

AN EVALUATIVE DESCRIPTIVE STUDY ON ENGLISH TEACHING AT A JUNIOR HIGH SCHOOL IN BANDA ACEH

By
Rina Syafitri

Syiah Kuala University, Banda Aceh

ABSTRACT

The aim of this evaluative descriptive study is to describe the real life teaching of English at a junior high school in Banda Aceh. This research described the procedures used in teaching English including how the teacher taught English from the beginning to end, the teacher's methods and techniques, and the difficulties faced by the teacher. The instruments used in collecting the data for this study were an observation sheet, an interview guide, and document analysis of the syllabus and lesson plans. The results of this study showed that: (1) the teacher applied various procedures in teaching: (a) in opening the lesson, i.e. brainstorming students ideas related to the topic, stimulating the students to think creatively, and reviewing the previous lesson, (b) in the instructional processes, i.e. integrating the four skills namely listening, speaking, reading, and writing in the teaching process, and (c) in closing the lesson, i.e. giving opportunities to the students to ask questions, concluding the lesson, motivating and appreciating the students. (2) The methods and techniques used by the teacher were various in order to make the teaching process interesting. (3) There were some difficulties faced by the teacher in teaching including the noisy classroom and students coming in and out of the classroom. Finally, this research suggests that the teacher should be more creative and innovative in creating the lesson, should mix methods in order to create a more effective teaching-learning process and should control the students from coming in and out of the classroom too freely.

Key Words: Evaluative Descriptive Study, Teaching English, English Teachers

INTRODUCTION

English is of great importance in the Indonesian education system as students are expected to be able to face global competition in this century. The need for English becomes inevitable for all students regardless of what role they might choose later. In Indonesia, English is now a compulsory subject from junior high school to university levels. Great attention needs to be put on the development of English teaching in middle school as it is the first formal step to grow the English literacy of Indonesian students. Furthermore, the success of English teaching in middle school may have greater influence on students' interest and motivation to improve their English at the next level of education.

Indonesia now applies the 2013 National Curriculum but some schools still use the School Based Curriculum (SBC, 2006) instead because of the flexibility for teachers to modify the teaching-learning based on the needs and characteristics of their students. The aims of teaching English at middle school (as stated in the curriculum) are to socialize English for the students, to build their basic fluency in English and to motivate them to learn English by considering the need for English for their future careers. Even though the purpose of teaching English in middle school is mainly to equip students for basic comprehension of English, to develop the four skills of English of listening, speaking, reading, and writing, are required. However, incorporating the four skills of English in middle school is challenging. Therefore, teachers are expected to be creative and innovative in delivering the lessons. Special attention to details in the teaching procedure of opening, conducting, and closing the lesson should be done in order to allow the students to experience learning English in an active, attractive and interactive environment.

The teacher plays a vital role in constructing a successful teaching and learning process. She is expected to have a wide range of knowledge of teaching methods and approaches. Such knowledge allows her to be more flexible in designing learning which meets the characteristics, needs and contexts of the students as well as closely meeting the requirements of the curriculum. English is required to have local content to enable the learners to grasp knowledge in its context. Nevertheless she may encounter some challenges in implementing the curriculum. Therefore, it is important to study the implementation of the curriculum to ensure the quality of teaching-learning process.

Based on the explanation above, the writer would like to discuss some previous related studies. Zuraida (2005) conducted a study related to the implementation of the competency based curriculum in an English classroom and found that: 1) the school had not yet reached the goals. In other words, the goals used by the school did not meet the requirements of the curriculum, 2) learning materials were needed for integrating the course and equipping it for exercises and practices, 3) the teacher dominated the class activities and as a result the students were less active in expressing their own ideas, 4) the assessment of the students' achievements was measured by a "paper and pencil test". Her study revealed that the teaching and learning process in the school did not reveal the characteristics of the competency based curriculum.

Another study by Hermida (2010) was a case study at a kindergarten about the teaching of English for kindergarten children. She had three results from her research. First, she investigated the lesson plans, and the results showed that they were very important for the teachers to guide the teaching-learning process, even though the teachers only taught the children vocabulary. She found that the teachers had various kinds of strategies for conveying the lessons to the pupils and that they performed well and were competent in the classroom. She also found that conditions in each class varied because each child had his own personality; consequently each class had its own personality. Most of the teachers agreed that they would like to test the students whenever they could and to check their results as soon as possible so that they could do reflections and update planning for the content of the next meeting. All classrooms had an interesting atmosphere as there were many English posters around the walls that had some relation to the children's learning such as numbers, colors, animals, fruits, etc. However, because the classrooms were very small the chairs could not be arranged in a circle or a letter U.

Hermida's (ibid) second result was related to the methods and techniques used by the teachers, most of them used song and game techniques to encourage and motivate the students to memorize the English vocabulary; they also often used oral drills, describing pictures games, guessing words games, etc., in the teaching-learning process. The role of teacher then became the efficient and lively drill-master as well as the authority master. The teachers used the Audio-Lingual method, the Silent Way method, and the Total Physical Response method in various combinations.

Hermida's (ibid) this result found that the teachers faced difficulties because they did not know what the standards were for teaching children English especially ESL.

In conclusion, the writer wanted to conduct observations similar to those referred to in the studies above. She selected SMPIT Nurul Islah, Banda Aceh as the sample for this study. SMPIT stands for *Sekolah Menengah Pertama Islam Terpadu*, which means Integrated Islamic Middle School. This is a new private school which just started four years ago. This school uses two curriculums, an Islamic curriculum and the National Curriculum. Both of them have different contents. The Islamic curriculum consists of Islamic studies, for example, memorizing the holy Qur'an. This curriculum is designed to add special Islamic religious skills to the capabilities of students after they finish their studies. Meanwhile, from the National Curriculum, the students are expected to be able to master the four skills of English via listening, speaking, reading, and writing, plus the other middle school subjects.

The writer was interested in seeing how the teacher started the lesson, conducted the instructional processes, and closed the English lesson in the classroom at SMPIT Nurul Islah. This study focused on examining the methods and techniques used by the English teacher for the teaching-learning proses; she also studied the difficulties found by the teacher in teaching English to her students.

REVIEW OF LITERATURE

Lesson planning

Teachers have to do lesson planning to prepare the materials for the lesson before starting the lesson. They make lesson plans to communicate their instructional objectives regarding specific subject matters. Almost all lesson plans developed by teachers contain study objectives, instructional procedures, list required materials, and have some written description of how the students will be evaluated.

The teachers decide about the goals, activities, resources, timing, grouping, and other aspect of the lesson. There are five elements in a lesson plan namely description of the class, recent work, objectives, contents (context, activity, and class organization, aids, language, possible problem) (Harmer, 2003, as cited in Richards & Renandya, 2002). Another important aspect of a lesson is the management of learners during the lesson. For example, eliciting students' attention,

maintaining their engagement in the lesson, and organizing them individually or into pairs or groups (Richards & Renandya, 2002).

Effective Teacher

Lang and Evans (2006) make the criteria for effective teachers, which are “good speakers, understand learners, appreciate differences and use a wide variety of teaching skills and activities. Their classes are interesting and challenging and conducted with fair assessments, because there are various ways that you can show the students what they have learned.” Therefore, teachers are student organizer of the growth experience. They should be able to design learning that not only touches on the cognitive, but also develops the skills and attitudes of the students. Thus, they must be individuals who are able to transform the rich experience of students in various ways.

What will teachers do to students who fail in tests? Vaidya and Vaidya (2002) claim that “they should get a second chance to help them develop the appropriate attitude that they want to grow big time later”. Schools should provide a variety of opportunities for students to learn whatever they want from the beginning of arts, science, social, and even sport. If a student fails a test, they are entitled for remedial or repeat teaching and repeat testing.

Teachers as curriculum developers are also expected not to forget the moral aspects of learning process. Curriculum developers should observe the moral aspects. McNeil (1977) notes that “human rights make us aware that without a moral basis, government approaches, technologies, and materials will not be enough”. Therefore, curriculum developers should care about morality. Miller and Seller (1985) explain that education should teach children to manage and control their emotions.

Instructional design is also an important part of teaching according to Young, Whitley, and Helton (1998), who state that effective teachers manage their classrooms with procedures and they have to think about what they want students to do and how it should be done. When teachers tell students from the beginning how they expect the students to behave and learn in the class and the teacher asserts her authority, then the students will be serious in learning.

Teachers who understand child development and learning will be effective in the classroom in the processes of teaching-learning (Darling-Hammond & Bransford, 2005). Learning will be successful if the teachers provide students with opportunities to ask. Petty (2004)

asserts that learning will fail, unless students can ask the teacher to resolve ambiguities or clarify difficulties so that the teacher can give them feedback to clarify the students' understanding.

Teacher's Roles and Teaching Styles

The teacher has several roles in the classroom. According to Harmer (2003, cited in Richard & Renandya, 2002) she can be a controller, an organizer, an assessor, a prompter, a participant and also a resource person.

Controller

A teacher as a controller is in charge of the class and of the activities going on individually or in pairs or groups. Tight control is not the most effective role for the teacher to adopt. This role is useful during the accurate reproduction stage of the lesson and in frontal activities; however, at the practice stage and especially at the production stage of the lesson this control should be relaxed to some degree (Harmer, 2003).

Organizer

Organizing students to do various activities is one of the most important roles that a teacher has. It involves giving the students information, defining the work-forms in the classroom and organizing the teaching materials. Skillful classroom management involves the following areas namely organizing the environment which means decorating the walls of the classroom with culture-related posters, maps, flags and arranging the desks and chairs so that the students can learn in different work formats via: individually, group or pair-work). Organizing the students according to language proficiency or language abilities, whilst organizing activities at balance of skills and activities should be maintained (Harmer, 2003).

Assessor

A major part of a teacher's job is to assess the students' work, to see how well they are performing and how well they have performed. Various different types of error correction must be distinguished. At the accurate reproduction stage, where the teacher is totally in control, she must correct each and every student's error or mistake. Where students are involved in immediate creativity (at the production stage of the

lesson), gentle correction or delayed correction should be used lest the teacher inhibit the students' creativity (Harmer, 2003).

A distinction between two kinds of feedback must be made via: content feedback which is concerned with assessment of how well the students performed the activity as an activity rather than as a language exercise, and form feedback which tells the students how well they performed in terms of the accurate use of language. Content feedback should usually come first, and the teacher must decide when form feedback is appropriate and when it is not. It is vital for her to be sensitive and tactful to her students in her role as assessor and to always start assessments with some positive feedback.

Prompter

In this role the teacher needs to encourage students to participate in role play activities or needs to make suggestions about how students should proceed in an activity. The role of prompter has to be performed with discretion because if she is too assertive, she will take over the jobs from the students and this will make the students lazy and passive (Harmer, 2003).

Participant

The teacher should not be afraid to participate in certain activities as a partner but she should not get involved in pair-work or group-work because it will prevent her from monitoring the students and performing other important roles (Richard & Renandya, 2002).

Resource Person

Teachers used to be the only resource of information but this role need not be performed these days as it was done decades ago. Students now have access to the internet and other important resources so teachers only need to add some pieces of information to the ones gained from other sources. A teacher is supposed to organize and coordinate the process of acquisition of resources, to act as a catalyst (Harmer, 2003).

Motivating Personality

An effective teacher possesses a motivating and stimulating personality. She seems to enjoy what she is doing, supportive of students, and is believable and easy to trust (Whitley & Helton, 1998).

Teaching Methods

Talking about teaching methods to the students, the writer would like to discuss three key words which are related to it, Approach, Method, and Technique in order to avoid misunderstanding of these terms. Firstly, Anthony (2003), as quoted by Richards and Rodgers (2001), asserts that an approach is a set of correlative assumptions dealing with the nature of language teaching and learning and is axiomatic or self-evident. Secondly, he asserts that Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. The method is selected based on the approach. Moreover, he states that an Approach is self-evident and a Method is procedural. Within one approach there can be many methods. Finally, he points out that a Technique is the implementation or that which actually takes place in a classroom.

After understanding these three terms, Approach, Method, and Technique, the writer would like to discuss methods which are commonly used by teachers for second and foreign language (ESL, EFL) teaching of their students as follows:

The Grammar Translation Method

The Grammar Translation Method (GTM) is a method which is often used by English teachers of non-native speakers all over the world, and it is still applied nowadays in some schools such as the schools in Indonesia that teach EFL. Richards and Schmidt (2002:231) say that it is a method for teaching foreign or second language which makes use of translation and grammar study as the main teaching-learning activities. GTM was the traditional way Latin and Greek were taught in Europe. They say in the 19th century it began to be used to teach “modern” languages such as French, German, and English, and it is still used in many countries today. A typical lesson would consist of the presentation of grammatical rules, a list of vocabulary items, and a translation exercise. Richards and Rodgers (2001) say that “the Grammar Translation Method dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in many parts of the world today.” In addition, they point out that the method was in fact, first known in the United States as the Prussian method. They confirm that although GTM often creates frustration, it is suitable when understanding literary texts

is the primary focus of the foreign language study and there is little need to learn how to speak the foreign language.

Richards and Rodgers (2001) assert that the principal characteristics of GTM are as follows:

- a. In GTM, both vocabulary and grammar are emphasized. This helps the student to understand more about English.
- b. GTM is a method to learn how to have better grammar.
- c. Reading and writing are the major focus; the students translate a reading passage from the target language into their native language.
- d. The students learn how to master reading texts through translation of literary passages.
- e. The students learn to identify antonyms and synonyms.

Total Physical Response Method

There are several methods being practiced today that have in common as an attempt to apply these observations to foreign language instruction. For example, in Krashen and Terrell's natural approach (1983), the students listen to the teacher using the target language communicatively from the beginning of the instructions and communicative activities prevail throughout the course. The teacher helps her students to understand her by using pictures and occasional words in the students' native language and by being as expressive as possible.

The teacher does not correct any students' errors during speaking. In the Total Physical Response (TPRM), students listen and respond to the spoken target language commands of their teacher.

The Audio-Lingual Method

The Audio-Lingual Method (ALM) is derived from linguistics and psychology. In this method, language is seen as having its own unique system that comprises several different levels namely phonological, morphological, and syntactic. Language is primarily spoken and only secondarily written (Freeman, 2000).

Some objectives of ALM are to make students able to use the target language communicatively and automatically without stopping to think, to help students to acquire the structural patterns, to develop accurate pronunciation and grammar, and also to respond quickly and accurately in different speech situations. Types of learning technique and activities are dialogue memorization, transformation drills, complete the dialog,

dictation, flashcards, chain drills and the alphabet game (Freeman, 2000).

The Contextual Teaching Learning

The Contextual Teaching Learning (CTL) is called the contextual approach because of the concept of learning that helps the students to make associations between the lesson and the real world context of the students and encourages the students to use the relationship between the knowledge they hold in the context of their lives as members of the community for learning EFL (Freeman, 2000).

Freeman (2000) asserts that there are some principles of CTL:

- a. Constructivism: the flow of learning that requires students to prepare and build new meaning from experiences based on specific knowledge. The characteristic of constructivism learning is active students, involved in the learning process that depends on their ability, knowledge and style for learning.
- b. The Flow of Learning via: inquiry, observation, questions, hypothesis, data gathering, and conclusions.
- c. Questioning: teachers use questions to lead and evaluate how the students think. Meanwhile, the question arouses curiosity in the student. The teacher motivates and guides the students, finds out what the students know, and pays attention to the students learning.
- d. Modeling activities demonstrate an act that students can copy, learn or imitate, or do in accordance with the model provided.
- e. Reflection: to see the return or response to an accident, activity and experience that aims to identify things that are already known and it has not been made known to be an improvement in the action. So, the students feel they are getting new knowledge from what they have already learnt.
- f. Authentic assessment: requires students to show their real capabilities.
- g. Contextual teaching and learning process: a use of an approach which is able to help teachers to relate the material of the lesson to the real-life situations; this approach motivates students to relate knowledge gathered in class to apply it in their lives as a member of family and of society.

In teaching English in the context of Aceh, ideally the teacher does not use one single method and technique but mixes appropriate methods and techniques. Commonly, she also uses code switching in explaining the lesson so that the students can understand the lesson

easily. Sometimes, she will speak in Acehnese or in Indonesian when the students do not fully understand what is spoken in English.

Code-switching or language switching performs several functions. Johnson (2000:184), as cited in Gudykunst (2004) explains that first, people may use code-switching to hide fluency or memory problems in the second language but this accounts for about only ten percent of code switches. Second, code-switching is used to mark switching from informal situations (using native languages) to a formal situation (using the second language). Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations for example defining oneself as a member of an ethnic group. Code-switching also functions to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships.

RESEARCH METHODOLOGY

Study Design

In this study, the writer has used a qualitative method. Therefore to analyze the data, it depends on three phases which are connected with each other via: describing, clarifying and connecting (Moleong, 1994). This is a field research study which observed the methods used by the teacher in teaching English at SMPIT Nurul Ishlah. The writer also conducted interviews with the teacher.

The writer applied evaluative descriptive study methods in this research. Qualitative models of evaluation research do not have objective criteria for judging the worth of an educational program (Borg, Gall, & Gall, 1992). Evaluation research is descriptive research directed at determining whether or not a particular program has achieved its goals. The instruments used in this study were an observation sheet, an interview guide, and document analysis.

Observation is the technique used in this study to examine the situation in the classroom, particularly the classroom activities. Other instruments namely the interview was used to get in depth information about the teacher's procedures, methods and techniques, and difficulties in conducting the teaching-learning activities. The writer used the results from the interview to support the data from the observations.

The writer collected copies of the lesson plans used by the teacher after the observations had been done. She noted whether the processes

of teaching English that were taught were in line with syllabus and the lesson plan or not.

Data Analysis

Data analysis is a procedure in which data collection, data reduction, data display, and drawing conclusions takes place involving people working together and influencing each other (Miles & Huberman, 1994). According to Bogdan & Biklen (2003), data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that are accumulated to increase our understanding of the materials and to enable us to present what we have discovered to others.

The ideas of the two experts above were adopted for this research. After the writer obtained the data from the observations, interviews, and documents, she analyzed the data. The first data was the observations from the time she observed the teaching processes in the classroom. She also took field notes to check the teaching procedures during the class opening, during the class teaching-learning, and during the class closing processes. With consent from the teacher, she used a camera to record activities in the classroom. Next, she replayed the activities to analyze the data. The result was categorized to reveal the processes of teaching used in the classroom and to reveal the methods and techniques applied by the teacher. In addition, she also investigated the problems faced by the teacher in the classroom. The observations centered on the classroom activities, as distinct from, for example, research that concentrated on inputs to the classroom (the syllabus, the teaching materials) or the outputs from the classroom (Allwright & Bailey, 1999).

Furthermore, the writer interviewed the English teacher twice after the class was finished. On the first day, she interviewed the teacher related to research question number one, the procedures used for teaching. Then, she continued to question number two, the teaching methods and techniques used by the teacher in the classroom. The last question was about the difficulties faced by the teacher in teaching English. On the second day, the writer asked more details related to the research questions to gain more input.

After the writer got the data, the results of interviews were transcribed. After transcribing, the results were categorized into teaching procedures, methods and techniques used by the teachers in teaching English and the problems faced by the teachers. She quoted

the teacher's answers to validate the data. According to Bogdan and Biklen (2003), transcripts are filled with details and examples.

Later, document analysis of materials such as handbooks, and lesson plans were used to check their relevance and consistency with the syllabus. And whether the teaching-learning methods used in the classroom was based on the lesson plans or not. It was also to see whether the teaching materials were connected to the syllabus or not.

RESULTS AND DISCUSSION

From the data, it could be seen that the English teacher's lessons had three parts, namely opening, instructional processes, and closing. She did not make a lesson plan for every meeting, rather she designed the lessons for a whole semester and then the headmaster collected the lesson plans at the end of the semester. So, she prepared and provided the materials only without a prior written lesson plan. She made the lesson plan after she taught the students. She made preparations through slides, etc., that she used in the classroom but she did not write up a lesson plan beforehand.

In English teaching, the teacher used several different methods and techniques to motivate the students and help them understand the lesson. She applied more than one method when explaining about the materials because the students had different backgrounds in English. Some students understood when she explained the lesson using English while others did not, so she also made some part of the instructions in their mother tongue to help them.

The materials which the teacher used for the First Year, Year VII were not appropriate for the level of ability of the students. The students did not yet know much about past tense so that explanations about pronunciation were not yet required. They needed to learn about the basics of simple-past first and use it in their daily life. The materials used in Years VIII and IX were however appropriate to those levels because she had already focused on the meanings of words in the First Grade [i.e. Year VII]. In addition in the Third Grade [Year IX], students had to answer questions to prepare for the final National Examinations (or *Ujian Nasional* [UN]).

Based on observations, the English teaching process at SMPIT Nurul Ishlah was very enjoyable and comfortable. The students could achieve the purposes set for their course of study. Although the teacher faced some difficulties in controlling the students, she was able to

manage them and remained in charge. She was very patient with her students and seldom angry with them. She always responded to them calmly which made the students respect her. There were, however, some aspects of classroom management that could be improved, for example, she could appoint class monitors to help her control all the students. Also, seating arrangements can be changed based on the needs of the lesson, Using U and circle seating when appropriate or for variety in the lessons. Even the classical Islamic paradigm of seating with separation of boys from girls can be used with U or circle seating to create a good atmosphere in the classroom for teaching English.

Overall the teacher and her students had a good relationship in the teaching-learning process due to all of them being very active in the classroom. They interacted well with each other, for example, the teacher communicating to individual students and the students responding to her questions. She also praised the work of individual students publicly in front of other students.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the data from classroom observations, the interviews and the document analysis at SMPIT Nurul Ishlah, the writer notes the following. First, the teacher had three phases in each lesson: opening, instructional process, and closing. She also varied the way she taught in order to make the lessons more interesting and avoid boredom. She opened the class by greeting the students, brainstorming ideas related to the topic with the students, encouraging the students to think critically, stimulating the students to think logically and creatively, and reviewing the previous lesson. She did the same type of opening activities for each class Year VII, VIII, and IX. In short, she conducted an opening in the classroom to arouse the interest of her students before she started teaching.

After the teacher had opened the class, she conducted English teaching by giving different materials to the students based on the level of their class via: asking the students to practice English by listening to a song for Year VIII, explaining the lesson by showing pictures from a slide-projector and answering questions for Year IX, demonstrating a procedure in front of the class arranged in groups for Year IX, and describing and drawing words for things about the home to groups in Year VII. In particular, she integrated the four English skills namely

listening, speaking, reading, and writing in her teaching. The teacher closed the class by giving an opportunity to the students to ask questions. She also concluded by checking the understanding of the material taught amongst the students through asking questions. Before she closed the class, she also motivated her students and gave them praises.

Second, the teacher applied various methods and techniques in the classroom. She used more than one method for teaching English, for example, she applied GTM to explain the meaning of words and asked the students to write sentences using the new words. She used the TPRM to show gestures that can be used (body language) to get the students to understand her well. She also used ALM to get the students to listen to English songs, and CTL to relate the context of a situation with that in real life. She also applied the Communicative Approach by asking her students to speak in English. In short, the teacher used various methods of teaching English in the classroom based on the materials.

Third, the teacher faced some problems in teaching, for example, keeping control of noisy students especially when the class was being taught in the last period of the day, in which the students were already restive and eager to go home. Some even kept walking in and out of the classroom during the teaching-learning process. She did share her problems with other teachers to help resolve them.

Suggestions

English teachers must be creative and innovative to create interesting lessons. Moreover, they should mix methods in order to create more effective learning. They should also pay attention to the students both during the lessons and outside the classroom. Furthermore, it is suggested that they let the students have learning experiences outside of the classroom in order to add to their experiences in learning English. Finally, both teachers and students should practice English more, although difficulties might be found. The teachers should be patient in teaching and caring for the students because teaching is a long process and not an easy task.

Teachers should use a suitable strategy in the process of teaching-learning such as using pictures or games in order to improve the ability of the students. When using pictures and games, students find the lessons more enjoyable, so the students can be more active. They should provide the materials before starting the teaching-learning

process. They could also create learning materials from newspapers, magazines recycling materials and materials from the environment. Therefore, the students can learn from reality with factual, up-to-date teaching materials and not only materials taken from books but also from their home surroundings. They could also take the students outside the classroom, e.g. for excursions to practice English at the park, this would enrich the experiences of the students for learning English.

The seating arrangements should also be changed regularly in order to stimulate the students' attention, and allow the teachers to easily reach out to all students. The final suggestion is for the government of Aceh to conduct more teacher training for English teachers especially for middle school English teachers in order to improve their quality of teaching.

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