

**EFFORTS OF ENGLISH TEACHERS OBTAINING ENGLISH
PASSING GRADE OF NATIONAL FINAL TEST AT
THE THIRD YEAR AT SMAN 3 KUNDUR
KARIMUN REGENCY**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The Thesis entitled “*Efforts of English Teachers Obtaining English Passing Grade of National Final Test at the Third Year at SMAN 3 Kundur Karimun Regency*”, is written by Deswati, NIM. 10614003496. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

The Thesis entitled “*Efforts of English Teachers Obtaining English Passing Grade of National Final Test at the Third Year at SMAN 3 Kundur Karimun Regency*”. Is written by Deswati, NIM. 10614003496. It has been approved and examined by the Final Examination Committee of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya’ban 14, 1432 H/July 15, 2011 M as one of requirements for undergraduate degree (S.Pd.) in English Education.

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Pekanbaru, June 24, 2011
The Writer,

DESWATI
NIM. 10614003496

Dedication

Bismillahirrahmannirrahim

Syukur Alhamdulillah ya Allah aku ucapkan

Terima kasih atas karuniaMu lah aku bisa meraih

Apa yang aku cita-citakan

Ayahnda

Hari ini 15 Juli 2011

Putrimu dinobatkan dalam suatu sidang

Untuk meraih cita-cita yang selama ini

Selalu ayahnda idam-idamkan

Ibunda

Jasamu tiada terkira

Dengan sabar membersarkanku dengan kasih sayangmu

Mendidik aku dengan cucuran keringat dan tetes air mata yang
jatuh ke bumi

Bak mutiara yang tiada ternilai dengan materi

Hanya Allahlah yang bisa membalas semua kebaikanmu

Ayahnda & Ibunda !!!

Terimakasih atas jasamu

Terimakasih atas budimu

Terimakasih atas bimbinganmu

Terimakasih atas cinta dan kasih sayangmu

Terimakasih atas doamu
Hapuslah air matamu dan kesedihanmu, karena putrimu bisa
sejajar dengan yang lain.
Hari ini kupersembahkan gelar sarjanaku
Dan ku abadikan untukmu ayahnda dan ibundaku
Buat seluruh keluarga besarku
Dan buat teman specialku
Terima kasih telah mengisi hari-hariku
Dengan memberi semangat dan nasehat-nasehatmu
Terimakasih ku ucapkan pada orang-orang yang berjasa atas
keberhasilanku,
Untuk sahabat-sahabatku, I love you all, wherever you are ...
Yang dengan tulus memberikan semangat, nasehat dan doa.
Semoga kesuksesan menyertai kita,,,
Amiiin

ABSTRAK

Deswati, (2011): Usaha Guru-guru Bahasa Inggris dalam Memperoleh Kelulusan pada Ujian Akhir Nasional di Kelas Tiga SMAN 3 Kundur Kabupaten Karimun.

Subjek dari penelitian ini adalah para guru bahasa Inggris di SMAN 3 Kundur Kabupaten Karimun, dan objeknya yaitu usaha guru Bahasa Inggris dalam memperoleh kelulusan pada ujian akhir nasional. Adapun rumusan masalah pada penelitian ini adalah “Apa usaha guru-guru bahasa inggris dalam memperoleh kelulusan pada ujian akhir nasional di kelas 3 SMAN 3 Kundur Kabupaten Karimun?”. Maka dari itu, penelitian ini bertujuan untuk mengetahui dan mengungkapkan informasi tentang usaha-usaha guru Bahasa Inggris dalam memperoleh kelulusan pada ujian akhir nasional. Populasi penelitian ini adalah guru bahasa Inggris kelas 3 SMAN 3 kundur Kabupaten Karimun yang berjumlah tiga orang. Dalam penelitian ini, penulis mengumpulkan data dengan menggunakan teknik interview.

Dari data yang diperoleh, maka dapat disimpulkan bahwa guru bahasa Inggris melakukan usaha yaitu (1) Motivasi siswa untuk belajar Bahasa Inggris. (2) Berilah beberapa tips bagaimana cara menjawab teks bacaan melalui beberapa teknik. (3) Meningkatkan pengetahuan siswa tentang materi. (4) Siswa mencari dan membaca sumber dan materi lain untuk meningkatkan pengetahuan mereka. (5) Meningkatkan pengetahuan siswa melalui pembelajaran aktif. (6) Memperbanyak kosa kata siswa melalui praktek di dalam kelas. (7) Meningkatkan motivasi siswa di dalam pelajaran Bahasa Inggris. (8) Penerapan beberapa metoda pelajaran yang menyenangkan untuk membuat para siswa bahagia dalam belajar Bahasa Inggris. (9) Meningkatkan pengetahuan siswa dengan memberi material di dalam kelas. (10) Sholat bersama-sama guru, siswa, orang tua siswa.

ABSTRACT

Deswati, (2011) : Efforts of English Teachers Obtaining English Passing Grade of National Final Test at the Third Year at SMAN 3 Kundur Karimun Regency.

The subject of the research was English teachers of SMAN 3 Kundur Karimun Regency, and the object of this research was the efforts of English teachers obtaining English passing grade of national final test. While, the formulations of the problems consisted of “what are the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency.” Furthermore, the aims of the research were to find out and reveal the information about the efforts of English teachers obtaining English passing grade of national final test. In this research, to collect the data the writer used interview.

Based on the research, the writer can conclude that English teachers have done the efforts such as (a) Motivate the students to learn English. (b) Gives some tips how to answer reading text through some techniques. (c) Increase the student’s knowledge about the materials. (d) Ask the students to find and read other resources and materials to improve their knowledge. (e) Improving the students’ knowledge through active learning in class. (f) Enriching the students’ vocabulary through practicing it in class. (g) Increasing the students’ motivation in learning English. (h) Applying some enjoyable learning method to make the students happy study English. (i) Improve the student’s knowledge by giving materials in class. (j) Pray together between the teachers, students, students’ parents.

ديسواتي () : محاولات مدرسي اللغة الإنجليزية في نيل النجاح في الامتحان النهائي
لمدرسة المتوسطة العليا الحكومية

كوندور منطقة كريمون.

الموضوع في هذا البحث مدرسو اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية 3
كوندور منطقة سيالك والهدف هو محاولات مدرسي اللغة الإنجليزية في نيل النجاح في الامتحان
النهائي الحكومي. وصيغة المشكلة في هذا البحث هي "ما محاولات مدرسي اللغة الإنجليزية في
نيل النجاح في الامتحان النهائي الحكومي في الصف الثالث بالمدرسة المتوسطة العليا الحكومية
كوندور منطقة كريمون؟". ومع ذلك يهدف هذا البحث لمعرفة المعلومات التي تتعلق
بمحاولات محاولات مدرسي اللغة الإنجليزية في نيل النجاح في الامتحان النهائي الحكومي.
الأفراد في هذا البحث مدرسو اللغة الإنجليزية بالمدرسة المتوسطة العليا الحكومية
منطقة كريمون بقدر ثلاثة أشخاص. واستخدمت الباحثة طريقة عينة تامة باعتبار أن الأفراد
قليلة.

ثم في جمع البيانات، استخدمت الباحثة الملاحظة و المقابلة وفي تحليلها استخدمت الباحثة
الصيغة الآتية: والاستنباط من هذا البحث مبنيا على البيانات أن محاولات مدرسي اللغة
الإنجليزية بقدر في المائة ومن محاولاتها، تشجيع الطلاب، تقديم الواجبات الإضافية، تقديم
الأسئلة قبل الاختبار، استخدم المدرسون المراجع الأخرى في عملية التعلم و التعليم.

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CHAPTER I

INTRODUCTION

A. The Background

Language is communicative means that is used by all of people to say something in society. In the world, there are many varieties of language that are used by all of people like Japanese, Germany, Mandarin, English, etc. Wardhaugh states that language is what the members of the particular society speak.¹ English is an international language. English is very important to all of people in the world, because English is the second language in the world after language in their country. Therefore, English is an international language used by people in over the world for communication in daily activity, business, and trade.

Indonesia is a developing country. The societies use English as a foreign language and runs to equate with the other country. Therefore, the government of Indonesia regulates that English is very important to be learned in any level of education (Elementary School, Junior High School, Senior High School and university). English subject is compulsory and it is regulated in curriculum. Alexander in Hasibuan and Ansyari states that language teaching and learning concentrates on the expected language proficiency. The language proficiency expectation refers to literacy level and level of education. This expectation

¹ Wardhaugh, Ronald, *An Introduction to Sociolinguistics Second Edition*, The Free Press, A Division of Macmillan, Inc. 1960, p. 1.

becomes the reference for teaching English as a Foreign Language (TEFL) in Indonesia (Competency-Based Curriculum, 2004) such as:

Table I.1
COMPETENCY BASED ON CURRICULUM OF INDONESIA

No.	Literacy Level	Expected Language Proficiency	Level of Education
1.	Performative	Learners are able to read, write, and speak with the symbols given.	Elementary schools
2.	Functional	Learners are able to use English for survival purpose, to communicate for daily needs such as to read newspapers and manuals.	Junior High Schools
3.	Informational	Learners are able to access knowledge with the medium of English language.	Senior High Schools
4.	Epistemic	Learners are able to transform knowledge with the medium of English language.	Higher Educational Institutions

Source: Kalayo Hasibuan and Muhammad Faizan Ansyari, Teaching English as a Foreign Language (TEFL)

English is one subject that is taught in senior high school and it is measured nationally. Therefore, the students must graduate with minimum score in order that the students can graduate from the school.

In addition, Syafi'i states that the success in teaching and learning process is instilled by several factors either directly and indirectly. At least, there are four dominant factors that involve in it. Namely: teacher, teaching materials, methods of teaching and learners. Even though both teacher and learners are in different role, but they are mutually complemented one another. The teacher is as an instigator of the action, teaching materials and methods of

teaching as the tools in which both between teacher and learners can integrate and get involve into one situation of classroom setting-language teaching and learning. Learners are assumed as receivers who must respond the teacher's message in appropriate reaction. As an instigator of the action, the teacher should be conductive in order to encourage students in the activities of teaching and learning. This activity can be merely done by a professional teacher, because he/she knows more about the needs of students either before or have teaching activities.²

One of the dominant factors that involve in teaching learning process is teacher. teacher is a professional educator with the special duties is educating, guiding, instructing, training, assessing or evaluating the students in formal education, elementary education, and middle education.³

Jadirejo Hasibuan states that a teacher will succeed in teaching not only determined by the application of teaching and learning process such as choosing approach, materials, mastering of teaching materials, choosing appropriate method and teacher's efforts to use it effectively and efficiently, but also determined by teacher's ability to manage the attitude of students that possibly disturb the teaching and learning process and situation in which they

² M. Syafi'I, S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007, p. 100.

³Asrofudin, *Pengertian (Definisi) Guru adalah*, in: <http://Www.Canboyz.Co.Cc/2010/05/Pengertian-Definisi-Guru-Adalah.Html>, accessed on June 21, 2011.

learn. Whereas to manage the classroom, the teacher has to create a good situation that can make the teaching in learning process runs well.⁴

Based on explanation above, the teacher in teaching and learning process has to mater how to manage the material of teaching in the classroom. To manage material of teaching, the teacher has included the material itself, teaching method, and media if it is necessary. Besides that, a teacher should also know the situation of the students and master the principles of teaching and learning.

There are some methods that are implemented in the teaching and learning process in order to achieve the goal of teaching. The methods are situational language teaching, audio-lingualism, communicative language teaching, total physical response, community language learning, the natural approach, and suggestopedia.⁵

Learning English is difficult to understand if students do not study hard and students do not master the materials in learning process. Therefore, In learning process the students have difficulty in exercise or the students can not understand the materials until the students face national final test and students do not get high score that is hoped by school. Finally the students fail in final test. Naturally, school must make efforts for the students in learning English and then the headmaster or teachers are important to bring out the success in learning English.

⁴Jadirejo Hasibuan, dkk., *Proses Belajar Mengajar*, Bandung: Sinar Baru, 1994, p. 163.

⁵Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 61.

Besides that, in order the students can pass minimum score, the teachers must make efforts such as giving motivation, score, commendation, prize, discussion, and etc.⁶

SMAN 3 Kundur Karimun Regency is one of the school that stay in Tanjungbatu Kundur Karimun Regency. It is location on Sungai Ungar Street. From the Tanjungbatu Kundur, it is around seventh point five kilometers to arrive the school. In this school, the English teachers in face national final test always give the students extra class and support, but the result in this school they are have some students fall in national final test.

From the preliminary study and information from some English teachers, they justify that some students at SMAN 3 Kundur still encounter difficulties in facing national final test. Therefore, the English teachers make some efforts in order that the students do not have difficulty in national final test at SMAN 3 Kundur Karimun Regency, namely: provide outclass or English course, give students many tasks, give more time to study English. So that, the students can answers the questions correctly.

Based on the ideas above, its seems that the success of teachers and learning process depends on the efforts of English teachers obtaining English passing grade of national final test at the third year at SMAN 3 Kundur. We can see the symptoms of the problems as in the following:

⁶ Oemar Hamalik, *Process Belajar Mengajar*, Jakarta: Bumi Aksara, 2009, p. 166-168.

1. The teachers seldom use English in teaching and learning process.
2. The teachers cannot make students active in the class.
3. The teacher are unable to make interesting materials of teaching learning process.
4. The teachers do not have good competence and performance in classroom.
5. The teachers never make social interaction between students and teacher.
6. Some of the students are not interested in practicing English.
7. Some of the students do not know how important of national final test is.

According to the symptoms of the problem above, the writer is interested to carry out a research entitled:

EFFORTS OF ENGLISH TEACHERS OBTAINING ENGLISH PASSING GRADE OF NATIONAL FINAL TEST AT THE THIRD YEAR AT SMAN 3 KUNDUR KARIMUN REGENCY.

B. The Problem

According to the background of the problems, it is clear that many students still get difficulties in learning English during the class hour; they have difficulty to answer the questions in National final test.

1. Identification of the Problem

According to symptoms and the problem above, the problems in this research will be identified as follows:

- a. What efforts do the teachers have to motivate the students appropriately?
- b. Why do the teachers not provide media in teaching learning process?
- c. What factors make the teachers not master language teaching strategies?
- d. Why are the teachers unable to make interesting materials of teaching learning process?
- e. Why do the teachers not have good competence and performance in the classroom?
- f. What should the teachers do to make good social interaction between the teacher and the students?

2. Limitation of the Problem

Due to the problems going to be researched, the problems will be limited to the efforts of English teachers obtaining English passing grade of national final test at the third year at SMAN 3 Kundur.

3. Formulation of the Problem

According to the problems above, this research will be formulated into the following research question, “what are the efforts of English teachers in obtaining English passing grade of national final test?”

C. The Reason of Choosing the Title

The writer is interested in carrying out this research because of some factors, they are:

1. The problems of the research are very interesting and challenging to be investigated in term of teaching and learning of English, especially English as the foreign language (EFL).
2. As far as the writer is concerned, the topic has not yet been researched by students of the State Islamic University of Sultan Syarif Kasim Riau
3. The topic is relevant to the researcher as on of the students of English Education Department as an English language trainee.

D. The Objective and the Significant of the Research

1. The Objective of the Research

- a. To investigate the efforts of English teachers obtaining English passing grade of the national final test at the third year at SMAN 3 Kundur.
- b. To find out how the English teachers make effort to the students.

2. The Significance of the Research

- a. The writer wants to know efforts of English teachers obtaining English passing grade of National final test
- b. To give input or information about the efforts of English teachers obtaining passing grade of National final test at SMAN 3 Kundur.
- c. It is use full for the English teacher to provide the learning instruction and activities that match motivation of the students to be more effective in learning.

- d. It is expected to be the guidance for those who want to conduct further research under the relevant research.

E. Definition of the Term

To simplify the process of designing, applying the research and to avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Efforts

The use of much physical or mental energy to do something. It means efforts are ways to increase listening ability.⁷ In this research, efforts refer to ways of teacher obtaining English passing grade.

2. Teacher

Teacher is a person who educates others.⁸ Teacher is a person whose occupation is teaching or teachers are those who teach students or pupils, often a course of study or practical skills.⁹

3. Passing grade

Passing grade is a standard to graduate from education.

⁷ Hornby, *Kamus Inggris-Indonesia*, Jakarta: PT. Pustaka Ilmu, 1984, p. 370.

⁸ <http://en.wikipedia.org/wiki/teacher> Sunday, July 5, 2009.

⁹ <http://dictionary.laborlawtalk.com/teacher>.

4. National final test

National is large community of people living in a particular country under one government. Final is coming at the end of last. Test is examination (Oxford University Press).

F. The Organizing of Writing

Chapter one is introduction which consists of the background, the problems, the reason of choosing the title, the objective and significance of the research, the definition of the term and organization of writing.

Chapter two is the theoretical framework and operational concept which consists of the theoretical framework, the relevant research and the operational concept.

Chapter three is the research methodology which consists of the research design, the time and location of the research, the subject and object of the research, the population and sample of the research, the data collecting technique and the data analysis technique.

Chapter four is the data presentation and data analysis which consists of the data presentation and the data analysis.

Chapter five is conclusion and suggestion which consist of the conclusions and the suggestions.

CHAPTER II

THE THEORITICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Theoretical Framework

Learning is an active process in gaining new experience. Ratuman in Melvin in Hendrayani states that learning is step that can produce the change of attitude and material constantly as response to a situation or result environments. The learning achievement is the efforts of learning process.¹⁰

In learning process, a professional teacher is so need that he cans motivate the students in learning English. The teachers can develop knowledge, attitude, ideals, and appreciation. Oemar Hamalik state that the professional teachers have functioned as follow:

1. Explaining and informing.
2. Making curriculum materials.
3. Evaluating in school actives.
4. Participating in professional and civil life.¹¹

J.J. Hasibuan states that a good teacher is the teacher who can teach well, and explain the lesson well, so the students can understand. Besides that, Brown states that in teaching and learning process, there are methods implemented in order to achieve the teaching goal. These methods are

¹⁰ Hendrayani, Teacher' Efforts to Increase Students' Motivating in Learning English at MTsN Kampar. Thesis S-1 Unpublished: Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN SUSKA), 2009, p. 12.

¹¹ Oemar Hamalik, *Pendidikian Guru*, Jakarta: Bumi Aksara, 2002, p. 24.

grammar, translation method, series method, direct method, audio lingual method, designer method, beyond method.¹²

Beside method, H.H. Stern in Hendrayani states that the teacher must pay attention toward the steps in teaching, as follow:

1. The preparation before teaching.
2. Teaching method and media used.
3. Evaluation.¹³

National final test is systems to evaluate the standard of elementary education and middle education in national done by Center of Education Assessment.¹⁴ Besides that, national final test is the term for assessment of competition of the students in national in elementary education and middle education.¹⁵

From the quotation above national final test is a system that evaluates the elementary education until middle education to know the ability of the students.

In national final test, teachers' efforts are very important to the students to get minimum score. In order to get minimum score and to graduate from the school beside the students' own efforts, the teachers must make the efforts to the students to face in national final test. The efforts of English teachers are:

¹² Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, London: Prentice-Hall, Inc., 1994, p. 52-56.

¹³ Hendrayani, *Op. Cit.*, p. 13.

¹⁴ http://id.wikipedia.org/wiki/Ujian_Nasional, accessed on June 22, 2011.

¹⁵ <http://www.napamawon-kersa.co.cc/2011/01/apa-itu-ujian-nasional.html>, accessed on June 22, 2011.

1. Performing English Competation at the school environment.
2. Improving activity of English Club.
3. Making Community English Club.
4. Executing English Day.
5. And others.¹⁶

Besides that, the teachers must make efforts like giving motivation, score, commendation, prize, discussion, and etc.¹⁷

From the definition above, teachers' efforts are very important to the students to graduate from the school. Therefore, the teacher must make efforts to the students like motivating, giving score, commendation, prize, discussion, and etc.

Purwanto in Khairisyadi states that the efforts also have some functions as follow:

1. Effort is useful to motivate human to do and the function as a motor to empower a person to do an activity.
2. Effort is useful to decide the activity direction to gain a goal. Effort is to avoid misguidance to the goal.
3. Effort is useful to finish our job. It means to decide which activities to be worked out to reach the goal.¹⁸

¹⁶ Kurniawan, <http://www.gemari.or.id/file/smpbhsing0203e.pdf>, accessed on June 21, 2011.

¹⁷ Oemar Hamalik, *Loc. Cit.*, p. 166-168.

¹⁸ Khairisyadi, *Teacher's Efforts in Integrating Islamic Values and English in Teaching and Learning Process at Pesantren Al-Munawwarah Pekanbaru*, Thesis S-1 Unpublished: Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN SUSKA), 2008, p. 21.

According to Brown, the effort is also influenced by motivation, it is extent to which you make choices about (a) goal to pursue and (b) the effort you will devote to pursuit.¹⁹

From the ideas above, Effort is something that someone is doing to get the better result. In this study, efforts mean something that done by English teachers to obtain English passing grade of national final test.

One of the factors to obtaining English passing grade of national final test is teacher. Teacher is one of the components in the learning to increase student's ability that has the important role in determining direction and intention of learning process.

Oemar Hamalik states that a good teacher will try as good as possible to make her/him teaching successful. One of the factors can make the success is that the teacher always prepares himself/herself before she/he teaches. In general, teachers' plan functions as follows:

1. To inform the teacher to make more understand about the relationship between the education target of the school and the teaching to reach the goal.
2. To help the teachers to clarify ideas and the distribution of the teaching in reaching the education goal.
3. To make the teachers confident to the benefits of the teaching and the procedure that she/hedoes.

¹⁹ Brown, H. Douglas, *Op. Cit.*, p. 34.

4. To help teachers to recognize students' need, talents to motivate them to study.
5. To eliminate the trials and errors activity in teaching through making good extracurricular organization, appropriate and effective methods.
6. Students will respect to the teacher who are serious to prepare themselves to teach based on what the students want to study.
7. To give the teachers opportunities to develop themselves and their professionals carrier.
8. To help teachers to be self-confident and self-guarantee.
9. To help teacher to keep his spirit and to give up to date materials to the students.²⁰

Beside ability and skill that she/he has, the teachers must prepare him/her before she/he teaches in order that the students can graduate with minimum score. As a teacher, beside ability and skill that she/he has, the teachers must have knowledge in learning process like practical knowledge, content knowledge, pedagogical knowledge and etc. Kalayo Hasibuan and Muhammad Fauzan Ansyari states that the core components of teacher knowledge such as:

1. Practical knowledge: the teacher makes list of the classroom strategy and the technique.
2. Content knowledge: the teacher's understanding of the subject like Pedagogical grammar, phonology, teaching theories, second language acquisition (SLA).

²⁰ Oemar Hamalik, *Op. Cit.*, p. 135.

3. Contextual knowledge: teacher's familiarity with the school or institutional context, school norms, and knowledge of the learners, including cultural and other relevant information.
4. Pedagogical knowledge: teacher's ability to restructure content knowledge for teaching purposes.
5. Personal knowledge: the teacher's personal belief and principles and his or her individual approach to teaching in the classroom.
6. Reflective knowledge: the teacher as a model to the students.²¹

To achieve the context of learning and the context of materials the teacher must be active, creative, and etc. In addition, Kalayo Hasibuan and Muhammad Fauzan Ansyari state that to achieve the context of learning (Active Language Learning) and the context of the materials (Real, Interesting, Concrete, and Humanistic = RICH), the quality of English teacher must be developed in term TACTIC, such as:

1. Thoughtful: the teachers should be wise in learning process.
2. Active: the teachers must always be active in the classroom in order the goal is reach.
3. Creative: the teachers must always be creative in planning and implementing learning activities on students' textbook. Like use other resources in learning process.
4. Transformative: the teachers must be willing to change and reform towards any development in teaching and learning methodology.

²¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op. Cit.*, p. 31.

5. Innovative: the teachers must dynamically follow the trends of change in curriculum and students' needs.
6. Critical: the teachers must think for the achievement of the students and curriculum.²²

From the quotation above, it is important to the teachers to change the context of learning and the context of materials in order that the students can answer the questions in national final test.

Besides that, Kalayo Hasibuan states that one of the implementing appropriate approaches for teaching English is Behaviorist Approaches that focus on the reinforcement of behavior through repetition and rewards. The characteristic of a lesson based on these approaches, such as:

1. The teacher is clearly in control both of the student's behavior and the learning process. The students respond to the teacher's directions.
2. The teacher has a clear lesson plan and step-by-step syllabus.
3. English lesson are repeated through drills and choral repetition until they become automatic.²³

Besides, the teacher plays very important role in national final test. According to Jack C. Richard and Charles Lockhart, these are some teachers roles:

²² *Ibid.*, p. 31-32.

²³ Kalayo Hasibuan, The Constrains on Teaching English Based on Competency-Based Curriculum (CBC) to Students of Elementary Schools.. In Asyur Zaki Muhammad Sya'ban. et al. eds. *Potensia Jurnal Kependidikan Islam*. (Pekanbaru: Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau, 2005), p.129.

1. Need analysis: the teacher determines student's individual needs following institutional procedures and uses information obtained for planning and development.
2. Curriculum developer: the teacher develops his her own course plan and syllabus based on the student's needs.
3. Material developer: the teacher develops his or her own classroom materials, using published text book only if she or he chooses to do so.
4. Counselor: the teacher is encouraged to identify students who are having problem and learning difficulties and to do offer individual counsel to students who need it.
5. Mentor: the teacher assists less experience teachers with their professional development.
6. Team member: the teacher is encouraged to work together as a team rather than to teach isolation from other teachers in the school and to take a part in cooperative activities such as team teaching.
7. Researcher: the teacher is encouraged to conduct research related to language learning and teaching, including researches his or her classroom.²⁴

By knowing his or her roles, the teacher can know what she or he should do when she or he comes to the classroom. Besides that, Stevick in Nunan states that the five most important functions of the teacher are as follow:

1. The cognitive function.
The teacher possesses knowledge desired by the student about the target language and culture.

²⁴ Richards. Jack C, John Platt and Heidi Platt, *Longman Dictionary of LANGUAGE TEACHING AND APPLIED LINGUISTICS*, England, Longman Group UK Limited, 1992, p. 99-101.

2. The classroom management functions.
Our students and the society in which we work expect us to take responsibility for how the students' time is used in class.
3. Practical goals.
The teacher is expected to take these vaguely thought out or articulated goals and give them practical expression in language teaching syllabus.
4. The personal or interpersonal function.
As a teachers with the desired skills, knowledge and expertise, we have a great deal of power in the classroom and it is our responsibility to set the tone or interpersonal classroom climate.
5. Closely related to the fourth.
It has to do with the warmth and enthusiasm that the teacher radiates.²⁵

Besides, as a teacher must have the characteristics of a good teacher, such as:

1. Technical Knowledge.
 - a. Understands the linguistic systems of English phonology, grammar, and discourse.
 - b. Comprehensively grasps basic principles of language learning and teaching.
 - c. Has fluent competence in speaking, writing, listening to, and reading English.
 - d. Knows through experience what it is like to learn a foreign language.
 - e. Understands the close connection between language and culture.
 - f. Keeps up with the field through regular reading conference/workshop attendance.

²⁵ Nunan, David, *Language Teaching Methodology a Textbook for Teachers*, New York: Prentice Hall International (UK) Ltd., 1991, p. 235.

2. Pedagogical Skills.

- a. Has a well thought out, informed approach to language teaching.
- b. Understands and has experience using a wide variety of techniques.
- c. Efficiently designs and executes lesson plans.
- d. Monitors lessons as they unfold and makes effective mid-lesson alterations.
- e. Effectively perceives students' linguistics needs.
- f. Gives optional feedback to students.
- g. Stimulates interaction, cooperation, and teamwork in the classroom.
- h. Uses appropriate principles of classroom management.
- i. Uses effective, clear presentation skills.
- j. Creatively adapts textbook material and other audio, visual, and mechanical aids.
- k. Innovatively creates brand new materials and when needed.
- l. Uses interactive, intrinsically motivating techniques to create effective tests.

3. Interpersonal Skills.

- a. Is aware of cross-cultural difference and sensitive to students' cultural tradition.
- b. Enjoys people, shows enthusiasm, warmth, rapport, and appropriate humor.
- c. Values the opinions and abilities of students.
- d. Is pattern in working with students of lesser ability.

- e. Offers challenges to students of exceptionally high ability.
- f. Cooperates harmoniously and candidly with colleagues (fellow teachers).
- g. Seeks opportunities to share thoughts, ideas, and techniques with colleagues.

4. Personal Qualities.

- a. Is well organized, conscientious in meeting commitment, and dependable.
- b. Is flexible when things go awry.
- c. Maintains an inquisitive mind in trying out new ways of teaching.
- d. Sets short-term and long-term goals for continued professional growth.
- e. Maintains and exemplifies high ethical and moral standards.²⁶

Teacher is one of the factors determining the students' efficacy in learning process. The task of teacher in the teaching and learning process is to enable the students to use learning condition. The learning condition that is optimized will reach if a teacher has good condition. Nana Sudjana states that

The Teacher takes the central possession because the role is very determining. The teacher has to able to translate and formulate the values in curriculum and then change the values to student through instruction process at school.²⁷

From the quotation above, it is clear that a teacher must be important position in teaching. Therefore, in doing the task, a teacher is to have a high competence or skills in teaching. So, a target that is expected can be achieved.

²⁶ Brown, H. Douglas, *Op. Cit.*, p. 430.

²⁷ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, Bandung: Sinar Baru, 1991, p. 7.

Dealing with this, David Nunan states that the role of the teacher is crucial, that recognizes the importance of the students' mental assets and mental activity in learning. In the final analysis, learning resides within the learners. Besides that, the teacher's task to organize the material being presented in such manner that what is to be learned will be meaningful to the learner. To do this, he or she is obliged to consider the students' existing cognitive structure.²⁸

Dian Novita states that in learning process the students are supposed to be active because it will determine the success of interaction. One way of successful learning may be seen from learning activity which is higher, the result will become higher. Without learning activity the teaching will not work out well. In learning activity, a teacher has stimulated the activeness of students physically. They are carrying out some activities based on the skills and carrying out sports, arts and etc.

While to stimulate the activities of students psychologically, there are some efforts that teacher can do such as:

1. Guiding students to discussion
2. Giving a task to students to solve the problems
3. Carrying out research and experiments.²⁹

²⁸ Nunan, David, *Op. Cit.*, p. 234.

²⁹ Dian Novita, *The Teacher's Efforts to Increase the Quality of English Teaching at SLTP Negeri 20 Pekanbaru*, Thesis S-1 Unpublished: Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN SUSKA), 2004, p. 10.

Nana Sudjana states that the students are active may be seen from the following indicators:

1. The students do not only receive the information, but finding and giving information.
2. The students offer some opinions toward teacher's and students' opinions.
3. The students always ask to the teacher or friends.
4. The students give the respond.
5. The students check their task correct it.
6. The students make conclusion based on their own words.³⁰

Besides that, Nana Sudjana states that there are some models of teaching which might students' active in teaching and learning process, there are:

1. Teaching model of information.
2. Teaching model of independent.
3. Teaching model of group.
4. Teaching model of problem solving.³¹

In teaching implementation, Nana Sudjana states that the teacher should pay attention to the principles of teaching, such as learning stimulate, attention and motivation, respond which learned, feedback, and using and moving.³² From the quotation above, if the students are active in teaching and learning process, it can be stated that the English teachers was give the efforts in obtaining English passing grade of national final test.

³⁰ Nana Sudjana, *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*, Bandung: Sinar Baru, 1989, p. 79.

³¹ *Ibid.*, p. 79.

³² *Ibid.*, p. 27.

Furthermore, Conny Semiawan states that there are some principles to give the efforts of English teachers in national final test which based on research of learning physiology and tried out in teaching and learning process, there are:

1. Motivation.
2. Context.
3. Focus.
4. Socialization.
5. Learning while working
6. The differences among individual.
7. Finding.
8. Solving.³³

Beside some principles to give the efforts of English teachers in national final test above, media is important function in teaching and learning process. Seels, Barbara states that media is a way to carry information between the source and receiver. It is used in delivering of materials at school. Presented media though media had new capacities for interactivity learner characteristics, objectives, resources, and constraints that must be identified before delivery systems are selected. Delivery systems are ways to carry information from a source to receive or vice versa for the purposes of interaction.³⁴ In this case, the

³³ Conny Semiawan, dkk, *Pendekatan Keterampilan Proses (Bagaimana Mengaktifkan Siswa dalam Belajar)*, Jakarta: PT. Gramedia Widiasarana Indonesia, 1984, p. 9.

³⁴ Seels, Barbara and Zeta Glasgow, *Making Interactional Design Decisions*, New Jersey: Practical Hall, 1998, p. 110.

English teachers can use media as one of ways gives the efforts to students in learning process.

Bruner in Dian Novita states that another way to give the efforts to students in learning process in face national final test is, the English teacher should know the learning itself and theory instruction. He sees learning as involving three simultaneous processes, such as:

1. Acquisition of new information.
2. Transformation of knowledge.
3. Check of pertinence and adequacy of knowledge.

While about the theory instruction, a theory of instruction should take into account, such as the nature of persons as knower's, the nature of knowledge and the nature of knowledge getting process.³⁵ In other ways, Bruner in Dian Novita states that a theory of instruction should cover five major aspects, such as:

1. The optional experiences to predispose learners to learn.
2. A structuring of knowledge for optimal comprehension.
3. Specification of optimal sequences of presentation of materials to be learned.
4. The role of success and failure and the nature of reward and punishment.
5. Procedures for stimulating though in a school setting.³⁶

³⁵ Dian Novita, *Op. Cit.*, p. 13-14.

³⁶ *Ibid.*, p. 14.

B. The Relevant Research

In Syafi'i states that relevant research required to observe some previous researches conducted by other researcher in which they are relevant to our research. We have to analyze the relevant research and finding the point of that research.³⁷

Taking about teacher's efforts, there are a lot of investigations that have been done by many researchers. They researched in various object with different way. The following are some relevant researchers in reference to this research project.

Dian Novita conducted a research entitled "The teacher's efforts to increase the quality of English teaching at SLTP Negeri 20 Pekanbaru". She is conducting a research to increase the quality of English teaching at SLTP Negeri 20 Pekanbaru. The Formulation of this research such as:

1. What are the problems that are faced by English teachers in teaching and learning process?
2. What are their efforts to overcome the problems?
3. What are the difficulties that are faced by English teachers in doing their efforts?³⁸

From the formulation of the problem above, the conclusion of this research such as:

1. There are some problems faced by English teachers in teaching and learning process, there are as follow:

³⁷ M. Syafi'I, S., *Op. Cit*, p. 122.

³⁸ Dian Novita, *Op. Cit.*, p. 6-7.

- a. The students are unmotivated in learning English that affects their learning behavior.
 - b. The students' English achievement especially in grammar is low that shows that the teaching in learning process does not success.
2. There are some English teachers' efforts to solve the problems above. There are:
- a. The English teacher motivates the students to learn.
 - b. The English teacher encourages the students to do learning activity.
3. There are some difficulties faced by English teachers in doing their efforts. There are:
- a. The students do not eager to learn.
 - b. The students still keep silent in teaching and learning process.³⁹

In other relevant, Khairisyadi conducted a research entitled "Teacher's efforts in integrating Islamic values and English in teaching and learning process at Pesantren Al-Munawwarah Pekanbaru". In this research, he conducted a research to integrate Islamic values and English in teaching and learning process at Pesantren Al-Munawwarah Pekanbaru. The Formulation of this research is what efforts do the teachers do integrating Islamic values and English in teaching and learning process in the class at pesantren Al-Munawwarah Pekanbaru.⁴⁰

From the formulation of the problem above, the conclusion of this thesis are:

³⁹ *Ibid.*, p. 44-46.

⁴⁰ Khairisyadi, *Op. Cit.*, p. 7.

1. The efforts in integrating Islamic value and English in teaching and learning process in classroom are:
 - a. The teachers open the class by greeting.
 - b. The teachers ask the students to pray before the class begins.
 - c. The teachers select certain topics for students.
2. Teacher efforts successful at grade 68.75%.⁴¹

The thesis above, they are just focus in the teacher's efforts to increase the quality of English teaching and Teacher's efforts in integrating Islamic values and English in teaching and learning process, but in this thesis, the writer just focus in the efforts of English teachers in obtaining English passing grade of national final test at the third year.

C. The Operational Concept

The operational concept is a concept that is used to clarify the theories in this research in order to avoid misunderstanding and to make easy in analyzing the problem. The operational concept of this study is elaborated based on some indicators.

Concept is the general idea or meaning which is associated with a word or symbol in a person's mind. In this research plan writer must interpret the concept into to particular in order to be easily measured and operated.

⁴¹ *Ibid.*, p. 47.

The operational concept of this study can be seen in the following indicators:

1. English teachers give the efforts in obtaining English passing grade of national final test.
2. English teachers give motivation to the students.
3. English teachers uses media to convoy the material.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

The design of this research is a descriptive qualitative. It describes the efforts of English teachers obtaining English passing grade of national final test. In this research, the writer wants to investigate and find out what are the efforts of English teachers obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency. Gay and Airisian States that descriptive research is called survey research collect numerical data to answer questions about the current status of the subject of study. Most descriptive studies obtain information about the preference, attitudes, practices, concern, or interest of some group. Then, data are collected through self-administered instruments or telephone pools.⁴²

Furthermore, Gay and Airisin states that a descriptive study determine and describes the way things are. It is concerned with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures. In this research collected the data or information through self-administered instruments from informants.⁴³

⁴² L.R. Gay and Peter Airisi, *Educational Research: Competences for Analysis and Application*, New Jersey: Merrill Publishing Company, 2000, p. 27.

⁴³ *Ibid.*, p. 275.

B. The Time and Location of the Research

Maelong states that the best way to describe to location or the social situation of the research is done by considering the substantive theory, geography limitation and efficiency such us time, cost and energy.⁴⁴ For the reasons, this research was conducted at SMAN 3 Kundur, which is located Sungai Ungar Street, Karimun Regency, Riau Archipelago Province. The writer conducted this research on April up to May 2011.

C. The Subject and the Object of the Research

1. The Subject of the Research

The subject of this research was the English teachers of SMAN 3 Kundur, Karimun Regency.

2. The Object of the Research

The object of this research was the efforts of English teachers in obtaining English passing grade of national final test.

D. The Population and the Sample of the Research

In descriptive research, the sample of this research is called informants.

Informants are people who have information, understanding, and time in giving

⁴⁴ J. Lexy Maelong, *Methodology Penelitian Kualitatif*, Bandung: PT. Remaja Rosda Karya, 1998, p. 86.

the need data. Gay and Airisin states that to selected research participations must be (1) able to provide the desired information sought and (2) willing to provide it to the researcher.⁴⁵

In summary, the researcher took the people, who provide the needed information; they are the English teachers of SMAN 3 Kundur Karimun Regency.

E. The Techniques of a Collecting Data

The research was analyzed by using descriptive qualitative. In this research, the researcher collected the data through interview. Bruton and Barlet states that one of the strengths of interview as a means of data collecting is the interviewer can collect detailed qualitative data expressed in the respondents own words. The aim of interview is to collect the data what are the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency.

Williams in Sanapiah Faisal states that qualitative research has some characteristics, there are:

1. Collecting the data in natural setting.
2. The researcher is the main instrument in collecting and interpreting the data.
3. Data analysis in qualitative research is done simultaneously.
4. The increasing behind human behavior is essential in qualitative research.⁴⁶

⁴⁵ L.R. Gay and Peter Airisin, *Op. Cit.*, p. 117.

F. The technique of an Analyzing Data

Qualitative data means that the data is presented in the form of verbal or non-numerical. In this research, as mentioned before, the data was collected through interviews. The data from the interview was analyzed through interpretive techniques in order to explain the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency. For analyzing and interpreting qualitative data, Khosy suggest three concurrent flows activity, such as:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the written up field notes or transcriptions. The researcher was continually engaged in data reduction throughout the enquiry until the conclusions are presented.

2. Data Display

Data displays can include different types of graphs, charts, and the networks. The purpose is to make organized information into and immediately available, accessible, compact from so that the analyst can see what is happening and either draw conclusions or move on to the next step of analysis which the display suggests to be useful.

3. Conclusion Drawing / Verification

From the start, the researcher tried to decide what things mean and to note regularities, patterns, and explanation. The researcher held these

⁴⁶ Sanafiah Faisal, *Penelitian Kualitatif (Dasar-dasar dan Aplikasi)*, Malang: IKIP Malang, 1990, p. 43.

conclusions highly, maintaining skepticism until they are more explicit and grounded. Although final conclusions appeared only when the analysis is over, the researcher also drew conclusions as the project progresses.⁴⁷

⁴⁷ Valsa Khosy, *Action Research for improving Practice*, Great Britain, Cromwell Press, 2005, p. 113-114.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

In this chapter, the writer presents the data as the result of the research finding gained through the instruments. Even, the writer also analyzed the data to find out what the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency are.

A. The Data Description

In this presentation, the writer presents the result of the research finding gained through the instruments used by interview. Previously, as it has been stated that the objective of this research is find out what the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency are.

Therefore, in collecting the data about the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency, the writer used interview technique. The interview data in the form of verbal or non-numerical data.

There were three English teachers who taught efforts of English teachers for the third year. The researcher interviewed the three teachers at different place and time. The interview was conducted after teaching and learning process. The data of interview are presented below.

B. The Data Presentation

After doing observation, the writer directly interviewed the teachers to know more about the efforts of English teachers obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency because, the data can not be gotten exactly merely based on the observation. The questions are follows:

1. Teacher A

Teacher A gave a good response when the researcher proposed a time for interview. He was the first informant to gain the reasearch data on the efforts of English teachers obtaining English passing grade of national final test. According the first informant, the researcher get the data about efforts of English teachers obtaining English passing grade of national final test at the third year. The question such as:

a. Do you give the efforts to the students?

Why? Give your reason!

Yes, I do.

Why I give the efforts to the student? It is because in learning process the students seldom ask to the teacher to asking that they do not know. They just keep silent. In order the students did not fall in national final test, I always give the students efforts in order in national final test the students can answer the students correctly.

b. What are you doing before national final test in learning process?

Before national final test is coming, as a teacher I always give the efforts to the students in learning process. There are some efforts we makes:

1) Improving the students' knowledge through active learning in class.

2) Enriching the students' vocabulary through practicing it in class.

3) Increasing the students' motivation in learning English.

4) Applying some enjoyable learning method to make the students happy study English.

c. Do you give the motivation?

What are the motivations?

Yes, I do.

I always give the motivation to the students in learning process. The motivation like give the prize to the students when they can answer the question correctly. And if the students can't answer the question that I give, usually I always give the homework to the students that can't answer the question. If their homework is right, I give the students prize as a reward.

d. Do you use other source in teaching and learning process?

Why? Give the reason!

Yes, I do.

*I use the other source in learning process. To have a perfect understanding of the materials, I use many sources.*⁴⁸

2. Teacher B

a. Do you give the efforts to the students?

Why? Give your reason!

Yes, I do.

I give the efforts to the students in order the students do not fall in national final test. I give the efforts in learning process because in learning process the students do not understand about the materials. I give the efforts like give the students' motivation in order in learning process the students happy.

b. What are you doing before national final test in learning process?

To pass national final test, there are some efforts of how to make the students easy to pass in national final test.

1) *Motivate the students to learn English.*

2) *Gives some tips how to answer reading text through some techniques.*

⁴⁸ Nasrul, S.Pd., Interview about the efforts of English teachers obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency, Monday, April 18, 2011, 11.30 a.m.

- 3) *Increase the student's knowledge about the materials.*
- 4) *Ask the students to find and read other resources and materials to improve their knowledge.*

c. Do you give the motivation?

What are the motivations?

Yes, I do.

In SMAN 3 Kundur, the teachers give the motivation not just motivation in learning process, but the teachers ask the students to pray together at the school. The teachers believe, besides learning the students must pray to Allah SWT in order the students can graduate in national final test.

d. Do you use other source in teaching and learning process?

Why? Give the reason!

Yes, I do.

*Sources are very important in learning process, so I use some source to support the materials in learning process.*⁴⁹

3. Teacher C

a. Do you give the efforts to the students?

Why? Give your reason!

Yes, I do.

⁴⁹ Maslizawati, S.Pd.I., Interview about the efforts of English teachers obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency, Monday, April 22, 2011, 10.00 a.m.

Because I want the students do not fall in national final test. Why I give the efforts to them? Because to do not the fall in national final test, the students must study hard in order do not fall in national final test. As a teacher I must give the efforts like gives support, give additional class and discussion to answer the tasks.

b. What are you doing before national final test in learning process?

There are some efforts of English teacher:

- 1) Improve the student's knowledge by giving materials in class.*
- 2) Enrich the student's vocabulary through practicing in class.*
- 3) Give motivation to the students in learning English.*

c. Do you give the motivation?

What are the motivations?

Yes, I motivate them especially before the class is begun.

I give the motivation to the students like give prize in order the students get the spirit in learning process and for the students can answer the students answer the question correctly I always give the commendation to them.

d. Do you use other source in teaching and learning process?

Why? Give the reason!

Yes, I do.

*Sources are very important in learning process, so I use some source to support the materials in learning process. Usually in learning process I use the source of materials from book, newspaper and source from internet.*⁵⁰

C. The Data Analysis

Based on the data presentation above, the researcher would like to analyze and interpret qualitative data in order to determine and describe the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency.

In summary, after crosschecking the interview result, the researcher could interpret and made the conclusion about the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency, there are:

1. In learning process, all of the English teachers give the efforts. Many reasons why the teachers give the efforts to the students, such as in learning process, many students seldom ask to the teachers to asking that they do not know. They just keep silent. The students do not understand about the materials. The teachers do not want the students fall in national final test.
2. The effort doing by English teachers before national final test such as:
 - a. Motivate the students to learn English.

⁵⁰ Isnawati, S.Pd.I., Interview about the efforts of English teachers obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency, Monday, April 28, 2011, 10.00 a.m.

- b. Gives some tips how to answer reading text through some techniques.
 - c. Increase the student's knowledge about the materials.
 - d. Ask the students to find and read other resources and materials to improve their knowledge.
 - e. Improving the students' knowledge through active learning in class.
 - f. Enriching the students' vocabulary through practicing it in class.
 - g. Increasing the students' motivation in learning English.
 - h. Applying some enjoyable learning method to make the students happy study English.
 - i. Improve the student's knowledge by giving materials in class.
 - j. Pray together between the teachers, students, students' parents.
3. The English teachers always give the motivation to the students in learning process. The motivation like give the prize to the students when they can answer the question correctly. And if the students can't answer the question that English teachers give prize, usually the English teachers always give the homework to the students that can't answer the question. If their homework is right, the English teachers give the students prize as a reward.
4. In learning process, the English teachers use the sources like the book, newspaper, and source from internet to supporting the materials.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to describe the conclusion based on what have been discussed in the preceding chapters and then recommend some suggestion concerning the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency.

A. Conclusion

As mentioned before, this research strived to answer the formulation of the problem, the question is what are the efforts of English teachers in obtaining English passing grade of national final test? Based on the result of the research that had been conducted toward concerning the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency, the writer would like some conclusions from had been discussed in the previous chapters and then recommend some suggestion concerning the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency.

From the data findings, the writer concludes that the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency are:

1. Motivate the students to learn English.
2. Gives some tips how to answer reading text through some techniques.
3. Increase the student's knowledge about the materials.
4. Ask the students to find and read other resources and materials to improve their knowledge.
5. Improving the students' knowledge through active learning in class.
6. Enriching the students' vocabulary through practicing it in class.
7. Increasing the students' motivation in learning English.
8. Applying some enjoyable learning method to make the students happy study English.
9. Improve the student's knowledge by giving materials in class.
10. Pray together between the teachers, students, students' parents.

B. Suggestion

Based on the research toward the the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency, it is recommended that some suggestions related the efforts of English teachers in obtaining English passing grade of national final test at the third year at SMAN 3 Kundur Karimun Regency.

1. For the Teacher

- a. The English teachers must give the high efforts to the students in national final test, not just in facing national test but in every meeting the teachers must give the efforts.
- b. The English teachers must make the students interest to study in order the students can get the materials that the teachers says.

2. For the Students

- a. If the students do not understand about the materials that the teachers says, the students don't be shy ask to the teachers.
- b. The students must study alone, do not hope by teachers.
- c. The students must motivate their self to learn and practice English.
- d. The students are suggested to practice their English before test.
- e. The students must master the materials before national final test.

3. The the Headmaster

- a. The headmaster should complete the supporting facilities and English book to gain the objective of the study.
- b. The headmaster has to have media that can increase the students' motivation and positive attitude toward English.

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APPENDIX I

**THE MATERIAL OF INTERVIEW ABOUT THE EFFORTS OF
ENGLISH TEACHERS OBTAINING ENGLISH PASSING
GRADE OF NATIONAL FINAL TEST AT THE
THIRD YEAR AT SMAN 3 KUNDUR
KARIMUN REGENCY**

Name :

Date/ Time :

1. Do you give the efforts to the students?

Why? Give your reason!

2. What are you doing before national final test in learning process?

3. Do you give the motivation?

What are the motivations?

4. Do you use other source in teaching and learning process?

Why? Give the reason!

APPENDIX II

ANSWER THE QUESTIONS OF INTERVIEW ABOUT THE EFFORTS OF ENGLISH TEACHERS OBTAINING ENGLISH PASSING GRADE OF NATIONAL FINAL TEST AT THE THIRD YEAR AT SMAN 3 KUNDUR KARIMUN REGENCY

Name : Nasrul, S.Pd.

Date/ Time : April 18, 2011/ 11.30 a.m.

1. Do you give the efforts to the students?

Why? Give your reason!

Answer: *Yes, I do.*

Why I give the efforts to the student? It is because in learning process the students seldom ask to the teacher to asking that they do not know. They just keep silent. In order the students did not fall in national final test, I always give the students efforts in order in national final test the students can answer the students correctly.

2. What are you doing before national final test in learning process?

Answer: *Before national final test is coming, as a teacher I always give the efforts to the students in learning process. There are some efforts we makes:*

a. Improving the students' knowledge through active learning in class.

- b. Enriching the students' vocabulary through practicing it in class.*
- c. Increasing the students' motivation in learning English.*
- d. Applying some enjoyable learning method to make the students happy study English.*

3. Do you give the motivation?

What are the motivations?

Answer: *Yes, I do.*

I always give the motivation to the students in learning process. The motivation like give the prize to the students when they can answer the question correctly. And if the students can't answer the question that I give, usually I always give the homework to the students that can't answer the question. If their homework is right, I give the students prize as a reward.

4. Do you use other source in teaching and learning process?

Why? Give the reason!

Answer: *Yes, I do.*

I use the other source in learning process. To have a perfect understanding of the materials, I use many sources.

**ANSWER THE QUESTIONS OF INTERVIEW ABOUT THE EFFORTS
OF ENGLISH TEACHERS OBTAINING ENGLISH PASSING
GRADE OF NATIONAL FINAL TEST AT THE
THIRD YEAR AT SMAN 3 KUNDUR
KARIMUN REGENCY**

Name : Maslizawati, S.Pd.I.

Date/ Time : April 22, 2011/ 10.00 a.m.

1. Do you give the efforts to the students?

Why? Give your reason!

Answer: *Yes, I do.*

I give the efforts to the students in order the students do not fall in national final test. I give the efforts in learning process because in learning process the students do not understand about the materials. I give the efforts like give the students' motivation in order in learning process the students happy.

2. What are you doing before national final test in learning process?

Answer: *To pass national final test, there are some efforts of how to make the students easy to pass in national final test.*

a. Motivate the students to learn English.

b. Gives some tips how to answer reading text through some techniques.

c. Increase the student's knowledge about the materials.

d. Ask the students to find and read other resources and materials to improve their knowledge.

3. Do you give the motivation?

What are the motivations?

Answer: *Yes, I do.*

In SMAN 3 Kundur, the teachers give the motivation not just motivation in learning process, but the teachers ask the students to pray together at the school. The teachers believe, besides learning the students must pray to Allah SWT in order the students can graduate in national final test.

4. Do you use other source in teaching and learning process?

Why? Give the reason!

Answer: *Yes, I do.*

Sources are very important in learning process, so I use some source to support the materials in learning process.

**ANSWER THE QUESTIONS OF INTERVIEW ABOUT THE EFFORTS
OF ENGLISH TEACHERS OBTAINING ENGLISH PASSING
GRADE OF NATIONAL FINAL TEST AT THE
THIRD YEAR AT SMAN 3 KUNDUR
KARIMUN REGENCY**

Name : Isnawati, S.Pd.I.

Date/ Time : April 28, 2011/ 10.00 a.m.

1. Do you give the efforts to the students?

Why? Give your reason!

Answer: *Yes, I do.*

Because I want the students do not fall in national final test. Why I give the efforts to them? Because to do not the fall in national final test, the students must study hard in order do not fall in national final test. As a teacher I must give the efforts like gives support, give additional class and discussion to answer the tasks.

2. What are you doing before national final test in learning process?

Answer: *There are some efforts of English teacher:*

- a. Improve the student's knowledge by giving materials in class.*
- b. Enrich the student's vocabulary through practicing in class.*
- c. Give motivation to the students in learning English.*

3. Do you give the motivation?

What are the motivations?

Answer: *Yes, I motivate them especially before the class is begun.*

I give the motivation to the students like give prize in order the students get the spirit in learning process and for the students can answer the students answer the question correctly I always give the commendation to them.

4. Do you use other source in teaching and learning process?

Why? Give the reason!

Answer: *Yes, I do.*

Sources are very important in learning process, so I use some source to support the materials in learning process. Usually in learning process I use the source of materials from book, newspaper and source from internet.

CURRICULUM VITAE



DESWATI, lahir di Sungai Ungar Kec. Kundur Kab. Karimun-Kepri pada tanggal 09 Desember 1988. Anak pertama dari pasangan Subani dan Isnati. Pendidikan formal yang ditempuh oleh penulis adalah Sekolah Dasar Negeri 010 Sungai Ungar Kec. Kundur Kab. Karimun-Kepri, lulus pada tahun 2000, selanjutnya penulis melanjutkan pendidikan kejenjang sekolah menengah pertama yaitu SMP Negeri 2 Kundur Kab. Karimun

Kepri, lulus pada tahun 2003.

Setelah itu, penulis melanjutkan kejenjang sekolah menengah atas yaitu SMA Negeri 3 Kundur Kab. Karimun-Kepri, dan lulus pada tahun 2006. Kemudian pada tahun 2006 juga penulis melanjutkan studi ke Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN Suska Riau). Selama masa perkuliahan, penulis banyak mendapat pengalaman. Pada bulan Juli s/d Agustus 2009 penulis melaksanakan Kuliah Kerja Nyata (KKN) di Desa Sorek Dua Kec. Pangkalan Kuras Kab. Pelelawan. Kemudian pada bulan Oktober s/d Desember 2009 penulis melaksanakan Program Pengalaman Lapangan (PPL) di MTs Sawah Kec. Kampar Utara Kab. Kampar.

Alhamdulillah, Pada bulan Juli 2011 penulis dapat menyelesaikan studi S1 di Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dan berhak menyandang gelar Sarjana Pendidikan (S.Pd.).