teachers do plan such activities as an opening session. This idea is in line with Brown (2001) that an opening is beneficial as a warming-up. The activities

performed within this stage should be able to trigger students to be physically and mentally ready for the teaching and learning process.

The next category emerged within the findings is the main activities. As presented, the teachers planned to administer the main activities within 5 stages of learning model based on Scientific Approach. The stages include observing, questioning, exploring or experimenting, associating and communicating or networking. Such an effort deals with the principle of Scientific Approach as well as discovery learning in which students are hoped to learn by doing. Thus, this idea is in accordance with the government regulation No.22/2016 about the standard of process mentioning that teachers may select one of the approaches mandated by curriculum to be applied within the main activities. The suggested approaches include thematic/thematic integrated/scientific/inquiry or discovery learning.

The last notion dealing with the components in the teaching and learning procedure is the closing stage. The findings show that the teachers planned activities like summarizing, reflecting, reviewing, giving assignments and praying in the closing stage. It can be inferred from the data that the aim of the activities is to check students' understanding about what they have learned. The teachers needed to know whether the students achieved what they are supposed to achieve or not. Therefore, a reflection and evaluation were performed. This idea is in accordance with the government regulation no.22/2016 stating that teachers should make a

reflection upon the learning process through any evaluation activities like summary, review, assignment, etc.

Last but not least, the findings show that there is an assessment program planned and attached in the teachers' lesson plans. This program includes three types of assessment: attitude, knowledge and skills. A journal was used to assess the attitude. Tasks or assignments and written test were common techniques to assess knowledge. Meanwhile, skills were assessed through the use of practice and product assessment. The findings indicate that teachers were very well-prepared since they attached the administrative documents for the assessment program. Actually, this notion is echoed to what has been stated in government regulation No.22/2016 about the standard of process. In the decree, it is mentioned that an evaluation program should be included in lesson plans. Such a regulation seems to encourage teachers to be prepared with the whole aspects of lesson planning. Including evaluative components in lesson plans is also in accordance with Brown (2001) idea. He suggests teachers to put this component in the lesson plans. It is because this component can benefit them to make a valid view about students' achievement. In addition, in order to see whether students accomplish the objectives or not, a well-prepared procedure such observation or measurement are needed.

The last notion found in the previously presented data showed that teachers planned and included other programs instead of assessment called remedial and enrichment programs. The mentioned programs were

intended to give students more opportunities to enhance learning as well as learning achievement. Specifically, the remedial program is held to accommodate students who have not yet accomplished the minimum criteria of learning mastery or *KKM*.

Another program revealed after the assessment program is planned instead of the remedial program is an enrichment program. The enrichment program is intended for all students. Administering the remedial and enrichment program is aligned with what has been mandated in the curriculum. According to government regulation No.22/2016 about the standard of process, the result of assessment should lead teachers to prepare for both remedial and enrichment programs. These programs are beneficial for students as they can improve the process of learning.

## **2. The Process in Delivering Lessons**

After lesson planning, the findings of this study reveal that teachers continue the process toward lesson delivery. Data from observations, interviews and documents indicate that there are several notions regarding how the teachers at SMP N 4 Pakem delivered the lesson.

The findings indicate that teachers conducted several strategies in this process including administering the process of teaching within three stages namely opening, main activities, and closing; applying inductive learning; integrating technology; using English in the classroom; figuring various roles; managing classroom that includes giving feedback, speaking with good sound and pronunciation, starting and ending the class on time, fostering character

building, preparing media for learning, and giving space for students to actively learn; and self-enhancing in delivering lesson.

All of the strategies are the teachers' efforts in providing the best teaching process for students. From the notions, it can be inferred that the teachers seriously serve students with the best performance of teaching. Some of the stated notions are also clearly in accordance with the government regulation No.22/2016 regarding the standard of process. Particular series of instructions that direct teachers to design the process of teaching and learning are mandated in the mentioned regulation. A discussion of the use of each strategy is provided in the following section.

**a. Implementing the Process of Teaching within Opening, Main Activities, and Closing**

As presented in the previous section, the findings indicate that teachers implement the teaching process covered in three major stages including opening or pre-activities or introductory activities; main activities; and closing or post-activities. It can be inferred that the teachers divided each of the teaching into three stages. Each of the teaching stages possess different purposes. Thus, there are varied activities along the techniques conducted in each stage of teaching process depending on the purposes. The findings show that initial activities occurred in the opening and closing stages, while for main activities, different methods and activities were also conducted. This notion is literally in accordance with the government regulation No.22/2016 regarding teaching and learning

process. In the regulation, it is mentioned several types of activities that can be performed by teachers to open or close the lesson. Therefore, the objectives and a set of activities have been mandated by the government to be followed by teachers. Nevertheless, in the main activities, the teachers are given opportunity to choose what method and techniques as well activities to be conducted.

The pivotal findings indicate that the three mentioned steps are sequenced following the model of learning of Scientific Approach. As revealed in the findings, it can be indicated that the activities in the main activities stage are varied depending on the objectives of the lesson while still in line with the Scientific learning model. For example, the teachers elaborate the main activities into particular stages. The learning takes place within observing, questioning, collecting data/experimenting, associating, communicating, and creating/producing. This notion is also the sample of Curriculum 2013 implementation which is based on the government regulation No.22/2016 concerning the standard of process. In the regulation, it is mentioned that knowledge is achieved through the activities of knowing, understanding, applying, analyzing, evaluating, as well as creating. Such activities are appropriate with the principles of Scientific Approach and inquiry learning (Musfiqon & Nurdyansyah, 2007) in which stated that learning should encourage the ability to observe, to analyze and to communicate. To provide a deeper elaboration

of the findings, the following paragraphs present and discuss all the stages occurring in the teaching and learning process.

Initially, it is found that the initial step conducted by the English teachers in the teaching and learning process is the opening/pre-activities. As found in the data, the major techniques performed in this stage are greetings, classroom and students conditioning, lesson reviews, ice-breaking, storytelling, question answer and classroom discussion. The findings reveal that teachers deliberately attempt to engage students into the teaching and learning process by using such techniques. Therefore, teachers clearly show various efforts reflected in the techniques to physically and mentally prepare their students. This notion is in accordance with the government regulation No.22/2016 about the standard of process stating that teachers are assigned to make students physically and emotionally ready to follow the teaching and learning process. In this stage, the teachers obviously motivate the students to learn and enhance them relate the learning with their daily life. Conducting icebreaking, storytelling, discussion, and so on means that teachers also try to create a fun and inspiring process of teaching aiming to engage students to participate. This is also in line with Nugraheni (2015) as she stated that in implementing Curriculum 2013 teachers should provide a more inspiring process to make students engaged in learning. In addition, the result of this study is also supported by Taridi (2016) who revealed that teachers had

been at the foremost to motivate students in learning materials and benefitting it in their everyday life.

Another significant finding regarding the opening stage is that teachers deliver other activities within this stage. As described in the previous section, the data show that teachers also employ activities intended to give a preview as well as description about the future learning. Such purpose is achieved through the activities like explaining the objectives, giving a description of classroom and assessment process. This fact is also aligned to regulation No.22/2016. It is mentioned that teachers should tell students about the objectives of the lesson and provide a brief preview about it. Unfortunately, such a notion is seemingly not occurred in different situations. As found by Taridi (2016), English teachers of junior high school (*SMA*) N 5 Jambi regularly deliver neither materials nor descriptions regarding the learning activities. Therefore, teachers tend to neglect providing students with explanations about the lesson at the beginning of the classroom session.

After doing activities to open the lesson, this study reveals the next stage is main activities. Within the main activities, teachers are required to use learning model, method, media and materials that are appropriate to the students' characteristics. It is believed that teachers are also assigned to select the most suitable approach to be conducted in this stage. As has been described in the previous section, the pivotal notion in regard with this part is the occurrence of 5M+1 as the model of learning applied in the

whole process of main activities. Such a model is a kind of Scientific Approach model of learning which stands for *mengamati* (observing); *menanya* (questioning); *mengeksplorasi* (exploration/experimenting/collecting data); *mengasosiasi* (associating); *mengkomunikasikan* (communicating/networking); and producing/creating.

The findings indicate that teachers conduct various methods and techniques which are in accordance toward these typical activities in 5M+1 model of learning. For example, the teachers require students to observe a text through watching video or listening to audio or reading a text in the observing stage. Thus, it is truly corresponding with the government regulation No.22/2016 regarding the standard of process. The decree states that knowledge can be achieved through learning within the activities of observing, understanding, applying, analyzing, evaluating to produce/create. Such activities strengthen the notion to use Scientific Approach as a mandated approach regulated by the curriculum. In addition, this notion is also in line with Priyana (2014) suggests that to implement the use of this Scientific Approach is reflected through using several steps in conducting teaching and learning process within Scientific method. The Scientific Method is elaborated through observing (texts), questioning, experimenting, associating, communicating, and creating texts.

In addition, the activities also facilitate students to create creative and contextual products as desired by the government in Project-based approach to be implemented in the classroom teaching. This is stated in the government regulation no.22/2016 concerning the standard of process. On the one hand, the findings also denote that the teaching delivered by teachers must encourage students to improve their skills. This can be seen in the procedure of the main activities including observing, questioning, trying out, reasoning, presenting, and producing/creating. This point is concordant to the government regulation No.22/2016 mandating teachers to implement discovery/inquiry learning as well as project-based learning.

Therefore, teachers are assigned to conduct activities that lead students to learn by doing and to get knowledge within inductive reasoning given in the Scientific Approach. As found by Khasanah (2015) that teachers use of scientific approach in the main activity covers several logical sequences including observing, experimenting, associating, as well as communicating in some particular meetings of one topic. Besides, Taridi (2016) also found similar curriculum implementation regarding the use of learning approach. He discovered that Scientific approach is the most common approach used by teachers. While, other supplementary learning models include problem-based, project-based, and discovery learning. All the mentioned notions show that teachers are also requested to enhance students' skills by requiring them to produce/create the product of the learning.

Last but not definitely least, the researcher found that teachers use various learning techniques in the main activities following the use of approach as mandated by the curriculum. As has been presented in the findings, it is found that teachers usually use lecturing, question-answer, discussion, game, roleplay, PPP and exercise in the main activities. The types of techniques vary depending on the objectives of the lesson as well as the characteristics of the students. The findings also denoted that teachers make use of games and other outdated methods like PPP when necessary. This is done to make teaching varied and not monotonous.

However, teachers still considering many things to make the process fit the approach mandated by the curriculum. This notion is concordant to Taridi (2016), he found that teachers frequently use lectures, observations, question submission, discussion and presentation as the techniques applied in the process of teaching and learning. According to Brown (2001), activities like lecturing or informative transfer, question answer, and dialogue belong to some of components of semi-controlled techniques. Such techniques help incorporating both teachers and students. Besides, the use of game, discussion, and roleplay indicates that teachers also use free techniques when teaching (Brown, 2001). PPP, on the other hand, it aims to encourage students to learn by practicing in the learning process that includes repetitions and response drills (Harmer, 2007).

Lastly, the findings show that teachers continue the main activities toward the closing. Teachers use several identical but varied activities in

the closing stage. The researcher found that teachers employ activities including summarizing or reviewing, reflection, written and oral posttest. Aside from that, teachers also make use of assignments and question answer even giving explanation about the future lesson. It can be said that the varied activities benefit to check students' understanding upon learning by employing the activities. This is concordant to the government regulation No.22/2016 mentioning several activities to reflect and evaluate learning. In the regulation, it is stated that a reflection of learning is important to do in order to find the benefits of learning as well as to give feedback upon learning.

Based on Murphy (2001), reflection can expand students' understanding of any teaching and learning process. reflection is also beneficial to stimulate teachers to contemplate what happens in their classroom (Bartlett, 1993). Therefore, by reflecting and doing follow-up upon the learning can benefits both teachers and students. Giving students tasks and any kinds of activities is good to promote students' learning. In addition, giving information to students about the future makes them more aware of what to do next.

#### **b. Managing the Classroom Teaching and Learning Process**

The findings presented in this study uncovered how teachers manage the classroom. In managing the classroom, the teachers use several strategies that are in accordance to the curriculum. The strategies include providing feedback, speaking with good sound and pronunciation, starting

and ending the class on time, fostering character building, preparing media for learning, and giving space for students to actively learn.

The first thing that is significant to discuss is that they utilize feedback in the teaching and learning process. As has been presented in the previous section, feedback occurs in various types such as reward, correction, and confirmation. Different feedback is used dependent on the situation and the characteristics of the students. For example, positive feedback in the form of reward both in oral and artificial rewards are given when students perform good achievement of learning. Yet, the teachers give a different kind of feedback that is correction when students pronounce or speak a language form incorrectly. The teachers also always provide feedback in the form of confirmation at closing stage. Accordingly, the emergence of feedback in the process of teaching and learning is very important since it can enhance students in learning. The use of feedback in teaching process is suitable with the government regulation No.22/2016 mentioning that teachers should provide reinforcement and feedback for learning. Zamani & Ahangari (2016) also emphasize the use of feedback which focuses on error correction as one of important points in a good English teaching and learning.

Another important notion regarding the findings in classroom management is that teachers deliver the lesson with good sound and pronunciation. In attempts to maximize teaching and learning process, teachers deliver lesson by using good intonation as well as pronunciation

when speaking. For example, the way the teachers speak is clear and very easy to be understood. Sound, intonation and pronunciation are some of important keys to determine the success of students learning. This finding is really correspondent to the government regulation No.22/2016 about classroom management. In the regulation, it is stated that teachers are required to give attention to how they speak and deliver lessons in the classroom. Volume and intonation must be clear so that students can listen what teachers say. This notion is also concordance with Brown (2001) about some aspects in managing classroom situation.

Last but not least, the findings reveal that teachers obviously start and end the classroom based on the schedule. The findings also reveal that the school employs a moving class program. The moving class program means every teacher has its own classroom and students should move to a particular classroom based on schedule. Because of this program, the teachers only need to stay in the own classroom. This notion is in accordance with the government regulation No.22/2016 about standard of process. It is mentioned in the regulation that teachers are assigned to begin and finish the teaching and learning process based on the classroom schedule.

Another way the teachers manage the classroom which is related to the curriculum is fostering character building. The findings indicate that teachers foster character building within the process of teaching and learning. The character building is integrated with the activities of teaching

and learning process. Meaning that character building is not always written in the lesson plan but through the process of classroom teaching and learning. For instance, the character building is taught when the teachers start and end the classroom session by using greeting, Salam, and praying. Discipline and hard work are also showed within the process of teaching and learning like when the teachers require students to do a particular task in given time. Being responsible and honest is taught implicitly in the process of doing assignment and/or a test, and so on. Therefore, fostering character building in English classroom is done implicitly. This notion is in line with the government regulation No.22/2016 in which it is mentioned that teachers should be a good model for students to live up and practice honest, discipline, responsibility, cares, and so on. Thus, teachers are assigned to conduct a process of teaching and learning in which students can take benefits to foster their character. According to Lickona (2013), character building is a kind of education benefitting to form a noble mind selfhood which results a person with good behavior, responsible, honest, religious, and the like. Thus, it refers to a process of teaching students to possess good character.

The findings of this research also uncover how teachers deal with learning media preparation and media using. As presented in the previous section, teachers obviously prepare and use various media for learning. The findings indicate that beside designing and selecting the media for learning, teachers also prepare it by themselves for teaching and learning

process. The findings reveal various learning media such as LCD, projector, speaker, laptop, dictionaries, internet network and so forth are already available in the classroom. This notion promotes the government program stated in the regulation No.22/2016 about standard of process. It is stated within the regulation that teachers should prepare and organize the classroom so that they create a good environment for students to learn. Being prepared with the media also benefits teachers to conduct a teaching process since it helps teachers in delivering the materials, instructions or tasks.

The last significant point in maximizing classroom management emerged in the findings is that teachers provide space for students to actively learn. The findings indicate that teachers are not dominant in the process. Teachers tend to give students so many opportunities to be active in learning process that students can become autonomous learners. By providing worksheets containing tasks and exercises, teachers give students media for students to learn by themselves. This notion seems to be concordance with Nugraheni (2015). She states that a teaching and learning process within Curriculum 2013 should be held within any process aimed to engage students to participate in learning actively. Thus, it is clear that teachers at SMP N 4 Pakem truly follow what is mandated by the curriculum in conducting the lesson delivery.

The findings uncover that teachers let students to learn actively. For example, students are given worksheets from which they can construct

knowledge and find their own learning. Besides, the teachers never explain a particular concept for the students. The students are given an opportunity to learn the concept by themselves and construct own learning. According to Castranova (2000), active learning is one of discovery learning realizations in which the learning is tended to be process-oriented rather than content-oriented. Such a learning gives an emphasis on failure and feedback while understanding is placed deeper. Therefore, giving space for students to actively learn is one of the implementations to conduct discovery learning. As mentioned earlier, discovery learning is one suggested approach that should be used by teachers in administering the teaching and learning process. Accordingly, this notion bears out that teachers attempt to implement the approach mandated by the curriculum. However, another study conducted by Ahmad (2014) disclosed that teachers tend to be dominant and controlling

### **c. Using the Target Language in the Classroom**

According to the findings that have been presented in the previous section, it is found another pivotal strategy within the process of lesson delivery. The findings indicated that teachers use the target language that is English as the means of communication in the classroom. Thus, English turns out as the primary language used in the process of teaching and learning. Teachers are obvious to encourage students to habituate using English as the language to communicate in the classroom. From this notion, it can be concluded that teachers truly facilitate the students to

master English not only from the process of acquiring the knowledge but also to practice. This notion is in agreement with Kang (2013) who states that using the target language within the learning process can be a good model for students to learn the language. Kang (2013) argues that the more language teachers use the target language in the process of teaching and learning, the more students imitate and use the language as well. Thus, using English in the classroom benefit students to be accustomed to use English.

On the one hand, the findings are contradictive to the study conducted by Sundari (2017) in which she found that the majority of English teachers revealed that they just combine the first and target languages. That means they do not frequently and mostly use English as the target language in the classroom. Ahmad (2014) also found similar fact to this, he found that teachers only use English in very little parts. The majority of teaching and learning process reveals the use of Indonesian language (*Bahasa Indonesia*) and few efforts are made to use the target language.

#### **d. Figuring Different and Various Roles in Teaching**

A deep analysis of this research findings led the researcher find another unique notion regarding the lesson delivery. As described previously, it is revealed that teachers figure various roles in holding the teaching and learning process. For example, the most significant role played by teachers is as a learning facilitator. As learning facilitators, teachers are obvious to provide students with materials and facilitate the

learning. Teacher also offer necessary support as well as enlightenment for the students to learn by providing good classroom environment. As Vighnarajah et al (2008) state that teachers play a very significant role in providing a good teaching and learning atmosphere. Being as a learning facilitator in the classroom is also one of the implementations of the curriculum principle derived from the government regulation No.22/2016 that teachers should design lesson plan and anything that is needed for classroom process. Teachers are also assigned to create an engaging environment for students so that students feel comfortable to learn.

Furthermore, the findings also denote that teachers play other roles besides facilitating. As described in the previous section, it can be indicated that teachers revealed to behave as learning monitors and motivators. Therefore, it is obvious that they always observe and monitor their students' learning process. Feedback is used by teachers to initiate students' performance. This fact is also in accordance with one of teachers' duties in Curriculum 2013. As stated in the government regulation No.22/2016, teachers should provide feedbacks for students.

In addition, as learning motivators, teachers tend to always motivate students to learn. This notion corresponds to Nur and Madkur (2014). Some of teachers' roles in Curriculum 2013 is as learning motivator. It is also concordance to Kudryashova et al (2016) who mention that as learning motivators, teachers should engage students by inspiring their curiosity and interest in relation to the topic. Teachers are required to

consider any interesting facts related to the theme. Besides, they are also assigned to elicit student's prior knowledge by evoking their own personal experience.

Instead of behaving as learning facilitators, monitors and motivators, teachers also tend to role as learning and language models, learning designers, language sources, learning organizers as well as inspirational people for their students. By playing various roles, teachers' efforts in providing the best teaching and learning process for students are apparent. As learning and language models as well as learning sources, teachers should be the prime sources who can give students the best model for learning and for language use. Dornyei & Ushioda (2011) state that the ultimate way of a teachers is being the only source of encouragement for their students and serve themselves as the role models. Besides, based on the government regulation No.22/2016, it is mentioned that teachers should also be good models especially in modelling teaching for students' characters and religions.

However, as learning designers, teachers must behave as professionals to design lesson plans for their classroom. This role is quite similar to learning facilitator. Being learning designers and facilitators results teachers to always design suitable learning for the students. Nur & Madkur (2014) mention learning designing as one of the roles that should be possessed by teachers in implementing Curriculum 2013.

Another example of teachers' role is as learning organizers. Accordingly, teachers are hoped to prepare and organize teaching so that the process of teaching and learning will be running well. Teachers are also assigned to organize the classroom that fits to the process of teaching and learning. Organizing the classroom is one of teachers' duties according to the government regulation No.22/2016. Lastly, the findings denote that teachers also behave themselves as learning inspiration. This indicate that they must be able to inspire the students. Teachers are hoped to create strategy in order to engage students for learning. According to Nur & Madkur (2014), as learning inspirations, teachers are required to engage students to learn creatively and autonomously by providing them strategies to manage learning.

**e. Applying Inductive Learning in the Teaching Process**

Another obvious notion related to lesson delivery found in the findings is the inductive learning. The findings indicate that the process of teaching and learning in the classroom held by teachers put forward the implementation of inductive learning. This notion is inferred from how the procedure of teaching and learning is organized. For instance, as has been presented in the findings, students are required to learn from examples and exercises. Besides, teachers tend to avoid giving any explanation regarding the concept of knowledge. Teachers prefer to give students examples and exercises and indirectly promote them to construct their own learning.

Therefore, teachers encourage students to learn inductively even though seeing phenomena or concepts and make a conclusion on the whole (Musfiqon & Nurdyansyah, 2016). Besides, teachers use of learning model within 5M+1 increasingly support the application of inductive learning by which students are given more opportunities to be autonomous. Within the process, students are also promoted to expand and construct their own knowledge, understanding, as well as skills from the learning process. All of these are closely related to the fundamental of Scientific Approach (Musfiqon & Nurdyansyah, 2016).

In empowering the practice of inductive learning within the procedure of Scientific Approach as well as discovery/inquiry learning, teachers utilize exercises and tasks for which students can maximize their learning inductively. Meaning that students learn through examples designed in the exercises and get new knowledge by working on them. From such an activity, teachers ensure that students actively learn and autonomously construct their own learning. This notion is corresponding to the government regulation No.22/2016 mentioning that teachers should create an environment in which students can be autonomous learners. From the findings, it can be seen clearly that teachers truly provide a comfortable environment for the students. Teachers let students work on the concepts and then let them notice what they have learned from the process. Nonetheless, the findings of this study contradict what Ahmad (2014) and Munif (2013) found. Ahmad (2014) reveals that teachers mostly begin the

lesson by explaining and confirming students' comprehension through question answer which is considered as an old-fashioned method. Besides, explaining materials at the beginning of the classroom means that teachers implement deductive learning. In addition, Munif (2013) claims that the most common teaching and learning process done by Indonesian teachers is lecturing which tends to be deductive.

#### **f. Integrating Technology in the Teaching Process**

Another significant strategy related to lesson delivery emerged in the findings is technology integration. As described earlier, teachers integrate technology to assist the process of teaching and learning in the classroom. Various learning tools and media are combined with enhanced technology. For example, it is revealed in the findings that the use of video, PPT, projector, laptops, cellphones as well as internet as the learning media are frequently used by both teachers and students. This indicates that the role of technology in the process of teaching and learning is fairly substantial. Technology apparently facilitates teaching for teachers in order to engage the students in the process. Students, on the one hand, benefit from the use of technology in learning that as it fosters and assists the learning process.

That is to say, integrating technology in the classroom process turns out to be another regulation mandated by the curriculum. As has stated in the government regulation no.22/2016, teachers are assigned to apply information and communication technology integrated systematically and effectively based on the situation and condition. Since the school has

provided the facilities needed to integrate technology, teachers benefit the situation to enhance their students' learning by including technology to assist teaching and learning process.

On the other hand, the findings of this study contrast with Munif (2014) findings as he found that technology integration at SMP N 9 Madiun is not that favorable. Munif revealed that the media such as computer, LCD or projector were not available yet in the classroom. Students are not tolerable to bring cellphones to school. This results on an insufficient implementation of technology integration in the process of teaching and learning. The use of traditional learning media like textbooks and handouts emerges as the major concern in the classroom.

#### **g. Self-Enhancement Strategy in Delivering Lesson**

The last notion that appeared in the findings in relation to the ways of lesson delivery is that teachers do self-enhancing. The findings indicated that teachers generate strategies in delivering the lesson by self-enhancing the way they deliver the lesson. As presented in the previous sections, the researcher found that teachers always try to be well-prepared. For example, teachers make efforts in providing well-prepared lesson plans including the learning materials and activities. Moreover, teachers also try to be always well-prepared when delivering teaching to their students. Such efforts are important to do due to the major characteristics of the students. Therefore, teachers are trying to adapt themselves with the situation and condition as well as the students' characteristics. This is

accordingly stated in the government regulation No.22/2016. It is mentioned there that teachers should adjust learning to the characteristics of the students. In providing lesson that can satisfy and accommodate students to learn, it is important for teachers to always be well-prepared.

Besides being well-prepared, teachers also maximize teaching by combining various techniques and media in the teaching process to accommodate different characteristics of their students. Therefore, there are varied techniques, media, tools and sources used by the teachers to promote students in learning. For example, teachers utilize not only discussion as teaching techniques, but also question answer, and game. For media and tools, the teachers make use of various stuff like video, audio, texts, PPT, LCD, pictures and many others. In addition, textbooks are combined with other sources like internet and environment to enhance learning with various learning sources. This variety is beneficial for them to generally accommodate all the students in the classroom who definitely have different abilities, characteristics, and learning styles. The findings indicate that teachers try to give various combinations of learning for the students. Thus, it is expected that the teaching can accommodate each of the individuals' different characteristics in the classroom. This notion is in accordance with the government regulation no.22/2016 that teachers should be able to accommodate all of the individuals in learning. Variety in learning sources also becomes one of fourteen main principles in the curriculum.

The last evidence regarding self-enhancing in delivering lesson is that teachers always keep updating themselves to adapt with the current technology. Besides, they also update with the situation and condition. By keeping themselves updated, teachers are able to create teaching and learning process that is more suitable for the current situation and for the students. One of the demands that teachers should fulfill is that they must integrate technology in the teaching and learning process.

Due to the government demands, teachers should be aware of the current situation. Not only students, teachers also should be educated especially in regard with the use of technology. Thus, to integrate technology within the classroom process, teachers need to be familiar with technology. Accordingly, always keeping updated is one of important things to do in fulfilling the demands of the current situation. As found in the study conducted by Taridi (2016), one of problems appearing in the teaching and learning process is the teachers' weaknesses in keeping updated with the latest technology. Such a condition results to a suboptimal process of teaching and learning.

### **3. The Process of Assessing Students' Achievement**

The findings of this study revealed that teachers finalize the process of teaching and learning by conducting an assessment program. According to the findings, there are several strategies in regard with how teachers at SMP N 4 Pakem do the assessment. The following section elaborates and discusses each of the strategies.

### **a. Conducting Attitude, Knowledge and Skills Assessments**

As has been described in the earlier section, the initial point that can be inferred from the data is that teachers conduct three types of assessment in assessing students. The types of assessment include attitude, knowledge and skills assessments. For the other types, teachers are given opportunities to use different assessment techniques to assess both knowledge and skills. Establishing those types of assessment refers to the government regulation No.23/2016 about standard of assessment. It is stated in the regulation that there should be three aspects included in the assessment program: attitude, knowledge, and skills. Thus, teachers conduct an assessment program covering those three aspects. The findings of this study are in accordance with the findings revealed by Ahmad (2014). He found that teachers establish the assessment program to cover three aspects including attitude, knowledge, and skills.

The findings also indicate that the attitude assessment is intended to assess students' attitude using a journal. The assessment for attitude is to obtain any descriptive information about students' attitude or behavior. The journal is used to find out how the students' attitude especially that emerges in the process of teaching and learning. By using journal, teachers observe students and describe how they behave within the classroom process. For the other two, types of assessment, it is revealed from the findings that teachers vary the techniques as they have different purposes.

As has been described in the previous section, both knowledge and skills assessments are held for one basic competence. This means the assessment programs are used to assess students' achievement which are intended for one lesson plan or one basic competence. The findings also denote that techniques used for knowledge and skills of assessment are different and various. This is due to the different purposes of assessment aspects.

From the findings, it can be denoted that knowledge assessment is intended to measure and assess students' understanding about the knowledge. It is done to find out whether students have achieved what they are supposed to achieve. The findings uncover the use of various techniques to measure students' knowledge including formal and informal assessment. For formal assessment, teachers utilize a written test or daily test/ *ulangan harian*. Such a test is held at the end of the teaching and learning process basically at the end of one basic competence. Thus, it is greatly related to a lesson of an educational unit. According to Brown (2004), a test that is closely related to a classroom lesson is regarded as the achievement test. Therefore, it can be concluded from the findings that teachers conduct a kind of achievement test at the end of the lesson. The findings also denote that there is mid-term and final test held to assess students' knowledge.

Meanwhile, the informal assessment is conducted through the use of question answer, tasks or assignments, worksheets, and homework or

classwork. Such assessment techniques occur in various situations and conditions. Some of the techniques are used along with the process of teaching and learning. The techniques include question answer, tasks, worksheets and classwork. Others occur at the end of each classroom session like assignments and homework. For example, the teachers require students to do a task or assignment to be done both in groups and individually in the main activities. Besides, teachers always use question answer or a task at the closing stage to check students' understanding. In addition, the teachers also often to give homework for students. All of these notions are in accordance with the government regulation No.23/2016 mentioning that teachers can use tests, observations, assignments, or other forms needed to assess students. Teachers are allowed to vary many kinds of assessment techniques depending on the needs.

On the other hand, the findings denoted that teachers conduct skills of assessment in order to know the extent to which students can apply learning into a real performance. Similar to the knowledge of assessment, assessment of skills is also held for each basic competence. In general, this assessment is held at the end of a unit of study. The findings indicated that teachers also vary the use of techniques in assessing students' skills. This study reveal that teachers use practices or performance tests, projects, spoken/written test, and portfolios. The most common technique used by teachers to assess skills is the performance test in which students are

required to perform a particular task to show their speaking or writing product. This notion is a true reflection of what is mandated by the curriculum and stated in the government regulation No.22 and No.23/2016. Within the regulation, it is stated that skills of assessment are used to measure students' ability in applying the knowledge that they have learned from the process of learning.

Project assessment is used to assess students' skills as well as creativity. Very simple and easy projects are generally used to measure students' skills. For example, teachers require the students to make a PPT about a particular topic and present it in in groups. Another example is creating a mini lab book or mini dictionary. Portfolios are also common techniques to measure students' writing skill.

Therefore, teachers seem to vary the techniques of assessing the students' skills as they are assigned to assess both their speaking and writing skills. The variety of techniques are suspended on the teachers' intention. It is because the government has already given opportunities for teachers to use many kinds of techniques to assess their students' skills. The findings of this study are quite similar to what was found by Ahmad (2014). He revealed that teachers in his study used several common techniques like observation, performance test, oral/written test, assignments as well as portfolios to assess students' achievement. Ahmad (2014) also uncovered that there are three aspects of competences involved in the assessment program that namely, attitude, knowledge, and skills.

## **b. Using Authentic Assessment**

In conducting attitude, knowledge and skills assessment, the teachers use the authentic assessment. Therefore, teachers are in attempts to enhance students in all aspects of learning to be applied in their everyday life. This notion is in accordance with Gulikers (2004), the authentic assessment benefits students to apply the knowledge learnt into daily life situations. In addition, the findings indicate that teachers obviously conducted an assessment that encourages students to combine all aspects of learning including attitudes, knowledge, and skills to be applied in real life situation (Ariev, 2005; Guliekers et al, 2004).

As presented in the previous section, teachers provide students with real assessment from which they demonstrate leaning. The use of authentic assessment is the main principle in assessment based on Curriculum 2013. It is stated within the government regulation No.22 and No.23 year of 2016 that the assessment process should be conducted through the use of authentic assessment. The result of the authentic assessment will be used to plan other subsequent programs such as remedial and enrichment programs.

The findings indicate that the authentic assessment emerges in the form of portfolios, problem-based, process-based, and product-based assessments. For example, teachers require students compile written works and select the best one to be submitted for the teachers. Problem-based is given to students when the teachers provide a topic to be discussed and

solved by the students through a discussion. Besides, oral questions and written tasks also occur in the process of assessment. For product-based assessment, the example is when the teachers ask students to produce a text both orally and in writing. Accordingly, the findings uncovered the authentic assessment to be the mostly used one in assessing students' products both in speaking and writing. Thus, it is used frequently to evaluate the productive skills.

Instead, the findings also revealed that the authentic assessment is used within the process of teaching and learning. Such kind of authentic assessment is used to assess students' comprehension and understanding about the lesson. For example, teachers usually deliver questions to the students to find out whether they have understood. It can also be inferred that not only productive skills, but also receptive skills become another area in which authentic assessment occurs. Therefore, there is a tendency of a combination between global awareness and particular knowledge understanding which is demonstrated in a deeper understanding. This idea is one of keywords in assessing students in line with Curriculum 2013.

### **c. Using Different Types of Assessment**

In addition to the emergence of assessment regarded as authentic, the findings also disposed the use of various types of assessment. The findings indicated that teachers use various types of assessment namely formative assessment; alternatives in assessments like problems-based assessment,

performance-based assessment, project-based assessment, portfolios, and observation; diagnostic test; and summative test.

The first type of the assessment occurred in the findings is formative assessment. As previously described, teachers are indicated to use the formative assessment in assessing students. The aims of utilizing formative assessment by teachers are to monitor students' learning process from which any beneficial feedbacks can be provided. Using formative assessment supports teachers to know the students' progress in the learning process as this is conducted during the process of teaching and learning. Teachers can find out what kinds of feedback that suit the students and what part of teaching that should be given any feedbacks. The example use of formative assessment is reflected in the use of question answer, assignments, daily tests, and quizzes which are given at the opening and closing stage.

Different types of formative assessment techniques vary in spoken and written forms. Some of the techniques are held within the process of teaching and learning. Some others, however, occur at the end of a lesson as one of the teachers' considerations for the future learning. The use of formative assessment is one of the initiatives made by the teachers in order to monitor students' process as well as development of learning. It is truly stated in the government regulation No.23/2016 that teachers assess students in order to keep track on their process in learning.

Another type of assessment found in the findings is a variety of alternatives in assessment. The findings indicate that teachers conduct various types of alternatives in assessment. Teachers tend to use various additional techniques to assess students' achievement as complementary of standardized test. Alternatives in assessment conducted by teachers cover a set of procedure to assess students' performance as well as product of a particular language form. There are various assessments used by teachers including problem-based assessment, performance-based assessment, project-based assessment, portfolio, and observation. Some of these assessments are mentioned by Brown (2004) in his emphasize of using various assessment types.

As shown in the findings of this study, the problem-based assessment arises in the form of classroom discussion. The findings revealed that teachers generate an issue to be solved by the students through group or classroom discussion. Thus, problems are presented as the source as well as the example of learning. This idea is reflected by Musfiqon and Nusdyansyah (2015). In assessing students through such an activity, teachers utilize a journal to observe students' performance. The aim of this assessment is to promote students' critical thinking as well as language skills. According to Musfiqon and Nurdyansyah (2015), teachers can stimulate students to do authentic activities by generating problem-based assessment. This kind of assessment is a part of problem-based learning.

Another significant finding denoted from the data is that teachers also conduct a performance-based assessment. The findings show that the teachers require students to perform a particular task from which they observe and assess their integrated skills. Thus, this proves the use of performance-based assessment. For example, the formative assessment exists in the form of speaking performance and presentation. The findings indicate that teachers require students to do integrated tasks. As Brown (2004) explained, one of the principles of performance-based assessment is the existence of signal for an integration of language skills.

The findings in the previous section proven that teachers make use of project-based assessment as one of the alternatives in assessment. The findings indicated that the project-based assessment is a simplified form of project-based model of learning mandated by the curriculum. As this learning model is so complicated that teachers utilize some parts of it to be applied within the process of assessment.

In the emergence of project-based assessment conducted by the teachers, there are very simple forms of project used to assess students' achievement. For example, teachers require students to create a simple project like PPT, a lab book, a mini dictionary and so on. Such simple forms of projects are used because of the time restrictions. Since one lesson plan is only presented in about 2 to 8 meetings, the assessment program project should not be time consuming. Through the use of such projects, teachers are indeed in a purpose of raising their students'

motivation and creativity to achieve the demanded academic level. This is in line with what is stated by Cole & Wasburn Moses (2010), project-based learning benefits students to combine creativity, team work, and learning itself to achieve high level of capability which is required for 21 centuries.

Last but not definitely least, alternatives in the assessment occur in the form of portfolios and observation. The findings indicated that teachers require students to submit any tasks in a bunch of portfolios as the reflection of their own learning. By collecting portfolios, teachers are by means to know the progress of students' learning process. Portfolio helps teachers to observe students' understanding through writing skills. Observation, on the one hand, is used to assess attitude as well as students' skills. The findings indicated that teachers make use of journal to observe students' attitude and a rubric to assess their performance. This assessment is done during the process of teaching and learning.

From the findings, it is true that teachers combine many kinds of alternatives in assessment to provide a wide range of assessment techniques for the assessment program. A great variety of assessment techniques benefit teachers to gather more information about the students' learning in a more varied way. Alternatives in assessment occur both during and at the end of the lesson. This is because the focus of alternatives in assessment is on the process and product. As described in the findings, several alternatives of assessment conducted by teachers are

established in a day-to-day lesson represented in more meaningful activities. The whole idea inferred from the use of alternatives assessment in these findings seemingly correspond to some of characteristics of alternatives in assessment stated by Brown (2004).

As described in the earlier section, this study also shows that there is a kind of diagnostic test held in this school. The findings indicate that the diagnostic test is administered to cover four subjects tested in a national standardized test or national examination. As mentioned before, four subjects include Math, Indonesian, Science, and English. The diagnostic test is held once a year at the beginning of a new academic year. The aim of this test is to gather information about students' problems regarding the subjects that are going to be tested by through national examination. Thus, it is done to know how far students are ready to face national examination. Even though a bit different, the diagnostic established in the findings seem in accordance with Brown (2004) that the purpose of a diagnostic test is to elicit any information on area students need to work harder in the future. Therefore, teachers are trying to find out the aspects of learning that still need to be enhanced on those four subjects.

Lastly, the findings of this study elicit a kind of summative test in the form of daily or weekly tests, mid-term (*PTS*) and final exam (*PAS*). Based on the findings, the tests are held at the end of a set of courses. Daily or weekly tests are conducted after a particular number of meetings. These tests are basically done for one basic competence or lesson plan.

Mid-term or *PTS* is done at the middle of a semester. Final exam or *PAS* is held at the end of a semester. The findings indicate that all of these tests are mainly aimed to measure how far students have achieved the set-out objectives. Thus, teachers can use the result of this test to decide if students have achieved the goals of learning and let them continue learning to the next level. It is basically in agreement with Harris & McCann (1994) statement that summative test benefits teachers to decide whether their students can move on to a next level. The reason behind conducting this kind of assessment is following what is given in the government regulation No.23/2016 about the form of assessment. In the regulation it is stated that one of the purposes of an assessment is to measure and find out the students' learning achievement as well as to organize a report containing any information about it.

#### **d. Preparing Assessment Devices**

Another important point that appears in the findings is that teachers obviously prepare a set of assessment devices to assess the students' achievement. The findings denoted that teachers prepare instruments and rubric for the assessment. There are also assessment criteria which is written in the teachers' lesson plan. As described previously, teachers refer in designing the assessment tools to the assessment criteria mandated by government in the regulation No.23/2016 about the standard of evaluation. Based on the findings, teachers mostly refer to Curriculum 2013 in selecting the assessment techniques or determining the assessment

procedure. Other sources like books are only used as supplementary materials to help teachers design the test items. Accordingly, it might be summed up that preparing the assessment tools does not matter for the teachers. This notion is very contrastive with the study conducted by Retnawati et al (2016), they found that teachers have problems in designing the assessment rubrics for skills assessment.

Besides, the findings also indicated that teachers frequently design the assessment devices by themselves. For example, the teachers create items test and rubrics by their own. As mandated by the curriculum in the government regulation No.23/2016, designing assessment program is teacher's responsibility as they should include the program within a lesson plan. However, the findings also indicated that teachers not only create the assessment tools by themselves but also adapt. As stated before, teachers sometimes take materials from somewhere like books and then combine them with other sources. Adapting is really helpful for teachers since it is very easy to do while students are still can be served appropriately.

The last interesting point that can be inferred from the findings is about the parents' involvement in the process of assessment program. For instance, there is a kind of parental consent that should be given to the parents of the students and signed by them after a particular test is assigned. The aim of such program is to involve the parents in students' process of learning. By getting involved, parents can really know how the

real learning process of their children is going and subsequently give impact for students' learning process.

#### **e. Integrating Technology in Assessment**

As described in the findings section, there is another fetching regard concerning how teachers assess students' achievement. The findings indicated that teachers integrate technology in the assessment program. It is true that technology integration does not occur only within the lesson plan and lesson delivery but also within the process of students' achievement assessment. Technology integration in this study appeared in both the process of the assessment program as well as in the process of a score analysis. This is actually in accordance with the government regulation No.23/2016 about the standard of evaluation that states that the technology and information integration should be applied in integrated, systematic and effective ways along with the situation and condition. In contrast, the findings of this study seem different with what founded by Retnawati et al (2016). The study found that teachers have difficulties in integrating technology within the assessment program especially in analyzing the result of the assessment.

The findings denoted that technology integration is applied through the use of online assignment and online test. For online assignment, teachers invariably assign students to do tasks via online. For instances, there are Saturday-Night assignment and any different types of tasks conducted in the classroom. What is meant by integrating technology within this

assignment is that deals with how teachers share the assignment toward the students. The findings denoted that teachers utilize technology and information to help them conduct the assessment. Equipment like laptop, cellphones are highly required to use within the assessment. Besides, the internet connection as well as the use of apps are highly demanded to conduct the assessment. Thus, in supporting this, teachers assign the students to use their own equipment or gadgets to conduct this online test or assessment.

Another application of integrating technology in the assessment program emerges within the procurement of online test. Online test is variably used in any kinds of summative test like mid-term or *PTS* and final semester exam or *PAS*. In addition, the findings also indicated that daily or weekly test and remedial are sometimes held via online. However, teachers also consider the situation to conduct the remedial program via online. The online remedial program is only conducted when the number of students is significant.

Similar to what has been explained in the previous paragraph, teachers also require students to utilize their own equipment to attend the online test. Based on the findings, the school only provides the internet connection as well as a program or website to run the program. All of the notions emerged in the findings point out that teachers are trying to integrate technology to the utmost within the process of assessment. As mandated by the curriculum stated in the government regulation No.22 and

23 the year 2016, technology is highly recommended to be applied in the process of teaching and learning in integrated, systematic and effective ways. Thus, all of the process of English teaching starting from lesson planning, lesson delivery, and assessment are thoroughly tailored with the enhanced technology and information.

#### **f. Establishing the Enrichment Program**

According to the findings, it can be indicated that teachers establish an enrichment program. The findings show that this program is given to all of the students in the classroom as soon as the process of teaching and learning is completed. Thus, this program is held after teachers already finish assessing students' achievement. The enrichment program is one of options given by the government to be applied as a follow-through of teaching and learning process. By conducting the enrichment program, teachers seem to follow what has been mandated in the government regulation No.22/2016 about the standard of process. in the regulation, it is stated that teachers can benefit the result of authentic assessment to organize a remedial program, an enrichment program, and or a counseling service.

As presented in the findings, the aim of the enrichment program is to strengthen students' readiness in encountering a summative test in the future. The findings also indicated that the program benefits students to improve their understanding about particular lesson as students are drilled with exercises to maximize learning mastery. In addition, such enrichment

program is also advantageous for students to improve their scores in assessments.

**g. Establishing the Remedial Program**

The last notion from the findings is the existence of remedial program as a subsequent process of students' achievement in assessment. Similar to the enrichment program, a remedial program benefits the students to improve their score. However, this program is quite different as it is given to students who do not achieve the minimum criteria of mastery skill or *KKM*. As has been regulated in the government regulation No.23/2016, a remedy should be within the process of evaluation to guarantee the quality of learning.

The findings indicated that the remedial program is held in various ways depending on the numbers of students who necessarily attend this program. Mostly, remedial program is held outside the classroom reflected in a private or group lecturing or peer learning. The private or group lecture is held in an additional classroom session in which teachers teach students again concerning the area of the objectives where they mostly make mistakes. In addition, peer learning indicates that teachers involve and encourage the other students to help them learn about a particular area of learning.

However, if there are lots of students attending this program, teachers will establish a classical or online remedial program. A classical remedial program is held inside the classroom within the process of teaching and

learning. The most significantly, any kind of activities within remedial program is held before students are required to get the remedial test. Thus, a considerable way is established to help students strengthen their understanding about particular forms of language. The activities are useful to assist students to get the objectives of learning achieved. For online remedial program, it is more referred to the remedial test. In the remedial test, teachers tend to share the test items via online or assign students to sign in to web to attend the test. Such an activity is obviously promoting technology integration as mandated in the curriculum especially that one mentioned in the government regulation No.22/2016 about the standard of process.