

**A DESCRIPTIVE STUDY ON TEACHING ENGLISH AT LANGUAGE
EDUCATION CENTRE (LEC) PROGRAM AT SMP N 1 WONOSARI IN
ACADEMIC YEAR OF 2019/2020.**

THESIS

**Submitted as A Partial Requirements For the degree
of Sarjana in Language and Culture Faculty of
The State Islamic Institutions of Surakarta**



By :

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SRN. 16.32.2.1.129

ENGLISH LANGUAGE EDUCATION

CULTURES AND LANGUAGE FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

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Surakarta, 25 November 2020

Approved by

The advisor

A handwritten signature in black ink, appearing to be 'KRT. H. Sujito', written on a light-colored background.

Prof. Dr. KRT. H. Sujito SAP, SH. M.Pd

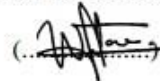
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RATIFICATION


RATIFICATION

This is to certify the *Sarjana* thesis entitled “**A Descriptive Study on Teaching English at Language Education Centre (LEC) Program AT SMP N 1 Wonosari in Academic Year of 2019/2020**” by Rona Rositawati has been approve by the Board of Thesis Examiners as the Requirement for the degree of sarjana in The State Islamic Institute of Surakarta.

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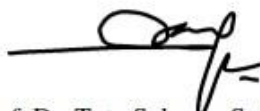
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DEDICATION

This Thesis dedication to :

1. Researcher's beloved parents (alm.Anas Said, S.Pd and Endah Wati)
2. Researcher's beloved broter and sister (Diana Rosita Sari and Aji Mas Said)

MOTTO

“No courage, no victory”- Spongebob Squarepants

PRONOUNCEMENT

Name : Rona Rositawati
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I hereby sincerely state that the thesis titled **“A Descriptive Study on Teaching english at Language Education Centre (LEC) Program at SMPN 1 Wonosari in Academic Year of 2019/2020”** is my real masterpieces. The things out of my masterpiece in this thesis are signed by citation and reffered in bibiliography.

If latter proven of my thesis has discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 25 November 2020

Stated by

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the reasearcher was able to finish this thesis entitled “ A Descriptive Study on Teaching English at Language Education Centre (LEC) Program at SMPN 1 Wonosari in Academic Year of 2019/2020” Peace be upon Prophet Muhammad SAW the great leader and good inspiration of word revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggested her during the process of writing this thesis.

This goes to :

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd. as the Rector of The State Islamic Institute of Surakarta
2. Prof. H. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of Language and Culture Faculty in The State Islamic Institute of Surakarta
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4. Prof. Dr. KRT. H. Sujito SAP, SH. M.Pd as the consultant for her guidance, syggestion, advices and motivation for the researcher
5. All the lecture and offical employee of Language and Culture Faculty
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8. All students the seventh grade C class in SMP N 1 Wonosari who support and help in finishing this thesis.
9. Researcher’s friends who helped the researcher during finishing the thesis.

The researcher realize that this thesis has not been perfect. The researcher hopes that this thesis is useful for futher researcher and the readers in general.

Wassalamu'alaikum Wr.Wb

Surakarta, 25 November 2020

The Researcher

Rona Rositawati

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TABLE OF CONTENTS

TITLE PAGE.....	i
RATIFICATION.....	i.
DEDICATION	ii
MOTTO	iii
PRONOUNCEMENT	iv
ACKNOWLEDGMENT.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES	ix
LIST OF APPENDICES.....	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
A. Background of the study	1
B. Identification problem of study	5
C. Problem Formulation of Study.....	5
D. Limitation of study	6
E. Objective of This Study	6
F. Benefit of this study.....	7
G. Defintion of key term	7
CHAPTER II REVIEW ON RELATED LITERATURE.....	9
A. Theoretical Description	9
1. Definition of english institute.....	9
2. Language Education Centre (LEC)	10
3. The review of english teaching and learning as a foreign language...	27
4. The english teaching and learning process	29
B. PREVIOUS RELATED STUDY.....	36
CHAPTER III RESEARCH METHODOLOGY.....	39
A. Research Method.....	39
B. Description of setting.....	40
1. Place of the research	40
2. Time of research	41
C. The data resources	41

D. The technique of collecting data	43
1. Interview	43
2. Observation	44
3. Document analysis.....	44
E. The Data analysis	45
F. Validity of the study	46
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	49
A. Research finding	49
B. Discussion	83
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	97
A. Conclusion	97
B. SUGGESTION.....	98
BIBLIOGRAPHY	100
APPENDICES.....	103

LIST OF TABLES

Table 1.1 Previous Related Study	38
Table 2.1 SCHOOL FACILITIES.....	38
Table 2.2 LABORATORY ROOM FACILITIES	39
Table 2.3 CLASS ROOM FACILITIES.....	40
Table 2.4 DAFTAR NAMA PESERTA PROGRAM BHS.INGGRIS LEC KELAS VII C TAHUN PELAJARAN 2019/2020.....	41

LIST OF APPENDICES

APPENDIX 1 Pedoman Wawancara	103
APPENDIX 2 Transkrip Hasil Wawancara	104
APPENDIX 3 Contoh Surat Kerjasama LEC dengan Sekolah	120
APPENDIX 4 Documentaion.....	122
APPENDIX 5 DAFTAR NAMA SISWA DAN FASILITAS SEKOLAH	149

ABSTRACT

Rositawati, 2020. A Descriptive Study on Teaching English at Language Education Centre (LEC) Program AT SMP N 1 Wonosari in Academic Year of 2019/2020. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa, the state islamic Institute of Surakarta.

Advisors : Prof. Dr. KRT. H. Sujito SAP, SH. M.Pd.

The objective of this thesis is : (1) to describe the teaching and learning process with LEC Program consist of teaching method, teaching media, teaching material, and the problem in the process teaching and learning at the SMPN 1 Wonosari in academic years of 2019/2020.

Design of this thesis is descriptive kualitatif research, and the subject of this thesis is seventh C class SMP N 1 Wonosari klaten, in academic year 2019/2020. The step of this research is, (1) Planning, (2) action.(3) observation and collecting the data, (4) Reflection. Researcher conducted the research on January 2020 until September 2020. The technique of the collecting data are use: (1) Observation, (2) interview, and (3) document.

The findings on the study show that teaching and learning process with LEC Program the teaching media used the computer assited language learning and handbook, the teaching materiel LEC Program used material from syllabus made by LEC institute, the teaching method of LEC program used STAD (Student Team Achievement Division) And Reverse Jigsaw method, the teaching method no one more dominanat because teacher apply the teaching method with interchangeable. And the problem of teaching and learning process with LEC program consist of two factors, intern factors from the students motivation and class management by teacher. And the ekstern factors from the environment.

Keyword : LEC, english teaching, SMP

CHAPTER I

INTRODUCTION

A. Background of the study

Institutional education or institution is one of the components of the educational system that allows the educational process to continue consistently to achieve a purpose Fathurrahman (2011:55). The institution of education is a fundamental necessity engine that gives birth to a stable, universal system (Nuruhbiyati 1991:59). Institutions is part of the system and norm that regulates community activities in certain aspects. According to Maclver and C.H. Page, established forms or condition of procedure characteristics of group activity such as prayer and forms of worship, strike, and bargaining collectively. An institution of education is a container for educating children and shaping the character of children with other people (teacher) according to current rules and norms.

The advances technology also the other activities of parents make parents unable to educate their children, and to fulfilling the role of educating children requires others who are more skilled at child rearing, whether a school or any other institution. Teachers at formal educational institutions are believed to educate children from beginning their lessons according to the current curriculum and also shaping their character.

The purpose of every educational institution is to prepare children for community life. Education institutions also play a part in making children ready for life in terms of thinking ability, knowledge, attitude in

dealing with life's problems. Thus, the institution of education needs to be properly designed and managed according to government regulations through the ministry of education and culture of Indonesia or *mendikbud*.

In Indonesian education system the kind of education consists of school education and education outside of school, the kind of education is grouped according to its character and purpose. (Amos Neolaka & Amalia Neolaka 2016:60). School education is a deep-rooted, ongoing kind of education. School education institutions range from kindergarten, primary school, junior high school, high school and college. In schools there are rules governed in curriculum established by the Indonesian ministry of education and culture. In the curriculum consists of school rules, a fold of subjects, study hours, educational purposes, education calendars, etc. The school operated the system by appointing both the principal and the vice principal according to the field. To assist in the proper process of education.

Formal education provides educational programs that allow for development in education, in social, cultural, religious, professional, and professional areas. With a formal education each individual can broaden his horizons and enhance his personal qualities. This is not a prelim, it is a prelim. The agencies offer additional hours of student study in accordance with desired subjects. That way students can study longer and acquire new material that has not been taught at school. In Indonesia there are numerous non-school-education institutions scattered throughout the region. They offer an advantage that no student at school can yet. One such institution is Language Education Centre.

Language education center (LEC) is a language education institution located in Kartasura, Central Java. This language education institution was established in 2004. This institution continues to grow along with the change of years until in 2015-2016, this institution had more than 42,000 active students spread in 79 schools, ranging from elementary school to higher education in Central Java, DIY, East Java and West Java. LEC applies the method of Interactive communicative approach in learning English, equipped with a computer-based interactive multimedia language laboratory

Language education centre or LEC is a Language of English education runs from the present school to the upper middle school. LEC is English learning held in schools that already have collaboration, LEC is learning that takes place during school hours or goes into classes. But LEC is different from ordinary English subjects, the teacher who teaches LEC is different from the teacher who teaches English subjects, the LEC teacher comes from the LEC society itself that has been selected by the LEC system. For a process of LEC teaching learning held in a laboratory room and also in a classroom. The four skills introduced in LEC include listening skills, reading skills, speaking skills, and writing skills. To listening and speaking skills is studied in the laboratory, while reading skills, writing skills and grammar are studied in the classroom. This institution implements a learning system in collaboration with schools. One of the schools cooperating with LEC is SMP N 1 Wonosari.

SMP N 1 Wonosari is a public school located in Klaten Regency, Central Java. This school uses the 2013 curriculum and the school is also

accredited “A”. According to data in *kemendikbud.go.id*, there were 47 teachers and educators in this school and there were 743 students as of January 16th, 2020. According to data on facilities and infrastructure at the school, there were 2 laboratories. According to the results of observation and interviews conducted on January 23rd, 2020, SMP N 1 Wonosari began to collaborate with LEC in 2005. The purpose of this collaboration is to improve students' understanding of English. In addition to learning English twice a week, LEC is expected to help students in understanding English better and mastering reading, listening, speaking and reading skills. The learning method used in LEC is different from the other general methods. LEC in this school is carried out in a multimedia laboratory room and a native speaker is sent once in every 3 months so that students can directly interact using English. At the end of the semester, students will receive a certificate containing scores for several skills. The scores are different from the scores written in student report cards, because the scores written in the student report cards are the scores of students' English subject. So it can be said the final result of this LEC program is a certificate containing scores for several skills that have been taught in one semester.

This thesis tries to describe the process of teaching and learning English through LEC program held in SMP N 1 Wonosari, its process, materials, approach and method, media, and the problems in English teaching and learning. From the background of the study above, the writer is interested in researching LEC program at SMP N 1 Wonosari with the title

“A Descriptive Study on Teaching English at Language Education Centre (LEC) Program at SMP N 1 Wonosari in Academic Year 2019/2020”.

B. Identification problem of study

Based on the descriptions on background of study above, it can be identified the problems which will be investigated in this research. They are several problems which can be identified as follows:

1. How is the process, teaching material, teaching media and teaching method of english teaching and learning in Language Education Centre (LEC) program at SMP N 1 Wonosari.
2. what are the problem in Language Education Centre (LEC) program at SMPN 1 Wonosari.

C. Problem Formulation of Study

Based on the background of the study above, the researcher formulates the problem as follow :

1. How is LEC implemented of english teaching and learning at SMP N 1 Wonosari in academic year of 2019/2020 ?
2. What are the problems in english teaching and learning at Language Education Centre (LEC) Program At SMP N 1 Wonosari ?
 - a What are the problems faced by the instructor/ teacher in english teaching and learning at Language Education Centre (LEC) Program ?

- b. What are the problems faced by the students in english teaching and learning at Language Education Centre (LEC) Program ?

D. Limitation of study

Based on the purpose mentioned above, the problem of the research can be identified as follows:

1. The subject of the study is the class C students of SMP N 1 Wonosari. Because the results of interviews that have been done in class seven C and class seven F showed that there were interesting things in class seven C. This class had higher interest and fondness in LEC than class seven F. Competition in learning achievement in class C also more stringent than class seven C and other classes. So that The researchers' reasons in choose class seven C.
2. The study focuses on the application/process of the Language Education (LEC) Program in a learning theme. This problem limitation is done so that readers and researchers are more focused in reading this thesis. However, this thesis is limited only on a descriptive study on the application Language Education Centre (LEC) Program at SMP N 1 Wonosari.

E. Objective of This Study :

Based on the statment of the research above, the purposes of the study are :

1. To describe the implementing in teaching and learning english with LEC program at SMPN 1 Wonosari in academic years of 2019/2020.

2. To describe the teachers and students problem in teaching and learning english with LEC program at SMPN 1 Wonosari in academic years of 2019/2020.

F. Benefit of this study

The result of the study hopefully gives meaningfull contribution for :

1. The future researcher.

The result of this study as a basic for bibliarization and as a references or useful information about english teaching and learning process, particulary in terms of english programs.

2. The english teacher / school

To give ideas to the other teacher to add the variations of teaching media, teaching method and teaching material in english teaching and learning.

3. The researcher

it can be used improve the experience and improve the knowledge about english teaching and learning.

G. Defintion of key term

Definitions of key word are important to be given in order to avoid misunderstanding. Referring to the topic discussed in the present study some terms used need to be defined as follows :

1. Descriptive qualitative research

According to Creswell (2010: 5) “Qualitative research is methods to explore and understand the meaning that by some individuals or a group of people are considered from social problem or “humanity”. Descriptive methods is the effort to observe, notify, analyze, and interpret the condition happening.

2. English teaching and learning

According to Kindred in Huda (2010:7) teaching and learning are related to each other. It constitutes two concepts which cannot be separated in learning activity, learning deals with teacher needs the teacher to guide him in learning. Learning is a process of acquiring knowledge.

3. Language Education Centre (LEC)

Language Education Center is an English language education institution established in 2004. Language education centre used Interactive Communicative Approach in English learning complete with computer-based Interactive Multimedia Language Laboratory produced by COMM-TECH. According to Mr. Satmiko, S.S as a Founder of Language Education Centre (LEC). Language Education Centre is the government’s official recognition of educational and language training institute with NILEK Number 03125.4.1.0105/09/52/04/58 and has obtained a decree accredited BAN PNF With the number SK.011/k1/akr/2014.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Definition of educational institute

In etymology, institutions are the origins of something, of the reference, of something that gives to another form, a body or organization that aims to conduct a scientific experiment or to do something of effort. In English, the institute is called the institute (in a physical sense), which is the means or organization for achieving a particular purpose, as an institutions in a non-physical or abstract sense are called institution, which is a system of norms for filling needs. An institution in a physical sense is also called building, and an institution in a nonphysical sense is called “*pranata*”. (Daryanto, 2015).

Indonesia's public speaking institutions are dispersed across several areas. These institutions offer to share such a profit in order to match students' abilities, according to prof Dr. Umar Tardja & Drs. La Sula explains that the institution of education is where the specialized education process takes place in its primary environment is, family, school, and community. Through the educational society students can be monitored directly by the school, the family and the community. So the institution of education is a place or container in which the process of education is carried out in order to change one's behavior in a better direction through interactions with the surrounding environment and

insight and knowledge acquired. Environment such as formal (school), informal (community and family) education include. The educational environment is very urgent in an educational process because it contributes greatly to orderly, comfortable learning. According to UU RI No 20 of 2003, pasal 13 ayat 1 stated that the institution is consist of formal institution, non formal and informal institutions. According to Dib Zaki (1987:1) Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. Form the definition above it may be concluded that an example of formal institutions is a school from elementary school until the college. informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. An example of informal education is education start from family, homeschooling or formal education but done in informal education. And the definition of non formal education is a platform outside of formal education that can be structured and sustained are examples of music lesson, language education institute. From the definition about the formal educations, informal education and non formal education above, Language Education Centre (LEC) is included in non formal education because of the teaching and learning process with LEC program is carried out in schools.

2. Language Education Centre (LEC)

a. The definition of LEC

Language education centre (LEC) is a language institutions that's been around since 2004. The language education centre (LEC) is in Kartasura, Central Java. This society has embraced the goal of presenting a non-monotonous, tedious teaching method of english. LEC applies interactive communicative approach method in english studies and uses the language laboratory space. Interactive communicative approach is one method of teaching with a lot of communication activities such as question and answer, dialogue, story telling, etc. With this method it's much emphasized on the skill speaking students. In addition to interactive communicative approach method LEC also had a supporting program. The program is, computerized language learning program which is interactive english learning using a fully computer based on multimedia language laboratory with application software quality and modern. So that in this learning process all four english skill can be learned simultaneously. In LEC activities students also had the opportunity to meet with foreigners brought in form abroad to train the students in direct english communication.

At the end of the semester students will be given a certificate of their study with the LEC by taking set exam. On the certificate there was a score obtained each students. The score is divided into 4 part of skill which is listening. Speaking, reading, and writing. Within one school, there are usually 1-3 of the teachers who teach this program. For the cost of the students paying for this LEC the institutions fully

grants the right to the school to manage it on its own in other words to the fee paid along with the students fee in every month (“*SPP*”).

The cooperation system LEC institutions with the school started with LEC institutions by offering a letter (MOU) to the school and LEC offering the LEC’s Programs such as study in laboratory, meet and study together with native speakers each semester, etc. The school only prepare the room and the room will be designed by LEC institutions and customized to the standard learning space. LEC and school’s agreements are carried out within a semester so that each semester LEC and School did an evaluation and a re-agreement process.

b. The Aim of Language Education Centre (LEC) program

Language education centre (LEC) as a educational institutions is aimed at the end of semester in each class, including the goal/output of the LEC program derived from interviews with manager LEC on January 27th, 2020.

- Elementary school

English teaching level children need lots of picture, games, realia, tape recorder, video, etc. Material use that is too textual will reduce students’ appeal and tend to be less motivated. Students are therefore directed to study in a language laboratory and supported by program or software set out to hone student’s skills in either listening or speaking. Students deepening in reading and writing skills using interesting games will help students to increase a student’s

vocabulary in English and also sharpen student's understanding of the meaning contained in a text. the goal are shared in attainment each year, as will be described below :

i. the first year

1. Mastering English vocabulary material both verbally and written and using it in a limited sentence to accompany the action within the school context.
2. Be able to speak English in Estonian.
3. be able to ask and answer questions about personal information
4. be able to identify parts of the body
5. be able to name parts of the house and describe with limited words the objects around.

ii. second year

1. mastering English in both word and sentence both verbally and write a limited amount in order to surround the action within the context of the school.
2. being able to sing and tell stories in English
3. could represent family members and tell stories about certain professions.

iii. third year

1. mastering English in the form of words in both spoken and written sentences is limited to describe actions in the context of schools.
 2. Organize verb that is used in everyday life
 3. Can express an opinion in simple sentences
- iv. Fourth year
1. Mastering English in both oral and written form using a good and correct grammar.
 2. Could use a comparison sentence to compare some things
 3. Knowing how to make a comparison sentence
 4. Could have united the idea with complex english
 5. Could have spoken in english in more complex sentences
- v. fifth year
1. get a complete family decryption, and by actual comparison sentences
 2. could use gerund in a well
 3. defined sentence and actual
 4. could use a could to show abilities
 5. could use the past tense to describe a past holiday.
 6. could use may & might in a good sentence and actual

7. could use passive voice in a good sentence and actual
 8. could understand the story in English and retell the story using your own words in English
- vi. sixth year
1. you can present the past tense and present perfect tense in the right sentence, both spoken and written
 2. you can present both the future tense and the capital in the right spoken and written sentences
 3. you can use sentence derived in both spoken and written correctly
- junior high school
 - a) First year
 1. be able to memorize the general vocabulary was associated with the use of the common language both verbally and writing
 2. be able to ask and answer questions related to everyday life.
 3. be able to decipher a picture using simple English sentences
 4. be able to apply a simple set of phrases to a daily conversation by using a good grammatical and actual ability to ask and explain a path guide in a simple grammatical manner and to be able to

express ability and inability using a good sentence
and to actual understand the audio or video of a
simple conversation.

b) second year

- a. be able to understand the simple text with a more
complex vocabulary
- b. be able to express like and dislike on things by using
sentences well and actual
- c. be able to apply simple words to interactions in
everyday life
- d. be able to understand the differences in
grammatical.

c) Third year

- a. Be able to understand the differences in
grammatical.
- b. Be being able to tell a story by using a sentence
based on a good time form and actual
- c. Be able to explain a balance between the two things
and the two objects using a sentence that properly
fits the grammar.
- d. Be able to compile a long list, write a story, and get
a news in English
- e. Be able to compile a long list, write a story, and get
a news in English using a very good grammar

- f. Be able to work final exam preparation above a very advanced low score. In this case, if someone in a high school level with programs or software set out to hone listening student skills, the target is a protege could be skilled in listening skills at English materials, so that in the next case the student is not in shock at the listening test when under higher education or in conducting TOIPEC and TOEFEL tests.
 - g. student depth in reading skills is going to help students in addition to students' vocabulary treasures in English and also sharpen students' understanding in the sense embodied in a text, so that when students face the final exam which is usually a problem which is a text form, students are going to get used to and easily do the reading problems.
 - h. there is a reliable, adequately qualified instructor who employs communic method.
- senior high school
 - 1. this is followed by programs or software set out to hone listening students skill, the target being a protage can be skilled in listening in english, so that in the next case the student is not in shock at the

listening test when under higher education or conducting toeic and toefl tests.

2. students depth in reading skills is going to help students in addition to students' vocabulary treasures in english and also sharpen students' understanding in the sense embodied in a text, so that when students face the final exam which is usually a problem which is a text from, students are going to get used to and easily do the reading problems. With a high level instructor with communicative approach, the target to the students is expected to be able to learn with enjoy and comfortable conditions so that students can easily receive the material.

c. Application of teaching method in Language Education Centre (LEC) program

According to Sanjaya (2007) teaching methods may be interpreted as planning a series of activities designed to achieve certain educational goals. There are a number of learning methods that can be used to immunize learning strategies, such as talks, demonstrations, discussions, simulations, laboratories, field experiences, brainstorming, debate. Etc.

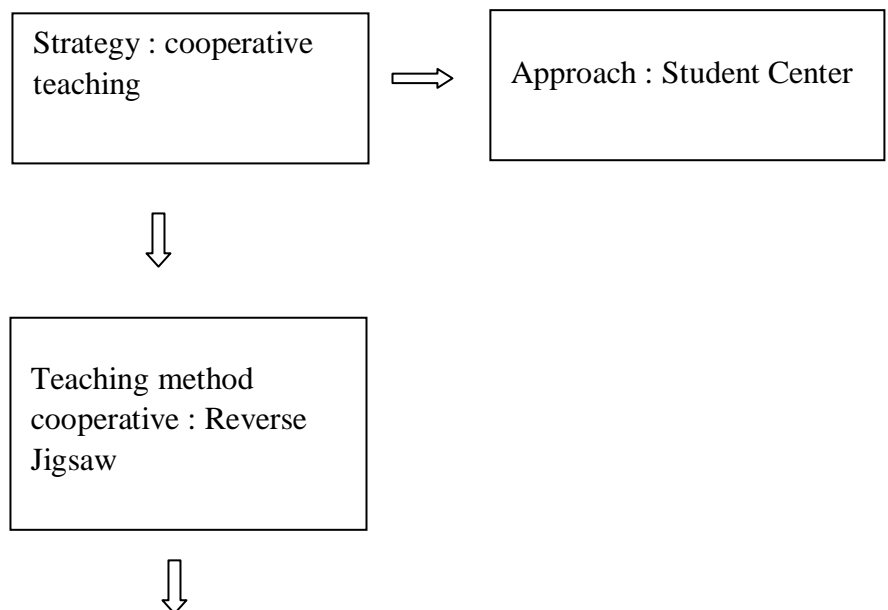
In the teaching and learning methods used in teaching learning activities are usually a teacher determining by considering how the background of the class and what skills to be achieved. In LEC use some methods that are considered to fit student characters and skills to be achieved in the university administration, using student center approaches to make students more active in learning activities, can be formulated as follows :

1) A standard method and strategy: reverse jigsaw

Reverse jigsaw is a method developed from the jigsaw method. Jigsaw is a method of learning where a class of several teams or groups of Ibrahim (2001:21). In the jigsaw application, students are divided into groups of five or six members of a heterogent study group. Each member has the responsibility to study, master a particular portion of the material given and then explain it to the member of the group. Thus there is a mutual need and must cooperate cooperatively to study the assigned materials. Members of another group assigned to get the same topic together and discuss the topic. This group is called the expert group. Then the team members go back to the home group and teach what they've learned and are discussed in the expert group to teach their own. Characteristics of reverse jigsaw methods:

- all teams have a duty to undergo the same material that has been determined by an instructor.

- each team member has his or her own duty to study the sub-chapter of the lesson. Then each member explained the sub chapter he had already studied to other members on one team.
- the difference between jigsaw and reverse jigsaw is in reverse jigsaw, a team member designated by the instructor has to come to the front of the class to explain to the class the sub chapter he has learned and then explained it to the whole class. In this method, the instructor may give examples of cases to be met by students either individually or by group. For example, the instructor would show a film in English, and then the instructor would instruct the students to look for as much vocabulary as possible related to the material being taught. Reverse jigsaw learning chart:



Teaching Technique :
Kondisional, based on
students character

Example:

- in order to practice the ability of listening students in English
- the instructor plays a video about an English conversation in which surrounding sentences are posted.
- after the video is finished, the instructor shows the sentences in the video in which the sentence is an example of the accompanying sentence.
- then the instructor will explain in general how to conjure someone. For details regarding the characteristics in the supplement sentence, the instructor divides the students into 4 groups. .
- each group has the same task of exploring closely related material, only each group member has a different task: if the first member of the group a looks for the traits of the sentence, the second member of the group a looks for material about integration in the gradual stage and so on. There after the instructor randomly designated one

individual to come to the front of the class to explain to the other students.

2) Alternative Teaching method :

cooperative teaching : STAD (Student Teams Achievement Division) student cooperative study, student fan team developed by robert slavin and his or her friends at john hopkin university (in Slavin, 1995) is the simplest cooperative study, and is a cooperative study that's likely to be used by teachers who just started using cooperative learning. According to Slavin (in Noonian, 1997:21) there are three main components in stad cooperative learning, which is :

a) Class presentation

Class presentation is a material presentation conducted by teacher classically using verbal or text presentations. The presentation is focused on concepts of the material being discussed. After the material presentation, students work on groups to complete the lesson materials through tutorials, quizzes or discussions.

b) Selecting students in a group

Selecting students in a group to be a very important thing in the STAD because inside the group must be created by a cooperative working

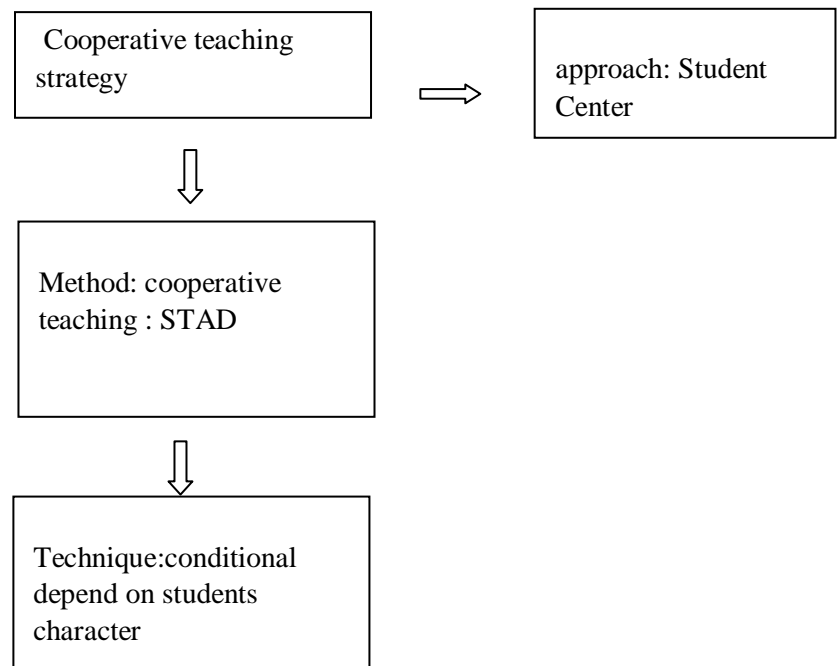
among students to achieve the academic skill to be expected. The function of forming a group is to ensure that each group member can cooperate in learning. More specifically to prepare all group members for individual tests. The group that is set up should be composed of one student from the upper group, one student from the lower group and two students from the medium group. The teacher needs to consider that there should be no discord between members in a group, even though this does not mean students can determine their own group of friends.

c) tests and quizzes

Students are given individual tests after performing one or two class presentations and working and practicing in groups. Students must realize that their efforts and successes will later make a very valuable contribution to the group's success. In STAD these students were grouped into small groups. And then the teacher gives the lesson presentation, individual values put together as a team. Even though students are tested individually to get points, students are encouraged to work together to enhance the team's performance, so that if there is a member of the team that does not understand, then the team members can

help explain. This is for the purpose of the students as a whole to understand the material that is taught. The techniques used in this method are conditional, let's say because classes have more passive students than active students, they can be prepared the way active students are put in each team.

diagram of teaching with STAD

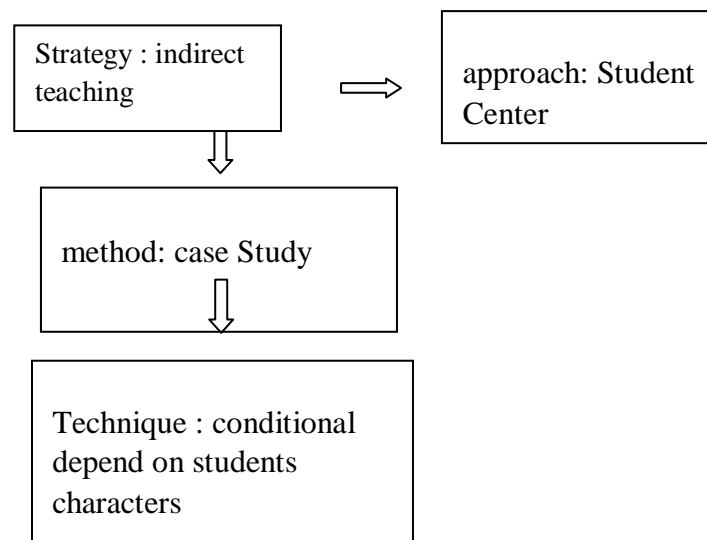


3) Indirect method : case studies

Definition by Winkel in Hastuti (2006), case studies based on educational guidance and student counseling that study the students' circumstances and development in depth are also complete. This case study is conducted by the teacher or educator, to understand the student as an individual more deeply to help the student develop in the future. In the indirect learning method of case studies, a teacher is not the center of learning, but the student himself. It means students who are going to be more actively engaging in programs that must be mastered by working together or by individuals to solve

a case given to us by a teacher. Here's a teacher just as a facilitator where he gives the assignments and the students follow through. In the LEC target with which students want to be reached is listening and speaking ability, for example a teacher can show a video.

diagram teaching case Study method



d. Cooperation system between LEC with school

Based on an interview with LEC managers the LEC's cooperation system offered to send a direct letter to the school and to make deals with programs that are owned.

e. the recruiting system of instructors

definition of instructors according to the “*kamus besar bahasa indonesia*” (KBBI) is the instructor /in·struk· tour/n a person in charge of teaching something while at the same time providing training and guidance; Instructor; Coach; Nurse: a teacher is urgently needed to become -- at the educational center

of the carpentry facility at this stage, and here are some of the things that are done during the recruiting process of the instructor in the LEC described by Mr. Dimas the manager: 1) Make an advertisement, usually may be passed through the newspaper, internet, and the recommendation letters. 2) follow up teachers at this point, after we have several applicants to enter, it should immediately follow up, the activity covering; Tests, microteaching and speaking, company profile explanations, CLLP explanations, and finally offer cooperation contracts if they pass tests. 3) contracts in these phases have agreed to all the chapters under *MOU* cooperation that were previously described in detail first. And the instructors survey the location and distance. So eventually the instructor accepted and signed the partnership contract between the instructor and the LEC parties represented by the LEC manager.

3 The review of english teaching and learning as a foreign language.

According to Smith (2003), teaching is imparting knowledge or skill. Teaching combination of human elements, materials, equipments, and influence that influence the attainment of teaching. The study of a language is not easy because it is a habit that is repeated over and becomes a habit, learning the language cannot take too little time for many elements to master, such as choice of diction, intonation, and acceptance. Many factors make learning a language difficult, according to Evelyn (2010) in English made easy. There are 3 theories in studying

foreign languages, first a theory behaviorism. Under its writers, learning languages is a habit-forming process with activities.

This theory is based on the popular audio lingual approach of the 50 and 60's. That is to learn English that reinforces drill or repetitions. This weakness is the student's inability to make new sentences other than memorized. Second, theory according to Chomsky, in his study of a language, humans were created with the cognitive ability to process the input received and create a limited number of new sentences. This theory underlies the new approach to learning English, which is grammar.

The weakness of learning English with this approach is that students struggle to use spoken English fluently, because in spoken language a quick response is required. Moreover, many sentences are grammatically correct, yet they are not common in spoken language. Third, acquisition of theory, according to Krashen (1983), language acquisition is made up of two ways: acquisition and learning. Language is the natural process of learning a language from firsthand experience in communicating with that language. Whereas learning is a process of learning language through understanding language elements that are then used to communicate. According to Krashen, one does not need to study formally. Simply by direct experience in communicating with that language, one can take effect. Suppose a young child can speak his native tongue. Weakness: The method by Krashen is suitable for young children, & it is difficult for adults. Acquisition of this acquisition requires a long time, which is normally not owned by adults. Imagine if to learn English

we have to live in an English country, it certainly takes a lot of time and a lot of money.

4 The english teaching and learning process

a. Learning approach

Learning approach can be interpreted as a teacher's point of view of the learning process which refers to views of an unfolding process of its very nature that underlies, inspires, strengthens, and underlies a specific theoretical scope of learning (Sanjaya, 2014:71). The approach is conscious and purposefully sought by teachers to get students to study with the purpose of activating intern and external factors in their learning. Approach offers understanding of how teachers teach lessons to learners, but it is also how learners learn them (Blasphemy, 2008:2). Learning approach is a dissent or perspective on the learning process that refers to a view of where a process of its nature is still very common that provides, inspires, strengthens, and underlies a specific theoretical scope of learning. Following the conclusion of the statement, the development of regional autonomy made different forms of approach by the government of regional autonomy.

b. Learning strategy

Learning strategy is a learning activity that teachers and students must work on for the purpose of learning to be effectively and efficiently achieved (Sanjaya, 2007:124). Sanjaya also stated that in a learning strategy is central to planning. That is, strategy is still fundamentally conceptual about decisions to be taken in the exercise of

learning. Newman and Logan (Makmun, 2003) present four elements of strategy in each effort, as follows: Identify and specification and qualification of output (result) and goals to be achieved with consideration of the aspirations and tastes of society in which the need is needed, considers and chooses the basic way approach most effectively to achieve the target, considers and sets up steps (steps) to be taken from starting point to target. According to the strategy, learning can be grouped into two sections, which are exposition-discovery learning and group-individual learning. Based on the way and way of presentation, the learning strategy can be differentiated between inductive learning strategy and deductive learning.

Strategic learning is still conceptual and to implement it is used a wide range of methods of study. In other words, strategy is a plan of operation operations something, while it is a way in perpetual something (Sanjaya, 2008).

c. Teaching method

The method of study in the textbook for learning and learning theory (2014) the learning strategy is still conceptual and to immunize used a variety of specific learning methods. In other words, strategy is a plan of operation operations something, whereas method is a way in error something. So, the learning method can be interpreted as a way to implement plans that have been laid out in real and practical ways to achieve the learning purposes. According to Sanjaya (2007) methods may be interpreted as planning a series of activities designed to achieve

certain educational goals. There are a number of learning methods that can be used to immunize learning strategies, such as talks, demonstrations, discussions, simulations, laboratories, field experiences, brainstorming, debate. Etc.

d. Teaching technique

Teaching technique according to Sanjaya in the teaching media book (2017:73) is said to be that learning techniques can be interpreted as a specific way, the learning technique is applied in a practical, practical way, in a class during learning. Learning technique is the concrete way used when the learning process is under way (Trick, 2008:2). Application of learning techniques, suppose the use of the speech method in a class with a relatively large number of students requires a separate technique that will certainly be different from the use of the speech method in a limited number of classes. In this regard, teachers can change techniques even in the same method corridor.

e. Teaching model

The study model of learning is shaped when the approach, strategy, method, technique, and even the learning tactic are integrated into a whole unit (Sanjaya, 2007:125). Meanwhile, according to the model of study (2008), refers to an approach to be used, including the purpose of learning, stages of activity in learning, learning environment, and class management. According to Hendriyanto (2014) the model of learning is a pattern used as a guide in planning the learning in the classroom. So, the learning model is essentially a

drawing form of learning that is typically represented from beginning to end by teachers. In other words, the learning model is a wrapper or frame of application of an approach, method and technique of learning.

f. English Teaching evaluation

Evaluation is a process through which a value judgement or decision is made from a variety of observations and from the background and training of the evaluator (W. James Phopam, Evaluation in Education 1974: 253). Nana Sudjana states that evaluation is giving value judgement or cost or grades based on certain criteria. And then Soenardji Djiwondono in test *bahasa dalam pengajaran* defines evaluation as procedure or a series of activities that are used to get behavior samples of someone to give sign about their abilities in certain subject. Evaluation is way or process or method to know students abilities in order to give or to know their english learning problems or their attitudes.

1) Purpose of evaluation

To know that english teaching process is success or not, english teacher need to evaluate their student. Evaluation on english teaching and learning process has some purpose, those are :

- a. To know grades of english learning, it means that evaluation is given to know how far students mastering english materials were given by teachers.

- b. To know students difficulties in english teaching. It has meaning that after we know students grades, we will find students difficulties in english learning as showed by wrong certain answer, from the given questions.
- c. To know the weakness of english teaching and learning application. After knowing students diffilculties on english learning, will get information about the weakness of english teaching method or other part of teaching process and then try to improve it.

2) Kinds of evaluation

To evaluate their students, english teacher has a tool apply their evaluation, the name is test. According to H. Douglas Brown (2015) there many type of test, those are :

a. Achievement test

Is a test used to dertermined acquisition of course objectives as the end of period of instruction.

b. Proficiency test

Proficiency test is a test which not intended to be limited to anyone course, curriculum, or single skill in the language.

c. Diagnotistic test

Diagnostic test is designed to diagnose a particular aspect of language. The typical of this test is a like test to diagnose what material which suitable with students.

d. Placement test

A test is used to place a students into an appropriate level of section of a language.

e. Aptitude test

Is a test given to predict a person's future success, it means his or her ability to learn a foreign language.

3) The problem of english teaching and learning as foreign language

There are factors influencing students problem in english learning as a foreign language. It has been told that english as a foreign language has structure and culture which are different with native languages, so students find some difficulties in learning english. Some factor which influence foreign language achievement those are :

1. Psychological factor

a. The low brain

The low brain happens if the factors are bad, for example the learners do not get education in the early year, they will be person with low intelligence. Their minds can easy problem, but not difficult one :

b. Low motivation

According to Hanson and Eller (1999) motivation is a way of explaining how people are aroused by an event. How key direct, their behaviour toward the event and how they sustain in that behaviour for given lengths of time.

c. Unpersistence.

As human being, students can master something easily and quickly, but they will forget quickly also. Their attitude is un-consist. They like learning in short time. Besides, students feel bored if they do not find an interesting lesson and class, so they learn without persistence.

2. Sociological factor

a. Family environment

Family environment is important, because the optimal development of brain takes place before period and in school period. It means that student's development depends on their family environment. The first teacher is parent and the member of family.

b. Society environment.

Society environment is a place where the learners live. Society consist of person whose different background, attitude, education, ages, mother tongue or local language, culture and economic. In the village is different with society living in city or town. These differences will influent the student's difficulties in learning language English.

As a conclusion, family and society environment are important factors, which influence students in learning English. It is because they get interest and motivation from their parents and society. Without all of those, students will not reach the goals of learning.

B. PREVIOUS RELATED STUDY

To prove the originality of this study, the researcher presents three previous studies that deal especially with teaching English. The first research is conducted by Fuad Khoirul Huda (2010) from IAIN Tulung Agung who studies the teaching English “A descriptive study on the application of English community program at SMPN 4 Tulung Agung”. In his study, he is aimed at finding the answer to the following research question. In this case, the researcher studies about “a descriptive study on teaching English at language education centre (LEC) program at SMPN 1 Wonosari in academic year 2019/2020”. From the first study, the differences are about the object of research and the similarity is about the English program that has cooperated with school while the institution is different, the second teaching learning process there are about teaching learning process, the material, the media, and the problem, the third similarity is about the design of study which is descriptive study.

Second research was done by Siti Comariah (2017) from IAIN Surakarta who studies the teaching English “A descriptive study of the teacher’s technique in teaching speaking on tour guide program of the second grade

at SMK N 1 Karanganyar in academic year 2015/2016” in this study have differences with researcher, in Siti Comariah discuss about application english program in speaking skill while the researcher discuss about application in teaching english for all skill and the same things is in the both are discuss about program that have cooperate with school, and the design of study.

Third research was done by Apriliana Kartika Sari (2018) from IAIN Surakarta who study the teaching english “ A descriptive study of communicative language teaching (CLT) in teaching speaking for seventh grade students of SMPN 1 Polanharjo Klaten in Academic year 2017/2018” in this study have similarity in design of study, and discuss english teaching. And in this study have differences with researcher, in Apriliana Kartika Sari discuss about application CLT method in speaking skill while, the researcher discuss about english program in english teaching.

Tabel 1.1
Previous Related Study

Variabel Reseacher	Fuad khoirul huda	Siti chomariah	Apriliana kartika sari	Reseacher
Descriptive study	√	√	√	√
Teaching english	√		√	√
English program	√	√		√
Speaking skill		√	√	

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Research conducted in education is particularly determined by the kinds of research and approach used by students. Because they will determine the next step in greater detail, such as determining methods, instrument making, data collection, data processing, right up to a research report. For that reason, a study would have to determine specific problems and scientific approaches to be used to solve problems. In this study used descriptive kualitatif research design.

According to Moleog (2010:22) kualitatif reasearch is research whose sources of data include visual or written displays of spoken or written words that researcher have examined, and object observed until details keep the meaning implicit in their documents or subject. Juanita and Robert (2009:11) states that qualitative research is multi method in focus, involving an interpretative, naturalistic approach to its subject matter.

The research focused on the descriptive study about teaching english at language education centre (LEC) program at SMPN 1 Wonosari in academic year 2019/2020. The methods for data collection were observation in the class, students' interview, and teacher's interview. Observations were made with use randomly in selected classes of 7C and 7F SMP N 1 Wonosari. In these two classes researcher discovered a difference things in students characteristics, the student's response to the teacher's delivering of

materials, from the interviews conducted with teacher or instructor of LEC in SMPN 1 Wonosari (Dewi Marjanti, S.Pd and Septi Rahmawati, S.Pd), 7C is indeed easier catch and respond to the material given by the teacher and also more relaxed during the learning process. And instead 7F students tend to be passive.

In this case, type of research used descriptive. The data that is collected is word, images and not a numbers. it is due to the application of qualitative methods. Furthermore, all that is collected becomes the key to what will the result of this study. This would help the reader to understand what happening to the environment during the observation, such as what the participants' view and what activities which occur in the research location. From the observation and interview data found on top of researcher to analyze it with Miles and Huberman theory at validation using triangulation and The conclusion or the result of discovery can change the teaching learning situation positively and students can be successful in learning English with language education centre (LEC) program.

B. Description of setting

1. Place of the research

The research conducted at SMP N 1 Wonosari, Klaten. It is located in Jl.Pakis-Daleman No.4, Dusun Bentangan, Wonosari, Klaten. SMP N 1 Wonosari has 24 classes, every grade consist of 8 classes. The researcher used the seventh grade students as the subject of the research, especially in 7C. This class choose by random technique sampling. And

the informant is the teacher/instructor LEC in SMP N 1 Wonosari, Mrs. Dewi Marjanti, S.Pd and Septi Rahmawati, S.Pd

2. Time of research

The research was held on second semester in academic year 2019/2020 at SMPN 1 Wonosari. The observation and interview was January 27th until February 24th 2020 in SMP N 1 Wonosari and Language Education Centre (LEC) office. And the daring interview on September 2020.

C. The data resources

The sources of data are very important in the research. The researcher will not be able to get information without knowing sources of data. Arikunto (2010:39) states that sources of the data are subject who give the data or information or where the data are gotten from. Information or data can be divided into two, based on the sources of data or where the information or data come from. They are primary data and secondary data.

a. Primary

Primary data is the data which is collected by researcher directly from his own observation and experiences. According to Arikunto (2010:22) data primer is verbal, spoken, and gestures engaged in by a trustworthy subject, in this case a research subject due to variable investigation. In this research the primary data can be gotten from the direct observation and interviewed with English teacher or instructor about the descriptive of the language education centre (LEC) Program. Based on the

expalination, the primary data sources in this research are teaching english at language education centre (LEC) program.

Interview and observasion are done in the same day. In interview the researcher asked about student responses with teaching learning in LEC, the methods and media in the learning process, the student output in teaching process with LEC program, and the purpose of teaching and learning in LEC. While, in observation researcher observe the teaching and learning process by analyzing some of data such as, videos, photos, and field note that contain the situation during teaching and learning process, feedback students against teacher or instructor, facilities that students acquire. And the material and how teacher or instructor delivery the material to students.

b. Secondary data source

Secondary data is data which support and complete the primary data. Secondary data is that data obtained from graphic documents such as tables, notes, photos, film, videos, or other things that could enrich primary data.

Based on the explanation the secondary of data sources in this research are books, internet that have literatures with research problem, document, syllabus. Data document that reasercher obtained are syllabus and lesson plan that suitable with class who have been observed. From the document researcher can find some data in addtion to primary data.

D. The technique of collecting data

The technique of the collecting data applied in this research will be as follow:

1. Interview

The teacher or instructor, the manager of LEC, and some students were interviewed during the observation. The purpose of this technique was to know the opinion of the teacher and students about the teaching and learning process at language education centre (LEC) program. According to Arikunto (2013:198) an interview is a dialogue conducted by the interviewee to obtain information from sources.

By the technique, the researcher made an interview with the teacher or instructor of language education centre (LEC) program in english teaching and learning at SMPN 1 Wonosari. The topic of the interview is about teaching process of LEC Program in english teaching and learning at SMPN 1 Wonosari in academic year 2019/2020. The interview was taken from one teacher or instructor of language education centre program in SMP N 1 Wonosari namely Mrs.Dewi Marjanti, S.P.d and Septi Rahmawati, S.Pd and seventh grade students of C class on SMP N 1 Wonosari. In the interview the researcher asked about the teaching learning process with language education centre program, and responses students. While, the interview with the manager of LEC reseacher asked some questions about the beginning of founding LEC, the recruiting process of LEC instructor, the cooperating process

with schools, the purpose of LEC institutions, the methods in learning process, and also the costs students pay to LEC.

2. Observation

According to Arikunto (2013:200) observation is involves the attentiveness of an object using all the sense. In reasearch observation can be done with test, questionnaires, videos, and voice recording. The researcher conducted the observation in 7C and 7F class students of SMP N 1 Wonosari get information about teaching learning process with language education centre (LEC) Program.

From the observation researcher obtain some data like, videos, photos, and field notes. Contained the process of teaching and learning, teacher technique and methods in teaching, the student's response to teacher or instructor, the class situation during the learning process, the situation in laboratory, and what facilities are provided by students.

3. Document analysis

According to Creswell (2018:49) written document are sources of research, which are often having important role in qualitative research. Futher, the document is used in research because of some reason: document are source of research, which is suitable, and supported. It is as evidence to a testing and it has natural characteristic so it appropriate to qualitative research.

The document in this research is all document concerning the use of language education centre (LEC) Program in english teaching learning process in SMP N 1 Wonosari at seventh grade students of SMP 1

Wonosari in academic year 2019/2020. Such as lesson plan, material, worksheet, certificate, document about the history of LEC. The document was used as a supplementary source of the interview and observation. From the data in the documents above will be analyzed using Miles and Huberman theory.

E. The Data analysis

The data in this study is use the theories of Miles and Huberman. According to Miles and Huberman (2012:43), analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the researcher use Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

1. Data reduction

Anggito & Setiawan (2018:243) states The reduction of data is a form of analysis that sharpens, classifies, directs, disposing of unnecessary data and organizes the data in such a way that conclusions can be drwan and verified. According to Nasution (1992:129) is Reduced data can give a sharper picture of the results of observations, as well as make it easier for researchers to reconstruct the data when needed. And assist in encoding certain aspects. During the data collection takes place the rest of data reductions which include summaries, coding, searching themes, creating clusters, compiling memo, etc. (sudaryono, 2018:348)

2. Data display

According to Anggito & Setiawan (2018:249) Data display is intended to find meaningful patterns and provide possible deduction and action. The intended presentation could be of some kind of matrix, graph, and chart. They are designed to combine information that is composed in a coherent, easily understood form.

3. Conclusion drawing/ verification

Drawing conclusions and verification from the beginning researchers attempt to find meaning from the data gathered then look for patterns, themes, connections, equations, hypotheses. Then from that data try to draw a conclusion. Such a conclusion was originally uncertain and could change, hazy, no doubt, but with more data, it would be more believable. So the conclusion must always be verified during research to achieve a common agreement to further ensure authenticity. (Nasution, 1992)

F. Validity of the study

In qualitative research, there are some techniques that can be used to increase the research data validity.

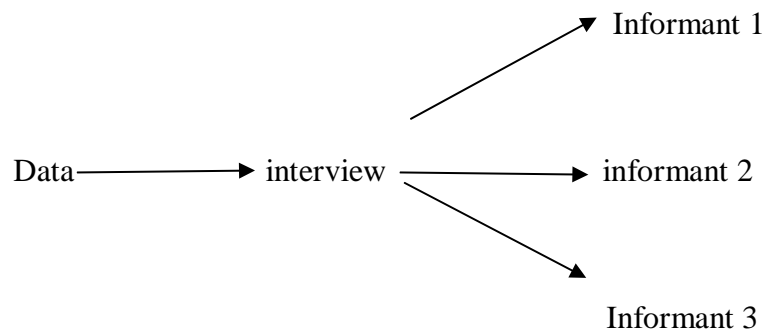
1. Triangulation

According to Bachtar (2010:55) triangulation is a method of data analysis which synthesizes data from different sources. And according to William Wiersma in Bachtar (2010:53) triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure. Patton (2010:45) states that there are four triangulation

techniques; (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation.

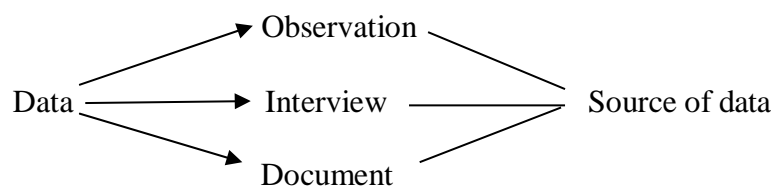
a. Data triangulation

According to Patton, data triangulation is called as sources triangulation uses different sources of data to get same data. The emphasize is on the source of data, not in data collecting method or others.



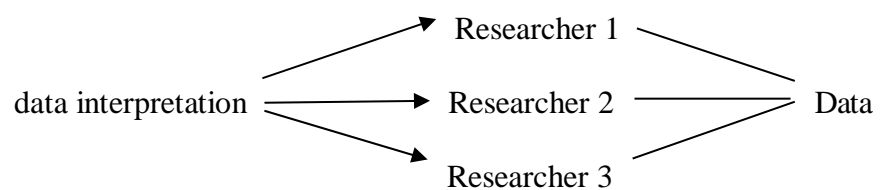
b. Methodological triangulation

This methodological triangulation is an attempt to verify valid data, or verify the validity of research findings. Triangulation methods can be done using more than one common data collection technique. The action can also be by way of check and re check.



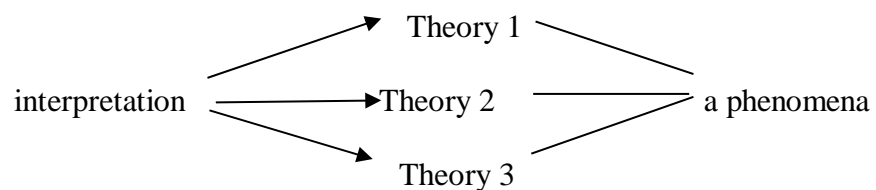
c. Investigator triangulation

Investigator triangulation means that the validity of the research in some parts or all can be tested by some other researchers. From some researchers' point of view and interpretation to the all information gotten and collected in the note, and it is hoped there will be the same interpretation that can increase the research validity.



d. Theoretical Triangulation

This triangulation is using two or more theories to pitfall. This requires a more complete data collection and analysis of data. Would thus be able to give more comprehensive results.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

As a writer has stated in the previous chapter that this study was expected to describe the teaching english at language education centre (LEC) program at SMP N 1 Wonosari klaten, this chapter deals with data display, research result and the discussion based on the data gained from english teacher through observation and interview.

A. Research finding

1. Description of SMP N 1 Wonosari.

SMPN 1 Wonosari is located at Bentangan, Wonosari, Klaten, Central Java. This school uses the 2013 curriculum and the school is also accredited A. According to data in *kemendikbud.go.id*, there were 47 teachers and educators in this school and there were 743 students as of January 16th, 2020. According to data on facilities and infrastructure at the school, there were 2 laboratories. According to the results of observation and interviews conducted on January 23rd until february 24th 2020 and interview on April 2020 until June 2020. SMP N 1 Wonosari began to collaborate with LEC in 2005. The school facilities can be seen on appendix 5 on table 2.1.

Teaching learning process of Language Education Centre (LEC) program be held in laboratory room and class room, according to the interviews with manager of Language Education Centre (LEC).

Teaching learning process of LEC at 7C also be held in laboratory room and class room, according to the observation on february 3rd 2020, There are some facilities in this room can be seen on appendix 5 table 2.2. and table 2.3.

Infrastructures have the role in supporting the teaching and learning process, when all of the infrastructures are complete, the teaching and learning process can run well and maximal. According to the data above, the researchers concludes that the infrastructures of SMPN 1 Wonosari are still in good condituon.

2. Description of Language Education Centre (LEC)

a. The general definition of LEC

Language Education Centre (LEC) is an additional English subject at the SMP N 1 Wonosari, LEC is given to all students at the SMP N 1 Wonosari, LEC is different from the already English subject. English is the subject taught by the English teacher by using the government's syllabus and 2013 curriculum, and using a published book from the government. LEC is an additional English subject that is studied in the laboratory and the classroom that both the material and the media are teaching themselves by the society using the guidelines from the 2013 curriculum. So that in one week students studying in school they had English subject in additional English subject going on in the lab room and class room. Material of LEC is almost same as learning in English subject.

Listening skill, speaking skill, reading skill and writing skill also improved in LEC program. For listening skill can be improve when teaching and learning process in laboratorium because in the laboratorium there is teaching media that used by students and tecaher to improve the listening skill. in laboratorium teacher delivered the material used the computer media, in the computer contais the teaching material namely *side by side* application system. In side by side application system contais the material and the exercise to the students. to improve the listening skill students must be listen the dialogue, story telling, song and etc. Before students listen the material or the exercise teacher expalin the goals or the indicator of teaching that must be reach the students.

And than for speaking skill, in the end of each semester for LEC institution called the nattive speaker into the class, the purpose of this activities is to improve the students speaking skill because in this activities students must practice some dialogue or give the questions to the nattive speaker.

Reading skill and writing skill in LEC program can be improved in teaching and learning process from the observation before teacher deliver the material students must be raed the material first or teacher ask some students to read the dialogue that displayed in LCD monitor or in the book in this activieties the students pronouncation also can be regenerate by teacher. In writting skill can be improved when the taecher ask the students to doing some exercise or write

the new vocabulary with the meaning also. In the end of the meeting teacher give the evaluation and give the homework to the students.

At the end of the semester students will be given a certificate of their study with the LEC by taking set exam. On the certificate there was a score obtained each students. The score is divided into 4 part of skill which is listening. Speaking, reading, and writing. Within one school, there are usually 1-3 of the teachers who teach this program. For the cost of the students paying for this LEC the institutions fully grants the right to the school to manage it on its own in other words to the fee paid along with the students monthly money (“*SPP*”).

b. The geographical location of Language Education Centre (LEC)

LEC (Language Education Centre) is located at adi sumarmo street, no. 124. Blok 3B, 5, 6, Kartasura Central java. This location is strategic, because it is located in the midtown.

c. Vision and mision of Language Education Centre (LEC)

1) Vision

The formation teaching learning english program at Solo Raya,

2) Mission

- To enhance listening skill, speaking skill, reading skill, and writing skill then can practice and aply in real life, and to develop the prestension of student, young generation and society.

- To make a relationship and cooperation with society, education institution, school and goverment.

3. The teaching learning process of LEC program at 7C students of SMP N 1 Wonosari.

Based on the observation learning activities with LEC program is divided into two period the first is teaching and learning process before pandemi covid19 and after pandemi covid19 and online interview that have done on september 2020.

a. Teaching and learning activites (before pandemic Covid 19)

In the first observation held on Monday february 03rd 2020, teaching learning process was going to at 7C class SMP N 1 Wonosari in english subject. The researcher found that the teacher had Teaching practice and teaching strategies in implementing of english teaching and learning process with language education centre (LEC) program. The procedures of teaching are devided into three steps, the first opening lesson, the second is main activities and the third is closing and evaluation.

1) Opening

In teaching learning process language education centre program in class 7C, Because on Monday students must attend the ceremony first. After attending the ceremony students go back to class and prepare for LEC Class in the laboratory. At 07:40 a.m students enter the laboratory room in their seats according to number in class 7C, and the teacher opens the meeting with "*assallamuallaikum*,

goodmorning" and the student answers "*waallaikumsalam, goodmorning miss*" after which the teacher asks how the students are doing, gives apace and also asks who the student was not leaving that day.

From observation already done, the teacher might deduced before starting the lesson doing some things that made students more prepared and focused on following the day's teaching learning activity. Because before the teacher gives the material, first the teacher brings students to remaining what the lesson was given at the previous meeting and links it with the material to be taught at the meeting.

2) Main activities

In main activities, the teacher gives a material by the method of showing a video contained about the material during the day (*daily activities*) from "*side by side*" application. The video featured two-person conversation about the daily activities complete with the text in beside so that students can read and understand what is meant by the conversations performed, not only listening to conversation and reading students are also asked to be randomly designated by teachers to reading again text and play so that it can also be one of the exercises of speaking and pronunciation.

Citra : hello andy, what are you doing in here ?

Andy : oh hai citra, i want to playing batminton with my father. Let's join with me and my father citra !

Citra : oh thankyou andy ! i'm sorry i have to go home right now, i will cook some dishes for the branch with my family.

For its writing skill students were asked by teachers to write done some vocabulary that is difficult for them to memorize and look for the meaning of vocabulary in each dictionary.

<i>Cook</i>	<i>watch</i>	<i>sweep</i>
<i>Sleep</i>	<i>wash</i>	<i>eat</i>
<i>Sing</i>	<i>call</i>	<i>take a bath</i>
<i>Study</i>	<i>listen</i>	<i>reading</i>

After the teacher presented a matching exercise that contained some of the material questions already discussed. Teachers and students work together before the students are asked to work on their own in order to help the student fully understand what is instructed in the matter. After working together the teacher divided the students into groups and then the students were given some problems to do together and after that the teacher randomly assigned one of the groups to present the dialogue with his or her group on the daily activities topic in turns using simple word created by the students and also to give the results of the given job with matching.

Questions :

1. *My father and i always the dishes together*
2. *After take a bath rania want to before go to school.*
3. *They like.....with the dolls.*
4. *My mum and my dad loves to.....a film*
5. *My uncle loves sport and nature, while my auntie loves
..... a song.*

Answer :

Sing	eat	watch
	wash	play

From the observation above, the teachers used the jigsaw teaching method. By grouping students into multiple groups and still teaching all the skills to learn English in one meeting. The speaking skills are provided from a student who practiced a dialog with her group's friend regarding the daily activities theme. The reading skills are acquired from students reading the dialogue the teacher displayed at the beginning of the learning core. The listening skill includes students from listening to a material explanation about the daily activities included a video shown by the teacher. The writing skill is generated from as students write some vocabulary that is generated from watching the video.

3) Evaluation

At the end of this meeting students are asked to show the result of their exercise that the teacher will later correct. And before the close of the meeting the teacher reviewing what was already study together and also the student asked the teacher what material was not yet understood. After that, the teacher gave the students an assignment to be assembled at the next meeting. The teacher closing the meeting by saying "*hamdallah*".

From the description of the above observations can be summarized, the teacher made a question and answer session with the student to see if the student had already understood the material of the day and this means the teacher had already applied the one skill of learning english which is, speaking skill. And to make students not easily forget the material the teacher gives homework in order that the student can self-study at home.

The Second observation, held on Monday, 10th 2020. The procedures of teaching are divided into three steps. in this second observation in class 7C held in classroom.

1) Opening

As usually in Monday after the student finishes the ceremony, students go to the class for prepare LEC learning process, the teacher begins the class by saying "*assalamualaikum*" and asking and how is absent today, after than the teacher asks the student the material that has been taught last meeting and connecting it with the material to be taught today.

From observation that already done, the teacher might deduced before starting the lesson doing some things that made students more prepared and focused on following the day's in teaching learning activity. Because before the teacher gives the material, first the teacher brings back to mind what the lesson was given at the previous meeting and links it with the material to be taught at the meeting.

2) Main activities

In main activities, The teacher divides the students into small groups and divides the given handbooks from LEC, one group one books. With the simple present tense material the teacher explains to students by following the guidelines from the book and gives some good examples of affirmative, negative and interrogative sentences.

(+) they go to the beach on weekend

(-) they don't go to the beach on Monday

(?) do they go to the beach on weekend ?

After the teacher finished explaining the material about the transformation positive sentences to negative sentences and interrogative sentences with use simple present tense. Then, teacher ask each student in every group to try make a sentence as well as explaining by the teacher and write it on the board. And after that the teacher corrected and gave a point to each group that had written the properly requested sentence.

After the teacher has corrected the student's work, the teacher asks students to ask questions about unintelligible material. After the teacher answers the student questions the teacher gives students activities practice. The question comes from a book that has been handed out to the students, the student participates in the book individually but still allows for discussions with his or her fellow group.

From the observation above, the teacher reverse jigsaw teaching method for teaching learning process because guru divide students to some group. Then the teacher gives explanation about the material, after teacher gives explanation teacher asks the students to do some exercise. Teacher gives point to the students that who does finished the exercises. Although students are tested individually to get the points, students are encouraged continue to work together to improve team performance and can help each other explain if there is any material that is yet to be understood. This is so that students as a whole can understand the material being taught.

The techniques used are conditioned suppose that because of the limited number of handbooks, small groups are formed, or because of the students' most passive condition, groups are formed by dividing according to their activity levels in order to help each other.

3) Evaluation

At the end of the meeting students's was asked to ask again what materials were not understood and if no one questions, the teacher who would ask the students about the materials at the day for the purpose of making sure all the students had understood the material being presented. The teacher close the meeting by saying "*hamdallah*".

The Third observation, held on Monday, 17th 2020. The procedures of teaching are divided into three steps. in this second observation in class 7C held in laboratory room.

1) Opening

In teaching learning process language education centre program in class 7C, Because on Monday students must attend the ceremony first. After attending the ceremony students go back to class and prepare for LEC Class in the laboratory. At 07:40 a.m students enter the laboratory room in their seats according to number in class 7C, and the teacher opens the meeting with "*assallamuallaikum, goodmorning*" and the student answers "*waallaikumsalam, goodmorning miss*" after which the teacher asks how the students are doing, gives apace and also asks who the student was not leaving that day.

From observation already done, the teacher might deduced before starting the lesson doing some things that made students more prepared and focused on following the day's teaching learning activity. Because before the teacher gives the material, first the

teacher brings students to remaining what the lesson was given at the previous meeting and links it with the material to be taught at the meeting.

2) Main Activity

In main activities, the teacher gives a material by the method of showing a video contained about the material “*things in the house*” from “*side by side*” application. The video explain the things in the house complete with the text in beside so that students can read and understand what is meant by the videos performed, not only listening to the video and reading students are also asked to be randomly designated by teachers to reading again text and play so that it can also be one of the exercises of speaking and pronunciation.

The example of the material “*things in the house*”

Lamp	fridge	television
Desk	coffe table	stove
Chair	bookcase	towel
Door	bed	shelf
Clock	soffa	carpet
Table	rug	windows

After the teacher presented the material, teacher gives crossword exercise that contained some of the material questions already discussed. Teachers and students work together before the students are asked to work on their own in order to help the student fully understand what is instructed in the matter. After working

together the teacher divided the students into groups and then the students were given some problems to do together and after that the teacher randomly assigned one of the groups to make a sentences with his or her group on the *things in the house* topic in turns using simple word created by the students and also to give the results of the given job with fill in the crossword game.

Example :

1. I have two televisions in my house.
2. My father have favorite soffa in my house.
3. My mother always brush the carpet everyweek.

From the observation above, the teachers used the jigsaw teaching method. By grouping students into multiple groups and still teaching all the skills to learn English in one meeting. The speaking skills are provided from a student who practiced a dialog with her group's friend regarding the daily activities theme. The reading skills are acquired from students reading the dialogue the teacher displayed at the beginning of the learning core. The listening skill includes students from listening to a material explanation about the thing in the house included a video shown by the teacher. The writing skill is generated from as students write some vocabulary that is generated from watching the video.

3) Evaluation

At the end of this meeting students are asked to show the result of their exercise that the teacher will later correct. And before

the close of the meeting the teacher reviewing was already study together and also the student asked the teacher what material was not yet understood. After that, the teacher gave the students an assignment to be assembled at the next meeting. The teacher close the meeting by saying "*hamdallah*".

From the description of the above observations can be summarized, the teacher made a question and answer session with the student to see if the student had already understood the material of the day and this means the teacher had already applied the one skill of learning english which is, speaking skill. And to make students not easily forget the material the teacher gives homework in order that the student can self-study at home.

The fourth observation, held on Monday, 24th 2020. The procedures of teaching are divided into three steps. in this second observation in class 7C held in classroom.

1) Opening

As usually in Monday after the student finishes the ceremony, students go to the class for prepare LEC learning process, the teacher begins the class by saying "*assalamualaikum*" and asking and how is absent today, after than the teacher asks the student the material that has been taught last meeting and connecting it with the material to be taught today.

From observation that already done, the teacher might deduced before starting the lesson doing some things that made

students more prepared and focused on following the day's in teaching learning activity. Because before the teacher gives the material, first the teacher brings back to mind what the lesson was given at the previous meeting and links it with the material to be taught at the meeting.

2) Main activities

In main activities, The teacher divides the students into small groups and divides the given handbooks from LEC, one group one books. With the present continuous tense material the teacher explains to students by following the guidelines from the book and gives some good examples of positive, negative and interrogative sentences.

(+) Agnes is speaking to his sister right now

(-) They are not watching the movie

(?) Are you learning english now ?

After the teacher finished explaining the material about the transformation positive sentences to negative sentences and interrogative sentences with use present continuous tense. Then, teacher ask each student in every group to try make a sentence as well as explaining by the teacher and write it on the board. And after that the teacher corrected and gave a point to each group that had written the properly requested sentence.

After the teacher has corrected the student's work, the teacher asks students the questions about unintelligible material. After the

teacher answers the student questions the teacher gives students activities practice. The question comes from a book that has been handed out to the students, the student participates in the book individually but still allows for discussions with his or her fellow group.

From the observation above, the teacher use reverse jigsaw method teaching method for teaching learning process because teacher divide students to some group. Then the teacher gives explanation about the material, after teacher gives explanation teacher asks the students to do some exercise. Teacher gives point to the students that who does finished the exercises. Although students are tested individually to get the points, students are encouraged continue to work together to improve team performance and can help each other explain if there is any material that is yet to be understood. This is so that students as a whole can understand the material being taught.

The techniques used are conditioned suppose that because of the limited number of handbooks, small groups are formed, or because of the students' most passive condition, groups are formed by dividing according to their activity levels in order to help each other.

3) Evaluation

At the end of the meeting students's was asked to ask again what materials were not understood and if no one questions, the teacher

who would ask the students about the materials at the day for the purpose of making sure all the students had understood the material being presented. The teacher close the meeting by saying "*hamdallah*".

teaching and learning English with LEC program is divided into two places, which is teaching process in class and in the laboratory. Teaching learning process in classes are taught all skills in learning English. LEC uses a book entitled "*connect*" produced by LEC. Connect book different with handbook from *kemendikbud* but, LEC still uses kurikulum from kemendikbut to arrange the connect book. While the learning activity carried out in the laboratory is using teaching methods of showing both animation and engaging dialogue with a purpose that students do not get bored with the usual learning methods in the classroom, the problem exercise forms given during the study in the laboratory are matching, crossword, fill in the blank, etc. Which is equipped with interesting audio quality, so students become interested and feel unsaturated for the learning process and also do the exercises.

The assessments or evaluation of learning in the class are done with a final semester test, but the score is not included in the student study report, the score of the LEC is a certificate containing the score of all four English skills studied during one semester.

The conclusion from the observation that have done on february 03rd until 24th 2020, teaching and learning with LEC program in

laboratorium and in the classroom. Teaching media used in the teaching and learning process in laboratoium is computer, LCD monitor, and headphone. And the teaching media in classroom are whiteboard, handout book, spidol, etc.

The teaching method that used in LEC program is reverse jigsaw method and STAD (Students Team Achievement Division) method, both of teaching method no one more dominant because the teacher apply the teaching method in interchangeably. And the teaching material in LEC program from the *side by side* application system and *connect book* that contains the learning material to improve the students understanding about english at all the skill in teaching english.

From the obsevation researcher find some problem, the problem from the teacher is manage the class condition and power cut when teaching and laerning process in laboratorium. And the problem from the students is students feel losing their concentration because in LEC program used many teaching media, and the second problem is when students find the new vocabulary and the students dont know the meaning.

b. Teaching and learning activities (After Pandemic Covid 19)

Based on the online interview with teacher of LEC in 7C SMPN 1 Wonosari in second semester at academic years 2019/2020.

Teaching and learning process with LEC program after pandemic Covid19 that do with daring process.

The first step the teacher ask to student to make a group conversation with whatsapp aplication for give the instruction and delivering the material. Teacher strating the meeting with send a massage that consist of greeting and checking the student attentent with give attentent text that have done prepared. After that teacher ask the students to open the student handbook (connect book) and the teacher send the videos or voice note that contains the material for that day.

Than teacher ask the students to understanding the material and give question to teacher if students not understand yet. For the evaluation teacher give some question to the students to check the students understanding of the material that's been learned. Before the teacher close the meeting teacher give students exeercise to make sure students have truly understood with the material. And the exercise must be send to teacher in a few minutes and teacher give the correction to the students works and give some suggestion. Students who not send the exeercise to the teacher will be deemed not attending the meeting. After give students exercise teacher remains the students be celan, be health, always wear the mask and stay at home.

But in the last of interview the teacher of LEC program at SMPN 1 Wonosari (Miss Septi Rahmawati, S.Pd.) says :

“sebetulnya saya juga sempet ngambek kemaren ya karna lagi pandemi seperti ini LEC malah stop kerjasama untuk sementara dengan sekolah, alasanya ya karna LEC itu pendekatanya harus makai praktek ya dan pengembangan skill nya ngga bisa diawasi

guru langsung. Jadi seperti tidak efektif gitu mbak, ya udah akhirnya ada evaluasi dari LEC lalu sekolah mengadakan rapat dengan pihak LEC yang akhirnya menghasilkan keputusan yang seperti itu tadi. Sempat pembelajaran daring ya dari maret sampai akhir agustus itu mbak”

Based on the statement above, teaching and learning process english with LEC program online via whatsapp group has stopped in August because any evaluation from LEC Institute. And the reason why LEC program has stopped for a while teaching and learning english with LEC program online via whatsapp group not effective enough because in teaching process with LEC use the laboratorium room to improve the students skill and to improve the students skill teacher must be accompany students.

Based on the interiview with the some students in 7C Class, students says when the pademic happend in Indonesia, they was confused and panic about how the teaching process with online meeting. But, for the long time student can adapted with the situation. In the beggining of the transition time from offline teaching and learning process to online teaching learning process, some student not have the tools to communiaction, they must borrow or alternate with they sister or brother or parents.

The students says the teacher of LEC have a lot of patience to facing this difficult situation. For the teaching and learning process students said that the online taeching and learning process students be able to follow the teaching process, although, sometime they must ask to other friend, sister or brother, and the parents to understanding the material and to do the exercise for ther teacher.

For the exam in the pandemic, teacher make a test by himself with the requests of consideration to LEC Institution. LEC also make a subtlety which all of the LEC teachers may change the teaching methods, media, and learning approaches by considering the student's condition. And teachers must make sure the learning materials can be conveyed well to students. When Indonesia start to online learning, students feel so confuse beacuse some of the students not have gadget to attend the online learning. They was wait for their parents back home for online learning or they must go to their friend's house for learning together. They also said LEC with online learning is not interesting again because students must learn the material alone and some of them shy if they not understand with the material must give questions to the teacher, therefore they are better off learning on their own or friends.

Beacuse LEC program has stopped in August the students said, they are feel happy but they're afraid they won't learn english with LEC program anymore. But, they're hopping after the pandemic covid 19 they'll be able go to school and learning LEC again.

The Researchers found that the process of teaching learning english Language Education Centre (LEC) at SMP N 1 Wonosari on 7C Class was well structured. The teacher also did a good job and always made sure that the student understood the material that was given at each meeting. Teachers also constantly correct the results

of students' work and give more attention to students who still lack understanding of the material that has been taught.

4. Teaching method in Language Education Centre (LEC) Program.

Teaching method is the important things in the way to reach the goals of the teaching and learning process. According to Sanjaya (2007) methods may be interpreted as planning a series of activities designed to achieve certain education goals. The teaching method must be suitable with the students condition, the teaching material, and the infrastructure of the school. Based on the observation on february 03rd until 24th 2020 the researcher find the teaching method that used by the teacher to delivering the material there are two teaching method that is reverse jigsaw method and STAD (Students Team Achievement Division) method. According to Joel M. Mokowitz (in Maulidia 2016:03) *“Jigsaw is a cooperative learning technique whereby students teach part of the regular curriculum to a small group of interdependent peers. Prior research on Jigsaw has found positive effects on elementary students' achievement, self-esteem, and attitudes toward peers and school”*

Based on the definition above reverse jigsaw is the teaching method with grouping the students in some group and one of member of group must be delivering the material that already delivered by the teacher to the students who not understand. The purpose of this method to make a interaction each students, and the students can helped each other. Based on the observation on february 03rd until 17th 2020 in teaching and

learning process in LEC program used the reverse jigsaw method, that can be seen on the teaching and learning process that start with opening by the teacher and then teacher make the group consist of 4-5 students each groups, the purpose of this activities to make a interaction each students and the passive students become active students.

The second Teaching method in LEC is STAD (Student Team Achievement Division) in this method similar to the reverse jigsaw method. But in the STAD method grouping the students before teacher delivering the teaching material and then students are given the responsibility for doing the exercise that can be discuss with their group. Based on the observation on february 10th until 24th 2020 the researcher find the teaching method in teaching and learning with LEC program in the classroom is STAD method, that can be seen on the teaching and learning process that start with opening by the teacher and then teacher make the group consist of 4-5 students each groups before teacher delivering the teaching material.

Reverse jigsaw and STAD (Students Team Achievement Division) method belong in the cooperative teaching method, that teaching and learning process risen to the teamwork each students to reach the goals of the teaching learning process. Both the teaching method there is no one more dominant because teacher applied the method in interchangeable.

5. Teaching material in Language Education Centre (LEC) Program.

In interview on february 17th 2020 with the teacher, mrs. Dewi related with teaching material of language education centre (LEC) program in SMP N 1 Wonosari, the teacher answer :

“ materi berdasrkan silabus dari LEC yang dibuat sendiri tapi tetap menjadikan kurikulum 2013 sebagai pedoman. Kita ngajar ya meterinya dari buku yang dikasih buku “connect” itu dan kalo di Lab LEC ada kayak apa ya sistem aplikasi gitu namanya “side by side” disutu isinya materi yang disampaikan dengan video, photo, animasi, lagu, games dan ada latihan soalnya juga”

According to the statment, the syllabus for the seventh grade at SMP N 1 Wonosari has important rules in english teaching language education centre (LEC). The syllabus is just as a plan or guideline so that the teacher should develop that material by himself. The teaching material in seventh grade of junior high school consist of class activity and laboratium activity.

Class activity in seventh grade of junior high school at first semester consist of eightteen learning materials, the theme in first meeting until sixth meeting is asking/answering/questions about personal information to interact with other poeple in daily life, in this theme consist of some material, such as Greet someone, introduce one self, introduce someone else, expression of command, prohibit, apologize, thank and politeness, ask and give information about personal information, be intoducted, and express farewell. The grammar are *“my, your, his, is, am, are”*. And in this meetings have some

indicator that students must be past in every meeting, the first is saying greetings and farewells correctly when meet or leave someone, introducing one's self and being introduced, it must be applied correctly, asking and giving information is spoken correctly, expressing thank to show politeness.

The theme of learning material in the seventh meeting until twelfth meeting is telling about personal information, pictures, number, and age. In this theme students are able to talk about photo, give personal information about pictures, ask and answer about personal information more detail, talk about favorite stars, count number, talk about age, grammar (*who's, what's, he's, she's, his and her*). And the indicators in this meetings are personal information are asked and answered correctly, (favorite stars, age, number, photo are talked/spoken correctly), question about photo, age, and favorite star are answered correctly.

In the next meeting (thirteenth until eighteenth meeting) the theme of learning material is talk about the preposition, in this theme students be able to applying demonstrative pronoun, ask and answer about things at home, talk about favorite things by applying demonstrative pronouns, understand and apply the use of adverb of preposition, grammar (*that, this, those, these, a, an, in, under, next to, on*). And the indicators of this meeting are demonstrative pronouns are applied to speak in daily life correctly and fluently, adverbs of

preposition are used in showing things are uttered correctly and fluently.

In the next meeting until the last meeting in this first semester the theme of learning material is applying adverb of preposition in daily activities, in this theme students be able to, understand more about adverb of preposition, ask and question started with is/are, and answered with yes/no, give suggestion. And the indicators in this meeting are, demonstrative pronouns are applied properly in daily life, labeling things are spoken correctly, speech act of compliments is uttered correctly in daily life .

And at the second semester the teaching class activity consist of some meeting, in the first meeting until sixth meeting the theme learning material is describing family, in this theme students be able to mention numbers 21-100, describe family number, undertand the use of have and has, the use of plural nouns both regular and irregular, describe physical appearance and personality of family members, make and explain family tree, talk about city describe about part of house. And in this meeting have some indicators that students must be past and the indicators are, description about physical appearance and personality of family member is explained correctly, description about city and house is explained correctly, the use of have and has is applied correctly in daily life, the use of plural verbs is applied correctly, and the use of my, his, our, etc are applied correctly.

The theme of learning material in next meeting until twelfth meeting is “there is/are” , in this theme students be able to applying the use of *there is* and *there are*, ask a question by applying *is/are there* with other people in daily life , and how to tell time, grammar (*is there, are there, there is, there are*). The indicators in this meeting which will be past by student are, expressions of asking and giving fact, giving opinion, like and dislike, asking clarification, and responding interpersonally are uttered correctly in daily life, telling time are spoken correctly. If students already past that indicators of teaching learning above student can move to next teaching material in the next meeting.

The theme of Learning material of the thirteenth until eighteenth meeting is Describing place. In this theme students be able to describing places, country, nationality, time, day, and month, talk about places around the world, talk about country and nationality, talk about holidays, and talk about important days. And student in this meeting must be past some indicators of learning so students can attend the next meeting with the next material. And the indicators of this meeting are expression of asking and information is uttered fluently, talking about places, country, nationality, holidays and important days is expressed correctly and fluently.

The theme of the next meeting until the last meeting is “like and dislike” in this theme students be able to describing places, expressing ability/inability, describing fashion and expressing like/dislike. And the students must be can talk about moths, holidays, important days, and

favorite places are described correctly. And the pronunciation, stress, and intonation are spoken correctly. That's all the material and indicators in teaching learning process of LEC program in class activity.

And the learning material in laboratory activity at the first semester and second semester consist of fiftheens meetings. The theme of learning in the first meeting until the second meeting is personal information, in this theme students must be able to, mentioning/asking/answering question about personal information to interact with other people in daily life. In laboratory activity different with class activity, the teaching activities in laboratory are, watch the video, answers the questions from the teacher based on the video, ask and answer about personal information based on the students' life, and do activities/ game. And in this meeting students must be past the indicators so students can attend the next meeting with next material, and the in the indocators in this meeting ais personal information are asked and answered correctly.

The learning theme In the third and fourth meeting is telling pictures and inderct object pronouns, in this theme students be able to telling about pictures and applying indirect object pronouns. And this meetings students must be past some indicators , the indicators are talking about family members, apply the use of present contionous tbse in daily activities, applying the understanding of possessive pronouns and indirect object pronoun. the fifth until tenth meeting the learning material in laboratory activities are talking about rooms at home,

favorite color, talk about locations of things, and describing location. And this indicators of this meeting is asking and answering question about where things are fluently.

The learning theme In the eleventh meeting until the last meeting is my favorite color in this theme students be able to understand about demonstrative pronoun (this, that, these, those) and giving direction with the indicators of learning are, demonstrative pronouns are applied to speak in daily life correctly and fluently, asking and giving direction fluently, and memorizing vocabularies about names of places around the world.

Teaching learning activity in class and laboratory have some different things, the first is the learning activity, in laboratory teacher and student learning activity consist of watch video, answering questions from the teacher based on the video, practice speaking, do activities and game. Meanwhile the learning activity in the classroom more emphasized to listening and speaking such as students listen to the conversation practices of his friend/partner, and listen to the teacher's explanation. And speaking skills are like reading aloud, play games, role-playing, and speaking practices. And the second is the sources of learning, the teaching learning in laboratory the sources of learning from the side by side system which is divided segment by segment. And the sources of teaching learning process in classroom is from connect book.

Based on observation on february 03th 2020, Student role-played by conducting an English dialogue in front of the class by asking his friend about daily activities that are carried out each day. Materials become very important in the learning process. The material given in LEC differs from the material in English learning according to the handbook provided by the ministry of education and culture of the Republic Indonesia.

Because LEC uses a self-designed its called "*connect*" book and also "*side by side*" aplication system that also bug-wired in the 2013 curriculum. In LEC it is more emphasized on speaking skills and listening skills as learning takes place in the laboratory and students are required to be always active and be able to speak English with native speakers at the end of the semester. However, the researchers found the teacher also continue teaching students about reading and also writing.

6. Teaching media use in teaching learning of Language Education Centre (LEC) program

Based on the observation on february 03th until 24th 2020 the researcher find that the teaching media that used to teaching learning process with LEC program is computer and handbook, the teaching strategy on LEC program used the pattern of syllabus LEC in the LEC syllabus consist of teaching activies in each meeting and indicators that must be to reach the students to arrive the goals of the teaching. to check the syllabus of LEC can be seen on appendix 6 (page149).

The computer that used in LEC program is "*side by side*" application system, "*side by side*" is the system that teachers use in delivering material to students. "*Side by side*" is similar to applications installed on a computer and open inside are already plentiful material items ready to be given to the student in accordance with the class. In side by side application consist of material that will be deliver to the students, The material form like animated videos, dialogue videos, short films, motion pictures, and games. In side by side application not only contains the teaching material but in side by side application also there is exercise to the students. the term of the exercise are multiple choice, matching, fill in the blank, cross word, etc. Teaching and learning process in laboratorium that used computer for the teaching media can be improve the students skills in speaking skill in listening skill. in laboratorium the teaching media not only the computer but there are some teaching media such as headphone, and lcd monitor. Headphone used to improve the students listening skill and to improve the speaking skill teacher used question and answer session or dialogue that displayed in the LCD monitor.

Besides, "*side by side*", there's also a handbook from LEC that titled "*connect*", In "*connect book*" consist of the teaching material that suitable with the teaching material in syllabus of LEC. "*Connect book*" are used at the teaching and learning in the class room, in "*connect book*" contains the teaching material, and exercise. Teaching material in "*connect book*" can be improve the reading and writing skill the

students, for reading skill in “*connect book*” there is some story telling or the explanation of the material, the students must be read and than the students can be answered the teacher questions or the exercise about the story telling or the teaching meterial were taught on the day. And to improve the writing skill in “*connect book*” there is some exercise, such as students must be write about their family or their favorite places with this activities the students writing skill can be improved.

7. The teacher problems in english teaching and learning of Language education Centre (LEC) program.

Based on the interview on february 17th 2020 with the teacher, Mrs. Dewi Marjayanti, S.Pd related with the teaching problems of language education centre (LEC) program in SMP N 1 Wonosari, the teacher answer :

“masalah yang utamanya sih ya karna di lab belajar make layar LCD gitu banyak yang malah terlena main-main ngobrol sendiri gitu, ada yang masih suka lari-lari juga terus apa ya sama kalo lagi belajar di lab itu kalo lagi mati lampu sih yang susah terus jadi pada marah-marah kalo harus disuruh balik belajar dikelas. Kalo dikelas ya kendala nya sama pada suka ngobrol sendiri itu sih yang utamanya”

From the statment above It may be known that teachers face a number of challenges, but it can be seen that any problem raised should still be addressed because a teacher's duty as an educator must also be courageous to reprimand and remind the students, if they do wrong in

school and as a teacher, it is required that students be able to understand the material in any way.

Based on the online interview with teachers, for the challenge at the time of the pandemic the teacher says that the greatest challenge is the economic condition in every family of different students. Some students do not yet have communication tools, students whose parents do not understand technology and parents who are unable to accompany and instruct students to stay focused. For the challenges of the teacher themselves are the challenges of patience that must divide time into the child's study, and become teachers who must make material delivery, manage the many things at home and other adjustments.

8. The students problems in english teaching and learning of language education centre (LEC) program.

Based on the interview on february 24th 2020 with some students in 7C. Related with the teaching learning problems of language education centre (LEC) program in SMP N 1 Wonosari, it is concluded that :

1. Almost some students fell interest with teaching learning process Language education Centre (LEC) program, and few of them find some problem in teaching learning process.
2. The students problems are comes from intern factor's such as, fell sleppy, not understood yet about some new vocabullary, lack of the focused and some students doesn't like with english subject.

3. Based on online interviews, for students' challenges during online LEC teaching and learning is the kind of idleness of having to study at home using gadgets, they feel that studying at home is less effective and makes them a lot of chores to accomplish. They also prefer in-school studies, since a teacher's material is easier to understand and meet a friend.

B. Discussion

After describing the data, the researcher needed to analyze the data because the data were still raw draw. It deals with the answered of the problem statment. The explanation will be present below :

1. The teaching learning process and teaching method of LEC program in teaching english at 7C students of SMP N 1 Wonosari.

Language Education Centre (LEC) is an additional English subject at the SMP N 1 Wonosari, LEC is given to all students at the SMP N 1 Wonosari since 2005. LEC at SMP N 1 Wonosari aims to improve the students' speaking and listening skills through the learning process in the laboratory and classroom. The four skills for learning English are taught in the LEC learning process. Although in teaching learning LEC program it is further emphasized in listening skill and speaking skill but reading skill and writing skill still applies in teaching and learning LEC.

LEC uses the syllabus and lesson plan created the language education centre (LEC) using a 2013 curriculum created by the ministry of education in the Republic of Indonesia. In addition to the syllabus and

lesson plan that created their own student handbook and teacher handbooks were also created by handheld English manuals issued by the ministry of the republic of Indonesia.

In teaching and learning process LEC in laboratory the teacher use the application system that called “*side by side*” that created by Language education centre (LEC) institutions, in “*side by side*” contain the material what to teach, that material in form of videos, games, motion pictures, short movie, and the exercise. (matching word, fill in the blank, multiple choice, crossword and essay). Teacher also give students homework to make the students learn more in their home, and for the final test in LEC use paper test, the exercise from LEC institute then in the last of years students get their score in certificate from learning english with LEC program.

“good teacher manager also need to assess how well their students are progressing. This can be done through a variety of measures including homework assignment, speaking activities where the scores the participant of each students, and frequent small progress test. Good teacher keep a record of their students’ achievements so that they are always aware of how they are getting on. Only if a teacher keep such kinds of progress record can they begin to see when teaching and learning has or has not been successful” (Hammer, 2005:78)

Based on explanation above, give students homework and test make students more understand with the material and the teacher know part

that students not understand yet. Based on the observation in seventh C class, teacher give students homework and test in the end of the semester, from their score of homework and test will be used as an evaluation in teacher to teach and delivering the material to the students.

In teaching and learning process LEC after pandemi Covid 19 that happend in Indonesia in march 2020. LEC reacted by issuing a policy for all teachers to adapt online learning according to current protocols and coordinate with school parties to continue learning online. By keeping an eye on the student's situation and condition and making sure the material can be presented well for the student. Teachers may change the teaching methods and teaching media in delivery the material to students to help students receive material well, and to achieve the objectives of LEC program learning.

LEC have the aims and the students must be able to reach in the end of the semester. Based on interview with manajer language education centre (LEC) Mr. Dimas Nur Baladi, S.Pd that have done on Thursday january 27th 2020 the purpose of teaching and learning with language education centre (LEC) are :

d) First year

3. Be able to memorize the general vocabulary was associated with the use of the common language both verbally and writing
4. Be able to ask and answer questions related to everyday life.
5. Be able to describe a picture using simple English sentences

6. Be able to apply a simple set of phrases to a daily conversation by using a good grammatical and actual ability to ask and explain a path guide in a simple grammatical manner and to be able to express ability and inability using a good sentence and to actual understand the audio or video of a simple conversation.

e) second year

- a. be able to understand the simple text with a more complex vocabulary
- b. be able to express like and dislike on things by using sentences well and actual
- c. be able to apply simple words to interactions in everyday life
- d. be able to understand the differences in grammatical.

f) Third year

- a. Be able to understand the differences in grammatical.
- b. Be able to tell a story by using a sentence based on a good time form and actual
- c. Be able to explain a balance between the two things and the two objects using a sentence that properly fits the grammar.
- d. Be able to compile a long list, write a story, and get a news in English
- e. Be able to compile a long list, write a story, and get a news in English using a very good grammar
- f. Be able to work final exam preparation above a very advanced low score. In this case, if someone in a high school level with

programs or software set out to hone listening student skills, the target is a protege could be skilled in listening skills at English materials, so that in the next case the student is not in shock at the listening test when under higher education or in conducting TOIEC and TOEFL tests.

- g. student depth in reading skills is going to help students in addition to students' vocabulary treasures in English and also sharpen students' understanding in the sense embodied in a text, so that when students face the final exam which is usually a problem which is a text form, students are going to get used to and easily do the reading problems.
- h. there is a reliable, adequately qualified instructor who employs communication method.

For reach the purpose of teaching and learning LEC teacher must use the teaching method that appropriate thus the students can understsood the material that have done explanation by the teacher.

in every teaching and learning process have the principles that must be met in each learning process, in Indonesia are the principles of learning governed in the curriculum 2013 prepared by the ministry of education and culture of the republic of Indonesia.

- a. *Dari siswa diberi tahu menuju siswa mencari tahu,*

- b. *Dari guru sebagai satu-satunya sumber belajar menjadi belajar berbasis aneka sumber*
- c. *Dari pendekatan tekstual menuju proses sebagai penguatan penggunaan pendekatan ilmiah*
- d. *Dari pembelajaran berbasis konten menuju pembelajaran berbasis kompetensi*
- e. *Dari pembelajaran parsial menuju pembelajaran terpadu*
- f. *Dari pembelajaran yang menekankan jawaban tunggal menuju pembelajaran dengan jawaban yang kebenarannya multi dimensi*
- g. *Dari pembelajaran verbalisme menuju keterampilan aplikatif*
- h. *Peningkatan dan keseimbangan antara keterampilan fisik (hardskills) dan keterampilan mental (softskills)*
- i. *Pembelajaran yang mengutamakan pembudayaan dan pemberdayaan siswa sebagai pembelajar sepanjang hayat*
- j. *Pembelajaran yang menerapkan nilai-nilai dengan memberi keteladanan (ing ngarso sung tulodo), membangun kemauan (ing madyo mangun karso), dan mengembangkan kreativitas siswa dalam proses pembelajaran (tut wuri handayani)*
- k. *Pembelajaran berlangsung di rumah, di sekolah, dan di masyarakat*
- l. *Pembelajaran menerapkan prinsip bahwa siapa saja adalah guru, siapa saja adalah siswa, dan di mana saja adalah kelas.*

- m. Pemanfaatan teknologi informasi dan komunikasi (tIK) untuk meningkatkan efisiensi dan efektivitas pembelajaran*
- n. Pengakuan atas perbedaan individual dan latar belakang budaya siswa*

According to Gagne (1977) the principle of education is divided into 9 kinds: Drawing attention, extending the purpose of learning, remembering the concept and principle that has been learned. Delivering the material, giving lessons tutorial, Earn performance, provide feedback, assess results, and strengthen retention and learning transfer.

From the principles of learning above can be deduced that teaching learning process of LEC program in 7C at SMP N 1 Wonosari It's consistent with the principles of learning because from the observation that have done. Researcher find the data about the aplilcation of teaching learning english Language Education Centre (LEC) program, and students of 7C at SMP N 1 Wonosari already fullfil the principals of teaching and learning according to the students grade and the subject.

And for the learning online in pandemic era LEC has stopped from the result of meeting between LEC institutions with SMPN 1 Wonosari because in evaluation LEC with online learning is not relate with students condition, they only use the whatsapp alipaction to communicate with the teacher meanwhile in LEC the improvment of students skill didn't go so well.

Although, the students capability to receive the material are different but, researcher find only some students that left behind in teaching learning process, the teacher will give the additional explanation to them. And in the end of meeting teacher asks the student to make a note about the material. Teacher also gives homework to students with the purpose student can study again at home, so that students can more understand with the material. Besides, give the homework, teacher also give task in every meeting and in the end of meeting teacher must correct the students work, with the purpose the teacher know students who understand and not understand yet.

2. The teaching material that used to teach english at language education centre (LEC) Program at SMP N 1 Wonosari.

In teaching learning process teacher always need the material what to teach to students, so the teacher must master the material first before delivering to students. Education in Indonesia is already organized using the 2013 curriculum. In curriculum 2013 are arranged about syllabus and lesson plan and things related to learning teaching activities. The purpose of each teaching learning process of english is for individuals to communicate by using spoken or written language. These words or writings reflect that the student understands the rules of language. The general definition according to Brown (2000:30) *“competence refers to one’s underlying knowledge of a system, event, or fact. It is the non observable ability to do something, to perform*

something.” A more specific definition of language competence according to Brown “in reference to language, competence is one’s underlying knowledge of system of a language its rules of grammar, its vocabulary, all the pieces of a language and how those pieces fit together.”

Thus it may be concluded that competence of language teaching and learning is more emphasized by grammar, and vocabulary mastery that may support the four skills of learning English, from the foregoing it could be said that the learning materials given to the LEC program have already been adequately qualified Because According to the results of the interview with the teacher and with Mr. LEC’s manager, Mr. Dimas Nur Baladi, S.Pd LEC's lesson at SMPN 1 Wonosari uses materials organized in a syllabus and lesson plan created using guidelines from the 2013 curriculum that the government has issued. The material are taught adapted to the student grade. LEC learning materials at SMPN 1 Wonosari also include fourth-skill learning in language, listening skill, speaking skill, reading and listening skill. All the materials were arranged in such a way as to improve the students' abilities.

3. Teaching Media that use in teaching learning of Language Education Centre (LEC) program at SMP N 1 Wonosari.

Achieving a goal in learning process is not in spite of the importance of teaching media selection and teaching methods because. According to Suyanto (2007) in Rukiyati (2016) The media supporting the effectiveness of the teaching process in other word teaching media

determines whether the learning process can succeed, that means to deliver material from a teacher to students. meanwhile the definition of teaching media according to Richard (1996) in Susanti (2016) In a learning process, the learning media and learning methods are two things that are closely linked to each other. Instructional materials are therefore subject to English teaching. This is because English is a foreign language for learners.

Teachers could use of teaching books published by several published books or could publish their own teaching materials. Teachers can develop adapted learning materials and learning activities to several times teach. Flexible materials can be used to accomplish the purposes of learning. Therefore the selection of a learning media should be consistent with the student's condition. From some of the foregoing insights it can be concluded that the selection of learning media should be interesting so that teachers can make students focus on what is being given and teachers can develop material presented to make it possible to apply to in everyday life, and the learning media must be tailored to students so that students will have no difficulty accepting the material. Based on the above researchers' definition, the media and learning methods used in LEC learning are good and appropriate.

Based on the observation researchers composed the learning media of teachers in LEC learning are the learning media using an application system called "*side by side*" that contains materials that will be presented with video, motion pictures, games, short movie, audio, and exercise.

The second media used in teaching learning process LEC is the "*connect*" book, the book is uses in teaching process in the class, if the laboratory is being shut down because of some interference. From the results of interviews with some 7C students, the students are says studying with both media they felt strongly and enthusiastic to follow the LEC learning process.

4. The Teaching Method that used in english teaching and learning of Language education Centre (LEC) program at SMPN 1 Wonosari.

The teaching method in LEC program used jigsaw teaching method and STAD (Student Teams Achievement Division) by grouping students into multiple groups and still teaching all the skills to learn english in one meeting and the second teaching method that used in LEC program in pandemic covid19, the methods teachers use for online learning are adapted to the student's condition in one class. Teachers usually give materials by sending videos of explanations, notes, voice note, Etc. To communicate material to students. Then after that the student is given a commission and the teacher gives the student an evaluation.

5. The teacher and students problems in english teaching and learning of Language education Centre (LEC) program at SMPN 1 Wonosari.

In every learning process is certainly not always going well, there are the distractions and obstacles that make learning a little less disruptive or inoperable, according to Mahmud (2006) in Indrawati

(2018) says that *"learning is a change in a person that occurs from experience"* more detailed indexing explains learning difficulties can be defined as a condition and learning process that marks up certain obstacles to achieving results. These learning barriers are not just a matter of instructional or pedagogical problems only, but refer to psychological problems. Learners who encounter obstacles in the learning process will get less than optimal learning outcomes.

The learning process is caused by a number of factors that make the circumstances or teaching learning to fail, according to the Shah (2008:173) in Indrawati (2018) explains *"the external factors of learners cover all the circumstances and conditions in the neighborhood that do not support learning activities."* These factors are divided into three kinds :1) the school environment, such as the conditions and the location of bad school buildings such as near the market, the condition of teachers and inferior learning tools. 2) family environment, such as discord between father and mother, and the lack of family economic life.3) community, such as slums and roommates.

Based on the statement above it can be concluded that the barriers to the LEC learning program of 7C at SMP N 1 Wonosari include internal and external factors.

External factor by teachers is the condition of electricity during study in the laboratory and the limited handbook given to students while studying in the classroom, while the barrier caused by an external factor is at the time of study in the laboratory and during a power outage

students feel temperatures become hot and it causes them to lose focus on the material being presented. The second factor is the 7C class that lies beside the entrance of the teacher and student parking lot leaves some students feeling disturbed because many students or teachers are passing by.

Intern factor teachers often have difficulty with class control because it is often found that students who pay no attention to the lessons being given. And the internal factor that causes a hindrance to students is the student's difficulty in receiving a lesson because students do not know about the meaning of the new vocabulary and also some students who forget or do not have a dictionary to look for the unfamiliar vocabulary.

The internal challenges of the online teaching and learning in a student's own sense, the student should lose his or him lazyness during the study at home, and should be able to master technological advances in order not to lag. Being from teachers internal challenges at the time of online teaching and learning is that teachers should be able to divide time and increase patience to guide and give material to students. The extern challenges of a student is many things in a home that make students lose focus during their online learning, and another challenge is a difficult Internet network. The only drawback of teachers is students

who often fail to participate in learning for a variety of reasons, and students are often difficult to contact to perform online teaching and learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the discussion and the research finding on the previous chapter the researcher took a conclusion to make it was clear, they are :

- a. Teaching and learning with the LEC program USES an interesting, innovative and creative method to increase students' understanding of English subject.
- b. LEC teaching and learning program teaches four skills in learning English, with studies in laboratories and classrooms.
- c. LEC made the syllabus with a material that would be taught to students. The material can give progress to their English understanding includes four skills, listening skills, reading skills, speaking skills and writing skills. To listening and speaking skills is emphasized during learning in language laboratories, while reading and writing skills are emphasized during classroom.
- d. The teaching media, which is used in LEC teaching and learning programs are side by side application and connect book, side by side application is a system that contains several materials and topics that will be taught as, photos, conversation videos, video animation, game, audio, etc. Side by side is used for learning in the laboratory while the connect book is used for classroom learning. The connect book is a

handcrafted student and teacher handbook by LEC refers to the 2013 curriculum and are adapted to student grade.

- e. The teaching method that used in LEC teaching and learning is the reverse jigsaw method this method allows students to be divided into several groups so that students can help each other during the teaching and learning process, and for the methods used by LEC teaching and learning at the time of the pandemic is online learning adapted to the student's condition.
- f. The teacher challenges is making students constantly interested in teaching learning with LEC and focusing their minds on teaching and learning in LEC both in the laboratory and in the classroom, while challenges in the pandemic is the struggle to contact non-communicational students, divide time in online learning, and ensure that all students continue to follow the lessons online.
- g. The students challenges is a the manage of concentration in learning the LEC in both school and online learning.

B. SUGGESTION

The suggestions below are presented for LEC Institution and the teacher/instructors of LEC , and the future research:

1. Suggestion for LEC Institution
 - a. LEC institution for the future hopefully can improve the systems, processes and services to student in teaching and learning processes

- b. The team of LEC need to manage the administration well, because it very important for the LEC learning process.
- c. LEC could develop cooperation with the other schools.

2. Suggestion for The Teacher of LEC

Hopefully the following suggestions are valuable for the teacher of LEC.

- a. The Teacher can increase the cumulative method of delivering the material to students.
- b. Teachers give more evaluate to students regarding the jobs or learning materials that have been presented

3. The future Research

The researcher whised that other researcher can conduct this study an wider area so the result will be more advantageous and be applied in langer area

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APPENDICES

APPENDIX 1

PEDOMAN WAWANCARA

A. DAFTAR PERTANYAAN KEPADA PIHAK LEC

1. Bagaimana sejarah pembentukan LEC untuk pertama kali ?
2. Bagaimana proses kerjasama dengan pihak sekolah ?
3. Apa tujuan dari lembaga LEC ?
4. Bagaimana perekrutan tentor atau guru di LEC ?
5. Bagaimana proses pembelajaran LEC ?
6. Bagaimana materi yang diajarkan di LEC untuk siswa ?
7. Metode dan media apa yang digunakan dalam pembelajaran LEC ?

B. DAFTAR PERTANYAAN KEPADA GURU LEC SMP N 1 WONOSARI

1. Bagaimana proses pembelajaran LEC di SMP N 1 Wonosari ?
2. Bagaimana respon siswa dikelas saat pembelajaran LEC berlangsung ?
3. Bagaimana penilaian LEC ?
4. Bagaimana media, metode dan test yang digunakan dalam LEC ?
5. Apa perbedaan mendasar antara LEC dengan pembelajaran bahasa inggris yang sudah ada ?
6. Apa kendala yang dihadapi pada saat proses belajar dan mengajar LEC ?

C. DAFTAR PERTANYAAN KEPADA SISWA

1. Bagaimana proses pembelajaran LEC ?
2. Apakah menurut anda cukup menarik atau biasa saja ?
3. Bagaimana penyampaian guru ketika pembelajaran LEC ?
4. Apa hal yang menurut anda menarik dari pembelajaran LEC tersebut ?
5. Apa kesulitan atau kendala yang dihadapi ?
6. Apa yang sudah anda pelajari di LEC sudah anda terapkan di kehidupan sehari-hari ?

APPENDIX 2

TRANSKRIP HASIL WAWANCARA

Nama : Dewi Marjanti, S.Pd.

Tanggal : 03 Februari 2020

1. Researcher : sejak kapan anda bergabung menjadi guru LEC ?
Narasumber : sejak tahun 2017
2. Researcher: bagaimana sistem perekrutan guru di LEC?
Narasumber: ya biasa lah mbak, mendaftar lalu di panggil interview sama disuruh micro teaching, ya gitulah mbak
3. Researcher: begini miss, kan LEC itu belajar bahasa inggris, lalu apakah materinya sama dengan pelajaran bahasa inggris yang sudah ada?
Narasumber: jelas beda mbak, soalnya LEC itu silabusnya dibuat sendiri kalau pelajaran bahasa inggris biasa berdasarkan dari kemendikbud dan sekolah. Jadi pelajaran di LEC itu melengkapi dan menambahi pelajaran bahasa inggris yang sudah ada sebelumnya.
4. Researcher: lalu, perbedaan lain antara LEC di SMP N 1 Wonosari dan pelajaran bahasa inggris yang biasa itu apa aja miss?
Narasumber: yang pertama itu bedanya, pembelajaran LEC dilakukan di ruang kelas dan juga di laboratorium bahasa. yang kedua materinya media, metode, dan tehnik pengajarannya pun juga berbeda. Jadi kalau di LEC buku yang digunakan adalah buku yang di produksi sendiri oleh lembaga LEC, dan pembelajaran di lab menggunakan sistem aplikasi yang dibuat sendiri juga yang berisi tentang materi dari LEC
5. Researcher: buku dan aplikasi yang di gunakan bisa di jelaskan miss, seperti apa bukunya?
Narasumber: bukunya ya seperti buku pelajaran biasa yang isi tentang penjelasan dan soal, itu namanya connect book, untuk aplikasi yang digunakan di lab itu berisi materi yang berbentuk video, lagu, games,

video percakapan, dan rekaman audio untuk meningkatkan skill listening siswa.

6. Reseacher: lalu bagaimana respon dari siswa mengenai pembelajaran LEC?

Narasumber: menurut saya, saya melihatnya cukup antusias karena pembelajaran tidak hanya dilakukan di ruang kelas, dan media pengajaran yang di gunakanpun bervariasi

7. Researcher: lalu kendala apa yang dihadapi pada saat pembelajaran di kelas dan di lab?

Narasumber: kendala yang paling utama sih selama ini adalah keterbatasan ruang lab yang cuma 2 kadang satunya rusak, lalu pas mati listrik juga sama dari siswanya sih lebih kaya ngga fokus gitu banyak main-main nya kalo dilab, kalo dikelas ya sama sih rame juga tp ya pinter2 manajemen kelasnya lah ya mbak gitu.

8. Researcher : untuk lab nya ini dari sekolah sudah bikin atau karna kerjasama dari lec trs baru bikin miss ?

Narasumber : kalo itu coba tanyakan ke pihak LEC nya aja mbak biar saya ngga salah jawab.

9. Reseachrher : iya miss, terimakasih untuk waktu dan informasinya miss, kalau ada yang kurang nanti saya hubungi lagi boleh kan miss ?

Narasumber : boleh mbak silahkan.

10. Researcher : terimakasih miss.

Narasumber : sama-sama

Transkrip wawancara 2 dengan pihak LEC

Nama : Dimas Nur Baladi, S.Pd.

Tanggal : 27 januari 2020

Jabatan : manager LEC

1. Researcher : selamat pagi pak dimas, bisa dimulai sekarang ?

Narasumber : bisa mbak

2. Researcher : begini pak pertama bagaimana sejarah LEC ini didirikan ?

Narasumber : LEC didirikan pertama kali 11 januari 2004 dengan pemilik utama bapak Satmoko, S. S. LEC adalah kepanjangan dari Language Education Centre yaitu lembaga pendidikan dan pelatihan bahasa inggris yang telah diakui oleh pemerintah secara resmi dengan nomor NILEK: 03125.4.1.0105/09/52/04/58 dan telah memperoleh SK. Akreditasi dari BAN PNF pusat dengan nomor SK.011/K1./AKR \2014. LEC bergerak khusus dibidang pembelajaran bahasa inggris dengan software yang menunjang.

3. Researcher : Bagaimana sistem kerjasama LEC dengan sekolah ?

Narasumber : kita da surat perjanjian yang isinya rincian biaya, program yang ditawarkan dan lain-lain, nanti saya kasih contohnya.

4. Researcher : baik, lalu bagaimana dengan perekrutan tentor atau guru LEC

Narasumber : pada perekrutan ada bebarapa tahapan ya mbak yang pertama kita memasang iklan lowongan pekerjaan untuk tentor atau guru dengan kualifikasi yang sudah ditentukan melalui media cetak dan elektronik, yang selanjutnya adalah follow up guru atau pada tahap inin, setelah ada beberapa pelamar yang masuk maka harus langsung kita tindak lanjuti, kegiatan ini meliputi : test microteaching dan speaking, penjelasan company profile, penjelasan media dan metode pembelajaran, dan pada akhirnya penawaran kontrak kerja jika sudah lulus test. Tahap yang terakhir adalah signing contract pada tahapan ini guru atau tentor sudah mensetujui semua pasal yang ada dikontrak kerjasama yang sebelumnya sudah dijelaskan secara

detail terlebih dahulu. Dan guru sudah melakukan survey jarak tempuh dari sekolah rumah dan kantor LEC sehingga tentor atau guru menandatangani surat kerjasama dengan pihak LEC.

5. Researcher : lalu untuk metode pembelajaran yang digunakan LEC bagaimana ?

Narasumber : untuk metode pembelajaran ada beberapa ya mbak seperti reverse jigsaw, STAD (students teams achievement division), pembelajaran tidak langsung : studi khusus. Nanti untuk penjelasann lengkapnya bisa dicari sendiri, yang pasti dari metode-metode itu tadi siswa dituntut untuk aktif dalam kelompok-kelompok kecil.

6. Researcher : apa alasan yang mendasari pemilihan metode tersebut ?

Narasumber : selain guru juga menentukan metode apa yang ingin dipakai karna guru yang lebih tau bagaimana kondisi siswa, tapi kenapa LEC ada pilihan beberapa metode terserbut karena skill yang ingin dicapai adalah speaking karna dalam pembelajaran dalam kelompok-kelompok kecil bisa meningkatkan skill berbicara siswa dan membuat siswa menjadi lebih aktif lagi.

7. Researcher : tujuan dari LEC sendiri apa ya pak ?

Narasumber : tujuan dari LEC terbagi sesuai tingkatan sekolahnya seperti SD SMP SMA itu beda sesuai dengan silabusnya masing-masing. Tapi tujuan utamanya adalah untuk meningkatkan skill berbahasa inggris siswa, dan membuat siswa menjadi aktif dalam berbicara bahasa inggris dengan lebih berani dan baik lagi.

8. Researcher : lalu bagaimana sistem penilaian dari LEC ?

Narasumber : LEC akan memberikan sertifikat kepada siswa yang dibagi dalam beberapa skill. Jadi nilainya dari sertifikat tersebut bukan dalam bentuk rapot dari sekolah.

9. Researcher : Apa program unggulan dari LEC ?

Narasumber : okey untuk program unggulan LEC adalah yang pertama fasilitas LAB bahasa dan ruang kelas yang digunakan dalam pembelajaran siswa, dengan belajar diluar ruang kelas akan memberikan suasana baru dan karena di dalam LAB itu ada program pembelajaran side by side yang berisi

materi yang diajarkan untuk siswa yang bentuknya itu video, games, foto dan lain lain yang membuat siswa mendapatkan pengalaman baru dalam belajar bahasa inggris, selain itu program unggulan kami adalah pembuatan materi yang dilakukan sendiri dengan menggunakan pedoman dari kurikulum 2013 yang berbentuk buku “connect” namanya dan juga “side by side” itu tadi. Sama yang terakhir adalah disetiap akhir semester kita mendatangkan orang asing untuk siswa langsung belajar berbicara bahasa inggris dengan orang asing tersebut.

10. Researcher : baik pak, saya kira cukup untuk interview hari ini jika nanti saya ada kekurangan data saya bisa menghubungi pak dimas lagi ya ?

Narasumber : silahkan mbak nanti catat saja wa nya. Ada lagi mbak yang bisa saya bantu ?

11. Researcher : baik pak terimakasih.

Narasumber : sama-sama mbak senang bisa membantu.

Transkrip Wawancara 1 (pembelajaran pasca pandemi covid 19)

Narasumber : Miss Septi Rahmawati, S.Pd.

Tanggal : 20 juni 2020

1. Researcher : selamat malam miss, maaf mengganggu waktu istirahatnya miss.

Miss septi : nggakpapa mbak, kan kalo saya bisa bantu pasti tak bantu

2. Researcher : terimakasih miss, baik langsung dimuali aja ya miss

Miss septi : iya silahkan.

3. Researcher : bagaimana kebijakan dari pihak LEC dan sekolah mengenai kebijakan sekolah dari rumah yang di tetapkan pemerintah selama pandemi ?

Miss septi : untuk kebijakan ya hampir sama lah ya mbak sama sekolah yang lain, kira2 ya sama aja lah bikin grup gt trs belajar disitu. Karna ya sekolah didesa ya banyak yng belum pegang hp apalagi yang masih kelas 7 jadi ya semua serba dimaklumi. Kita ngga bisa zoom atau pakai aplikasi yang lain ya karna itu tadi mbak.

4. Reseacher : lalu untuk proses pembelajarannya sendiri bagaimana miss ?

Miss septi : Proses nya ya selama SHF kita bisa kontak lancar dengan semua murid aja udah alhamdullilah ya karna berbagai salasan itu tadi, dan sebenarnya kan begitu pandemi di maret kita ngga langsung SFH tp masih mandek gt kan smabil nunggu pandemi selesai karna dipikir ngga selama ini, trs hla kok maah sampe akhir april trs baru lah mulai ada kebijakan sekolah online itu. Sampek berbulan bulan jalan kalo ngga salah sampe agustus itu ada evaluasi dari pohak sekolah ternyata pembelajaran tidak efektif karna LEC kan diajarin pengembangan 4skill yang harus menggunakan media sebenarnya ya bisa ngga make media tp kan ya agak sulit dan lama ya mbak, ngga bisa gitu kalau ngga praktek langsung dan diawasi guru jadi itu yang mungkin jadi pertimbangan yang ada di rapat antara phak lec sm sekolah dan

menghasilkan keputusan kalau sementara lec distop sampai waktu yang belum ditentukan gitu mbak sedih saya sebenarnya.

5. Researcher : lah lalu apa hanya alasan kurang efektif maka lec dihentikan miss / mengingat mungkin banyak mata pelajaran lain yang juga belum tentu efektif ?

Miss septi : ya karna saya ngga ikut rapat ya mbak jd saya juga ngga bisa bnayak ngomong intinya kita sebagai guru ya di kasih taunya gitu karna kurang efektif dan siswanya pun kayak ya LEC tu belajarnya di LAB kalo ngga diLab ya rugi gitu, maka jadila keputusan itu mbakk.pdahl lagi pandemi malah kehilangan kerjaan.

6. Researcher : kan hanya sementara miss nanti diganti yang lebih baik, insyallah. Pdahal untuk metode dan media pembelajaran dari LEC sendiri sudah disesuaikan dengan kondisi siswa ya miss ?

Miss septi : iya mbak, dari LEC juga membebaskan guru untuk milih metode apa aja yang penting materinya masih sama silabus, ya kalo saya make voice note, link video ke yutup yang masih relevan sm materi yang diajarkan, bahkan juga make games gitu si mbak

7. Researcher : game apa ya miss ?

Miss septi : game nya saya pernah ngasih TTS gt mbak sama gambar-gambar gt aja mereka udh pada seneng dan 90% merespon.

8. Researcher : lalu miss untuk tantangan selama school from home sendiri gimana miss ?

Miss septi : jelas tantangannya adalah gimana jaga komunikasi dengan semua siswa yang saya ajar mbak, itu ngga gampang karna ya ada yang hp nya dibawa orangtua kerja, kakak nya, ngga ada kuota dan masih banyak lagi lah, kadang saya juga maklumi lah yang ngga absen gitu pasti saya cariin lewat temennya yg paling deket gitu mbak biar anaknya juga masih mau belajar ya. Terus tantangan yang lain kayak materi yang semua harus softfile masih bisa diakali mbak kalo udah yang tadi itu

kadang ya awalnya saya agak stress tapi karna pademi bertahan agak lama ya udah gitu aja dibawa santai kasian anaknya kalo harus di paksa ya.

9. Researcher : lalu miss kalau ada siswa yang tidak absen diawal pembelajaran dimulai lalu baru bisa menghubungi miss sepi disore atau malamnya apakah miss sepi menerima alasannya atau membiarkannya ?

Miss sepi : kalau saya sih ya tak tanyain dulu dr mana kalau alasannya jelas dan biasanya saya kroscek dgn guru yang lain dihari itu kalau bener ya saya paling cuman tak kasih tugas aja

10. Researcher : dan bagaimana untuk tugasnya miss apakah setiap pertemuan diberi tugas ?

Miss sepi : enggak mbak saya jujur setelah ngasih materi gitu saya biasanya ngasih soal yang setelahnya tak kasih penjelasan lewat voice note jawabanya kenapa ini gt jadinya siswanya jelas paham kalo mendengarkan vn saya ya, dan kalau sekiranya masih belum paham ya tak kasih tugas lagi tak kasih waktu 2x24jam untuk ngerjain soalnya kan saya tau banyak pasti tugas dari guru lain gitu kan.

11. Researcher : lalu untuk siswa yang telat mengumpulkan tugas bagaimana miss ?

Miss sepi : ya tetep saya tanyain dulu alesannya dan kroscek sm guru yang lain kalo sama ya saya terima to nek alesane nglantur ya langsung tak tolak

12. Researcher : untuk penilaian tugas-tugas dan midterm test kemaren gimana ya miss ?

Miss sepi : untuk tugas harian ya saya langsung nilai juga bukan hanya dari hasilnya tp juga keaktifan diroom chat dan cepat atau lamanya waktu ngerjainnya, misal deteline jam 8 malam dia kumpulin paling awal dari temen-temennya misal jam6 gitu ya saya kasih nilai lebih lah,

sama yang kalau midtem test karn biasa sebelum pandemi itu test semua skill mulai dr reading listening speaking sm writting bentuknya paper dan pakai audio dilab untuk listening, ya kalau pas covid ya saya bkin soal dari tugas tugas yang pernah saya kasih aja mbak karna ya kasian kalo dikasih tugas dari materi yang mereka belum pernah denger sebelumnya kan apalagi kelas 7 kan.

Transkrip wawancara kedua (pembelajaran after pandemic)

Narasumber : Miss Dewi Marjanti, S.Pd

Tanggal : 19 juni 2020

1. Researcher : selamat malam miss, assalamualaikum, maaf ya miss mengganggu waktunya

Narasumber : gapapa mbak tp saya lg kurang fit nnti mungkin ngga bisa maksimal

2. Researcher : tidak apa2 miss nnti saya bisa menanyakan kepada miss septi.

Narasumber : ya mbak

3. Researcher : langsung saya mulai ya miss, bagaimana pembelajaran lec saat pandemic melanda indonesia miss ?

Narasumber : ya seperti biasa pakai LKS/ buku paket difoto/ pakai link youtube yang sesuai dengan tema lessonnya.

4. Researcher : untuk materinya masih disesuaikan silabus dan media yang disebutkan tadi memang yang dianjurkan dr lec ya miss ?

Narasumber : ya pasti dari silabus, kalo smp yang kota mungkin bisa pake zoom atau google classroom ya tp untuk di sekolah ini ya make grup wa dan ya paling gampang make maedia yang tadi dari lec pun juga membebaskan selama siswa bisa paham.

5. Researcher : untuk respon siswa sendiri gimana miss ?

Narasumber : respon siswa ya 85% antusias untuk kls 7 tanggung jawab sama tugas, yang sisanya ya ada yang ngga ngumpuin juga atau ngga ada respon, padahal udah ditanyain juga tapi tetep ngga ada respon tp ngga banyak cuman satu dua biasanya.

6. Researcher : untuk tugas apa setiap hari diberikan miss ? dan bagaimana siswa yang tidak mengerjakan atau terlambat ngumpul

Narasumber : ya kondisional sih mbak, kalau terlambat tetep tak kasih nilai mbak. Nanti kalau ada yang ditanyakan lagi tanya miss septi aja mbak saya lg sakit gigi soalnya.

7. Researcher : baik miss, terimakasih dan maaf sudah mengganggu waktunya semoga cepat sembuh.

Transkrip wawancara siswa 1 (Sebelum Pademic)

Nama : Citra Kusuma Ningrum

Kelas : 7C

Tanggal : 03 february 2020

1. Researcher : bagaimana proses pembelajaran LEC/ apakah menarik atau membosankan ?

Narasumber : iya menarik

2. Researcher : kenapa kok menarik ?

Narasumber : karna lec belajar dilab tidak hanya dikelas dan bisa belajar bersma dengan teman

3. Researcher : lalu bagaimana penyampaian materi oleh guru, gampang di pahami apa enggak ?

Narasumber : materi yang dijelaskan ibu guru sangat mudah dipahami dan dan kalau kita tidak tahu kita diberi kan penjelasan ulang dan boleh bertanya kapan saja

4. Researcher : paling suka kalo pelajaran make media apa ? misal pake buku lks apa video gitu ?

Narasumber : paling suka kalau belajar dilab diputerin video-video sama permainan gitu mbak

5. Researcher : kenapa paling suka sama itu ?

Narasumber : karna menarik dan ngga bikin ngantuk

6. Researcher : jadi kalo saya tanya perbedaan lec sm pelajaran bahasa inggris yang biasa kamu bakal jawab apa ?

Narasumber : ya lebih enak lec karna suasananya ngga dikelas terus miss.

7. Researcher : baik terimakasih ya citra

8. Narasumber : sama sama.

Transkrip wawancara siswa 2 (sebelum pandemi)

Nama : kesya devina cahyani

Kelas : 7C

Tanggal : 24 February 2020

1. Researcher : bagaimana pembelajaran LEC menurut kamu ?

Narasumber : LEC sangat meyenangkan ya cukup menarik gitu karna ngga cuman belajar dikelas tapi juga dilab yang memakai layar lcd.

2. Researcher : yang menarik dari lec hanya itu ? untuk penyampaian materi dari guru bagaimana apa mudah pahami atau tidak ?

Narasumber : karna kalo belajar di LEC pake layar lcd gitu ya otomatis jadi semua liat dan mendengarkan bu guru jadinya paham sih

3. Researcher : paling suka belajar pake apa ? buku ? video ? games ? atau apa ?

Narasumber : kalo diLEC ya pake vidio dilayar lcd kan pelajaran lain ngga ada

4. Researcher : LEC membantu kamu ngga sih dalam belajar bahasa inggris atau sebenarnya pelajaran bahasa ingris yang baiasa aja udah cukup ?

Narasumber : membantu karna materi pelajarannya beda.

5. Researcher : ada kesulitan atau tantangan ngga pas lagi pelajaran LEC ?

Narasumber : kadang kalau lagi belajar di lab malah disuruh dikelas karna lab nya dipake sama kelas 9 jadi agak sebel.

6. Reseacher : ya sudah terimakasih ya kesya

Narasumber : sama-sama

Transkrip wawancara 3 siswa (pasca pandemi)

Nama : Renata putri suryandari

Kelas :7C

Tanggal : 15 september 2020

1. Researcher : hai Renata bisa dimulai ya ini direkam gapapa kan ?

Narasumber : iya mbak nggapapa

2. Researcher : gimana pelajaran LEC menurut kamu ?

Narasumber : yang dilab atau di kelas ?

3. Researcher : dua-duanya

Narasumber : ya suka sih seru menyenangkan semua

4. Researcher : kalo belajar dilab sukanya kenapa ? kalo dikelas sukanya kenapa ?

Narasumber : kalo dilab suka nya karna dingin ada ac nya nyaman tempatnya, ada layar juga yang buat guru jelasin

5. Researcher : kalo yang dikelas ?

Narasumber : ya sama aja seperti pelajaran seperti biasa

6. Researcher : bu guru njelasin materinya gimana ?

Narasumber : cukup jelas dan mudah dimengerti

7. Researcher : brarti selalu paham dong sama materinya ?

Narasumber : ya kalo ngga tau pasti tanya terus dijelasin lagi

8. Researcher : di LEC pelajarannya susah nggak ?

Narasumber : tidak

9. Researcher : brarti LEC sama bahasa inggris sama-sama gampang dong ?

Narasumber : iya ya Cuma kadang ada kata2 yang ngga tau artinya

10. Researcher : terus gimana biar bisa paham ?

Narasumber : ya cari dikamus

11. Researcher : lalu pada saat pandemi kan sekolah dari rumah gimana perasaanya ?

Narasumber : ya kaget karna hp nya masih bareng sama bapak.

12. Researcher : selama sekolah online apa bisa memahami dengan baik materi yang disampaikan oleh guru ?

Narasumber : biasanya kalo ngga tau ya tanya dan miss nya jelasin lagi.

13. Researcher : lebih suka pelajaran dirumah apa disekolah ?

Narasumber : disekolah

14. Researcher : kenapa ?

Narasumber : karna kalau disekolah bisa ketemu teman dan lebih bisa paham.

15. Researcher : terus gimana perasaanya tau kalo LEC udah nggak ada dulu sementara waktu Covid ini ?

Narasumber : sedih bingung kenapa kok nggak ada lagi

16. Researcher : sngga seneng karna tugasnya berkurang? sedihnya kenapa

Narasumber : hehe, sedih kalo ngga belajar LEC lagi kan belajar baru sebentar terus udah nggak masuk sekolah lagi, karna LEC juga ngga ada disekolah-sekolah lain jadi pengen ngrasain belajar di LEC lagi.

17. Researcher : semoga pandemi cepat berakhir ya

Narasumber : iya amin

18. Researcher : ya sudah terimakasih ya

Narasumber : sama-sama

Transkrip wawancara siswa 4 (pasca pandemi)

Nama : Navinda rismawati

Kelas : 7C

Tanggal : 15 september 2020

1. Researcher : navinda, bagaimana menurutmu pembelajaran LEC ? kamu bisa ceritain panjang lebar nggapapa

Narasumber : LEC tuh kadang balajar di lab dan kadang belajar di ruang kelas

2. Researcher : matapelajaran apa sih LEC tuh isinya apa ?

Narasumber : ya pelajaran bahasa inggris tp beda sama yang biasa jadi ada dua pelajaran bahasa inggris

3. Researcher : materi yang diajarkan smaa nggga sih antara LEC sama bahasa inggris ?

Narasumber : sama-sama belajar bahasa inggris tp kadang-kadang di LEC belum diajarin di bahasa inggris udah atau sebaliknya gitu

4. Researcher : jadi beda dan saling melengkapi ya ? udh pernah ketemu dan ngobrol sama orang dari luar negeri belum sama miss dewi ?

Narasumber : belum

5. Researcher : ya udah besok semoga bisa ya biar bisa praktek berbicara bahasa inggris langsung

Narasumber : iya

6. Researcher : untuk kendala atau tantang pada saat belajar LEC apa ??

Narasumber : kadang suka berisik dan ngga jelas walaupun didalam ruangan dan keras tp pas musik atau videonya berhenti berisik karna deket sama jalan itu aja sih

7. Researcher : lalu pada saat pandemi kan sekolah dari rumah gimana perasaanya ?

Narasumber : bingung, dikira libur terus tp malah sekolah lewat WA.

8. Researcher : selama sekolah online apa bisa memahami dengan baik materi yang disampaikan oleh guru ?

Narasumber : banyak yang paham sih tapi kalau nanti dibaca lagi pasti paham pas ngerjain tugas.

9. Researcher : lebih suka pelajaran dirumah apa disekolah ?
Narasumber : disekolah
10. Researcher : kenapa ?
Narasumber : karna kalau disekolah bisa ketemu teman dan lebih bisa paham.
11. Researcher : terus gimana perasaanya tau kalo LEC udah nggak ada dulu sementara waktu Covid ini ?
Narasumber : ya sedih tapi seneng juga.
12. Researcher : senengnya kenapa ? sedihnya kenapa ?
Narasumber : senengnya karna tugas berkurang ya satu pelajaran, tapi sedihnya takut juga kalo nggak bisa belajar LEC lagi pasti bakal kangen.
13. Researcher : Yang paling dikangenin apa dari LEC ?
Narasumber : ya soalnya seru belajarnya, bisa di lab dikelas juga.
14. Researcher : okey terimakasih ya navinda
Narasumber : sama-sama.

APPENDIX 3

Contoh Surat Kerjasama LEC dengan Sekolah

Surakarta, 3 Januari 2020

No : .../SP/all/LM-MKT/viii/2019

Hal : Penawaran Laboratorium Bahasa Multimedia Lamp : 2

bendel

Kepada Yth.

Kepala Sekolah.....

Di Tempat

Dengan Hormat

Salam sejahtera kami sampaikan, semoga Bapak/Ibu beserta guru, staff dan seluruh karyawan selalu meraih kesuksesan dalam menjalankan aktifitas sehari-hari. Amin.

Kami **LENTERA MANDIRI Group – LEC (Language Education Center)** Lembaga Pendidikan Bahasa yang telah diakui pemerintah secara resmi dengan **NILEK : 031254.1.0105/09/52/04/58**, serta TerAkreditasai dari **BAN PNF Pusat dengan Nomor : SK.011/K1/AKR/2014**. Kami juga merupakan perusahaan penyedia sarana penunjang pendidikan, dengan wilayah kerja Jabodetabek, Karawang, Bandung, Cirebon, Jawa Tengah, Bali dan Lombok.

Sehubungan dengan hal tersebut, kami menawarkan kerjasama pengadaan sarana dan prasarana pendukung pembelajaran bahasa inggris disekolah dengan cepat, tepat dan efektif. Salah satu product kami adalah Laboratorium Bahasa Multimedia Interaktif. Sebagai bahan

pertimbangan, berikut kami sampaikan beberapa type laboratorium bahasa yang kami miliki:

I. VARIANT TYPE LAB BAHASA :

TYPE	KETERANGAN	HARGA
Type New Standard	<i>(LCD Projector media visual)</i>	Rp. 186.900.000,-
Type High Grade	<i>(LED Monitor media visual, 1 Monitor 1 Siswa)</i>	Rp. 231.900.000,-
Type Elegant	<i>(LED Monitor media visual, 1 Monitor 1 Siswa, Panggung siswa (student stage), Interior Gypsum + luxurious room lighting)</i>	Rp. 272.900.000,-

- *Harga belum termasuk Pajak Ppn dan Pph*
- *Spesifikasi Terlampir*
- *Gambar Lab Bahasa terlampir di Company Profile (Hal 6 s/d Hal 9).*

II. SISTEM PEMBAYARAN

- a. **Cash**
- b. **Cash tempo DP Minimal 40% dari kesepakatan harga kekurangan diangsur selama (selama 1 tahun/tanpa bunga).**
- c. **Sewa-Beli (Tanpa DP) s/d 3 tahun . Tabel Anggsuran sbb :**

TYPE LAB BAHASA	2 Tahun	3 Tahun
Type Lab Bahasa Standard	Rp. 10.500.000,- /bulan	Rp. 8.500.000,- / bulan
Type Lab Bahasa High Grade	Rp. 13.500.000,- /bulan	Rp. 10.500.000,- / bulan

Demikian surat penawaran ini kami sampaikan, besar harapan kami untuk bisa terjalin kerja sama dalam upaya peningkatan SDM siswa/wi khususnya dalam bidang Bahasa Inggris. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Commercial Division

LEC - LENTERA MANDIRI *Group*

Mengetahui

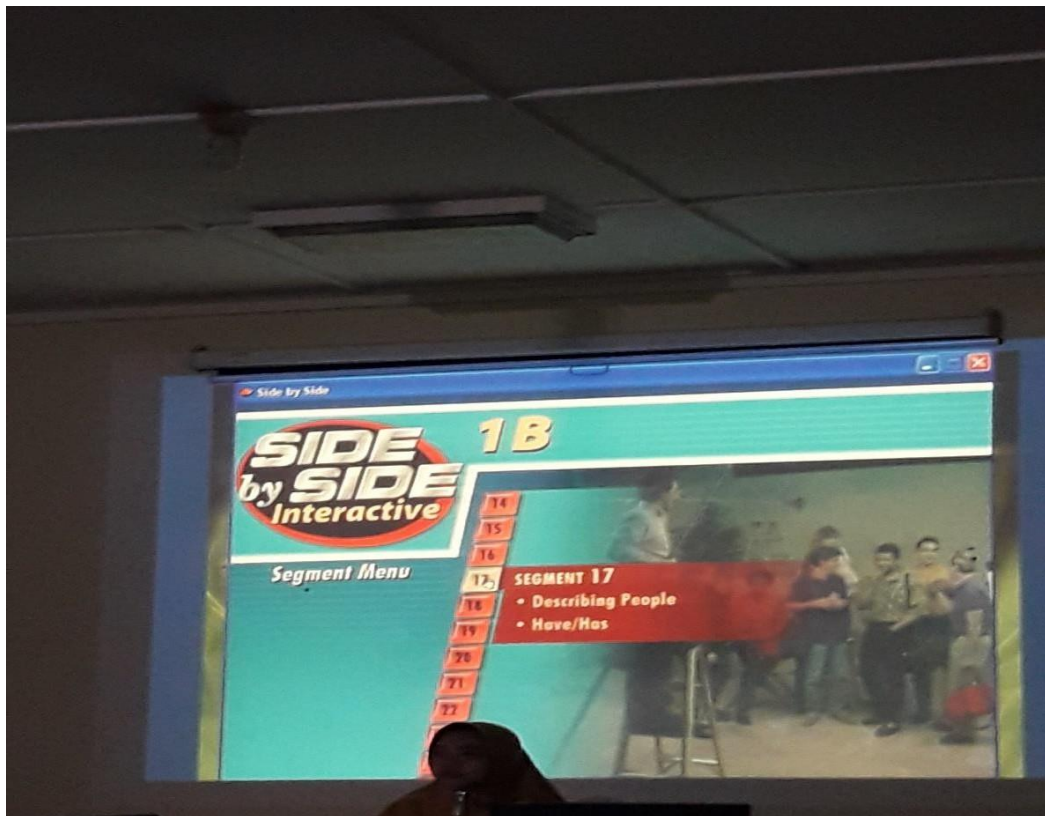
Hormat Kami,

SRI WIDODO. S.Pd
Commercial Director

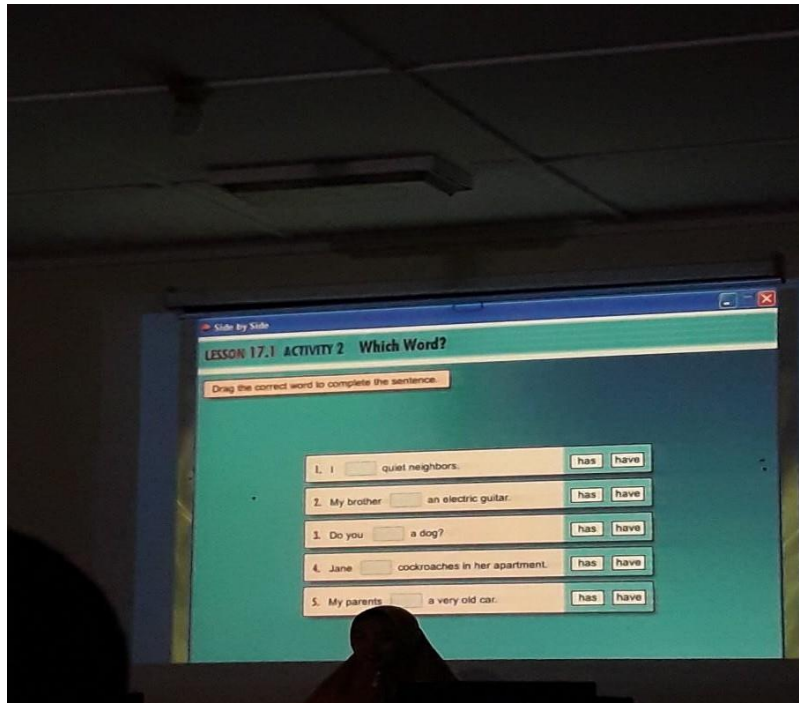
MARSIDI
Brand Acquisitions

APPENDIX 4

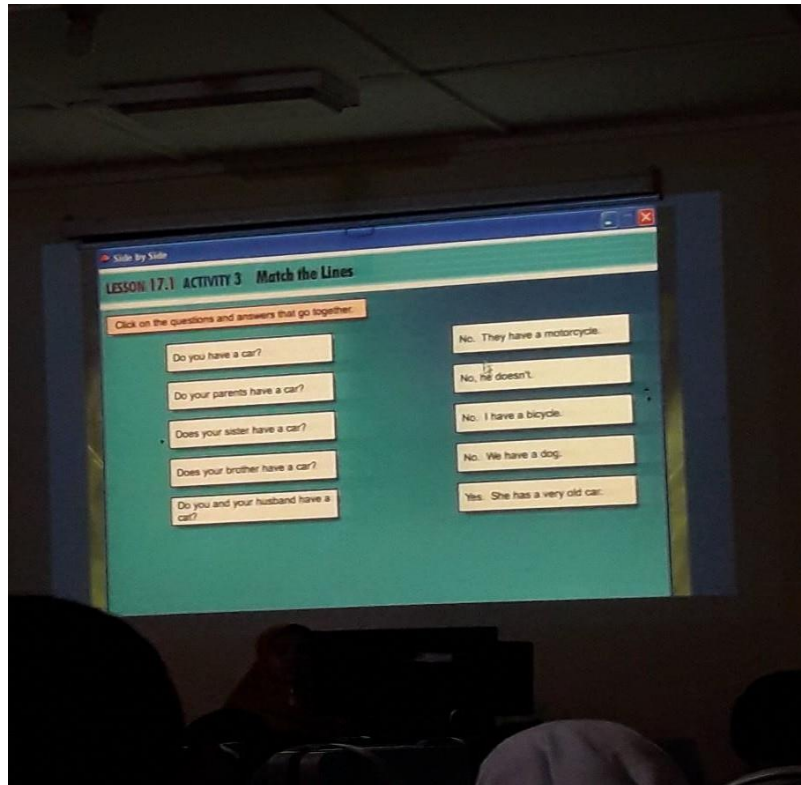
1. Foto pembelajaran LEC di Laboratorium dengan “*side by side*” aplikasi



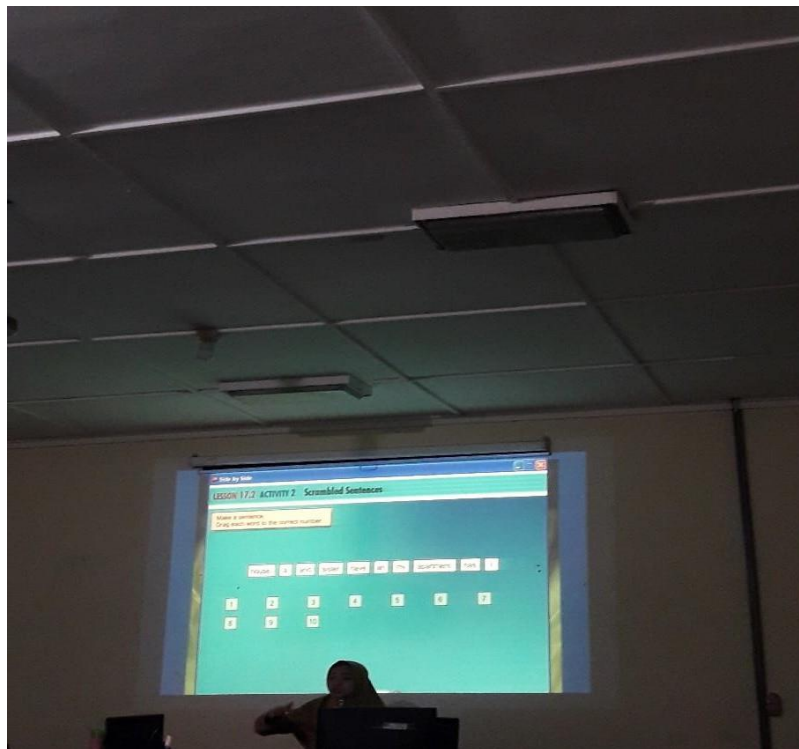
2. Foto contoh soal dari *side by side* aplikasi



3. Foto contoh soal *side by side* aplikasi



4. Foto contoh games “scrambled sentences”



5. Foto pembelajaran LEC didalam kelas



6. Foto pembelajaran LEC dikelas



7. Foto tata tertib LEC di LAB



8. Foto after interview with Mr Dimas Nur Baladi, S.Pd.



9. Foto buku connect book

LOOK AROUND ●●●

1. Look at this form and answer the questions.

Bank SAVINGS WITHDRAWAL TICKET

DATE June 21, 2017

ACCOUNT NO. 0002-345-887-D

SAVING WITHDRAWAL TICKET

AMOUNT \$60.00

Signature: *Amalia Nindy Astuti*

Questions:

- What do you call this kind of form?
- What institution issued this form?
- Why did Amalia have to fill out this form?
- What would happen if she didn't fill out this form?
- How much did Amalia withdraw from her savings?
- When did Amalia withdraw her money from the bank?

REMEMBER

A form is a document (printed or electronic) with spaces in which we can write or enter data.

There are many kinds of forms serving different functions such as:

- Purchase form
- Order form
- Withdrawal slip
- Deposit slip
- Reservation form
- Medical form

LET'S LEARN MORE ●●●

3. Discuss the following questions with your friends and your teacher.

- Have you ever filled in a form?
- What kind of form?
- When did you fill it in?
- In what occasions do people commonly fill in a form?
- What do you fill in the form with?
- What is the function of a form?

10. Foto contoh soal buku connect

QUESTIONNAIRE

Name: _____

Address: _____

Occupation: _____

Married/Single: _____

Number of children: _____

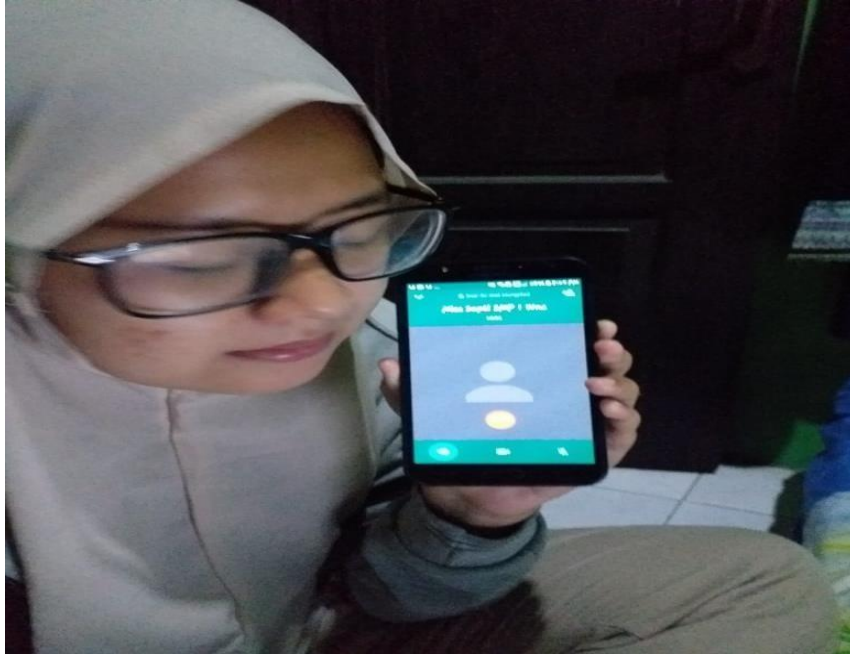
Questions :

- Type of housing : House
Apartment
Studio
Shared room
Other: _____
- Number of rooms: _____
- Is the housing shared? Yes/No
- If yes, would you prefer to live alone? Yes/No
- Is there a separate bathroom? Yes/No
- Are there cooking facilities? Yes/No
- Do you have a room for studying/entertaining friends? Yes/No
- Do you think your housing is: Excellent/Good/All right/Bad?
- Is your housing located near: Yes/No
 - stores? Yes/No
 - bus station? Yes/No
 - railway station? Yes/No
 - subway? Yes/No
 - freeway? Yes/No
 - recreational facilities? Yes/No
- Would you like to live somewhere else?
- If yes, where would you like to live? _____

Characteristics of forms:

- Less to write (people only write what is instructed in the space provided. Generally, the space is limited)
- Clear instructions about information to be supplied.
- Uniformity (For a special purpose, each person will fill in a similar form)
- Information can be re-examined later. (Usually, we can find a space for one's signature in a form. It is important to evaluate the accuracy of the information provided.)
- Simpler tasks (Forms enable people to collect and distribute data easily.)

11. Foto wawancara online via Panggilan suara



12. Foto Wawancara dengan siswa



13. Foto contoh sertifikat LEC



14. Foto Contoh Nilai di Sertifikat LEC

MARKS SHEET		
SUBJECTS	MARKS	
	FIGURE	WORDS
1. Listening Comprehension	81	Eighty one
2. Reading Comprehension	82	Eighty two
3. Grammar and Structure	83	Eighty three
4. Composition	81	Eighty one
5. Conversation	81	Eighty one
Total	408	Four hundred and eight

APPENDIX 5

Table 2.1
SCHOOL FACILITIES

No	ROOM	TOTAL
1	Class	24
2	Laboratories	2
3	Library	1
4	Mosque	1
5	Teacher office	1
6	Staff office	1
7	Chief's office	1
8	UKS	1
9	Basket ball yard	1
10	Canteen	1
	Total	34

Table 2.2

LABORATORY ROOM FACILITIES

No	Facilities	Total
1	Fan	2
2	AC	2
3	Table, chair, monitor and headphone	40
4	Board	1
5	LCD	1
6	Computer (for teacher)	2
7	Spidol	1
8	Eraser	2
9	Broom	2

10	Clock	1
11	Feather duster	1
		55

Table 2.3

CLASS ROOM FACILITIES

No	Facilities	Total
1	Board	1
2	Spidol	2
3	Eraser	1
4	Clock	1
5	Broom	4
6	Feather duster	1
7	Table	16
8	Chair	32
9	Fan	1
10	Lamp	2
		57

Table 2.4

**DAFTAR NAMA PESERTA PROGRAM BHS.INGGRIS LEC
KELAS VII C TAHUN PELAJARAN 2019/2020**

No	Nama	Keterangan
1	ADIT PRASETYO	
2	AGUSTIN NINGSIH	
3	AGVIANO IRMAN DENI KIRNAWAN	
4	ALFIAN NUR WIJAYANSYAH	
5	ALISYA DWI SULISTYAWATI	
6	ANGLING JAYALANA	
7	CITRA KUSUMANINGSRUM	
8	DEDE DWI ANANG	
9	DIAH AYU RIA MAHARANI	
10	DIMAS AGUSTIO PRASETYA	
11	FABIAN RAFE ARIYANTO	
12	FAREL DIANDRA AL HAQ	
13	GALANG ROMADHON	
14	GILANG PERMANA PUTRA	
15	HAFIDZ ABDURRAHMAN	
16	ISMI TRI WINARSITI	
17	JUDIKA GABY	
18	KESYA DEVINA CAHYANI	
19	MUHAMMAD ZOVAN WISLYAN YUNAN	
20	MUKHLIS MUNAWWAR	
21	NAVINDA RIZMAWATI	
22	NAYLIN NI'MAH FALAISTHIN	
23	OKTI AIDILA RAHMA ARYANI	
24	RENATA PUTRI SURYANDARI	
25	RESTU NUR IMAN	
26	SHOLEH SAYYID ABDULLAH	

27	WIBISONO PUDYA NUGROHO	
28	YULIKAH ERNAWATI	
29	YURIVA SULTHON AULIA	
30	ZAHRA PUTRI ANTONIA	
31	ZALFA ILYASA NUR ADZIN	
32	ZUDFAR ADI NUGROHO	