THE ROLE OF TEACHER IN LEARNING ENGLISH OF THE FIRST GRADE AT SMP N 31 PURWOREJO IN THE ACADEMIC YEAR OF 2011/2012

(PERSPECTIVE HUMANISTIC LEARNING THEORY)

A THESIS

Submitted to the English Department of Muhammadiyah University of Purworejo in Partial Fulfillment of Requirement for Sarjana Pendidikan Degree

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2012
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Praise to Allah SWT, the Almigthy, the creator of the universe, just because of his mercy, the researcher could finish this thesis. This thesis is presented as a partial fulfillment of the requirement to obtain the sarjana Pendidikan Degree in English education.

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There is no perfectness in the researcher’s thesis. There are still a lot of mistakes that the researcher made, still the researcher expect that this research can be usefull to the development of English study. Thank you very much.

Purworejo, July 30th 2012

The writer,
MOTTOS

Prayer without effort is useless, but effort without prayer is arrogant. The success of someone doesn't depend on his mark, but depends on practices, one will gain nothing without making any effort.

(Q.S. An Najm: 39)

After the difficulty there must be easy.
DEDICATIONS

With love and gratitude, this paper is dedicated to:

➢ My greatest parents. Thanks for your support both morally and financially.
➢ My beloved sister and brother. Thanks for the spirit that you have created.
➢ Special someone. Thank for all you had given to me.
STATMENTS

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States that this thesis is absolutely my own homework and the contents of the thesis are not written by someone else as the requirement an accomplishing the study in this university or the other, expect in a few parts which the researcher draw as the reference according to the written rules of ethnics of this thesis. If it is proven that this statement is incorrect, this entirely becomes my responsibility.

Purworejo, Juli 30st
2012

The Writer
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ABSTRACT


Consultant: Sudar, M. Pd

Teaching and learning is indeed the chin of communication between the teacher and students. This communication is affected by the aim, material, teacher and student, method, and situation.

A teacher is generally regarded as a person who is giving responsibility to teach and bring up the students. English teacher should have many ways to get the student’s attentions. Teacher’s role can’t be separate from the education especially in this modern era. It can increase the student’s ability, skills, and learning process.

The purpose of the research is to find out the humanistic learning theory applied in learning English. Furthermore, this study describes the types of psychology humanistic according by Carl Roger.

The research subject in this study includes the first grade students of SMP N 31 Purworejo in the academic year of 2011/2012. The writer carried out the research of humanistic learning theory was applied. The data of the students learning are collected by using questionnaire, while the compliment data is obtained by interview. The data analysis technique includes descriptive analysis.

In studied humanistic implications of the theory of learning methods, the position of the teacher becomes a facilitator, motivator and stimulator. The teacher only facilitates learning learners to achieve learning objectives.

Keywords: teacher, learning, and humanistic.
CHAPTER I

INTRODUCTION

A. Background of The Study

Learning is a process of behavioral changes that occur as a result of training or experience. Learning is one of the most vital things in any business organization types and levels of education, so that without the learning process of education will never exist.

Language is an important thing in human daily life. Because of language, the people are able to communicate and interact with other people from other countries. Though communication, someone can transfer the information or ideas for someone else. As an international language, English plays an important role in the development of the world.

Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role may very among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

English is one of the main subject taught in junior high school. The students have completed at least four hours in a week. Sometimes, the English
teachers have to try hard to conduct the English instruction in order to make optimal motivation.

The teachers hope that they are able to teach English successfully to the students. They expect to be able to manage the classroom well, to explain things clearly, and to employ various techniques of language teaching. According to Collier (1967: 16) “A teacher is the key to educational program”. It means that teachers take important role in teaching learning process. As a teacher, we must have a good preparation and makes the interesting class in learning English because without existence of this factor, the teacher doesn’t reach the goals that our wants and motivations of this student can not be pushed up.

Efforts to improve the quality of learning English can not be separated from the role of teachers when learning takes place. Because teaching is not purely results-oriented, but also in the process. The role of teachers in learning activities that will streamline the process is optimal. With the more effective the process, the higher the achieved results. In teaching and learning the teachers play an important role. Teachers are the creators of the learning process, she is the one who will develop a free atmosphere for students to study what interests him, express your ideas and creativity within the norms enforced consistently.

Education is also a process of personality development of the so-called human process. A teacher is required to how to organize subject matter,
applying the right method, using the appropriate media, and design learning syllabus in accordance with the circumstances and needs of each student. The role of a teacher in the learning process beyond the role of teaching methods. A good method is not useful if the teacher will ensure that applying does not meet the qualification standards prescribed. Therefore, teachers should make careful plans to increase learning opportunities for their students and improve teaching quality.

One theory of learning which is used in the study, namely the theory of humanism. According to the theory of humanism, the purpose of learning is to humanize people. The learning process is considered successful if the students understand their environment and themselves. Students in the learning process should strive to gradually be able to achieve self-actualization as well as possible. This study attempted to understand the theory of learned behavior from the viewpoint of the perpetrator, not from the standpoint of the observer. Widely studied theory has always been associated with the scope of the field of psychology or however, discuss the study is to discuss the human figure. This means that there are some areas that should receive attention. Domains that is the cognitive, affective domain and psychomotor domains.

Carl Rogers' theory of learning is one of the humanistic theory of learning stressed the need for mutual respect and without prejudice (between client and therapists) to help individuals cope with life problems. Rogers
believes that the client actually has the answer to the problems it faces and the
task of guiding the client's therapist just find the correct answer by Rogers,
assessment techniques and the opinion of the therapist is not an important in
conducting treatment to the client.

Humanistic approach in education emphasizes the cognitive, affective,
and psychomotor of on students. In the process they are learning experiences,
recognized, accepted, cared for, and humanized. Expected with the humanistic
approach to the learning process can involve the three domains. It makes
students feel optimistic for success in learning English have given the English
language is used as an international language. Expected with the humanistic
approach to the learning process can involve the three domain.

Humanistic psychology focused attention on the issue of how
individuals are influenced and guided by their personal intentions are linked
to their own experiences. According to the flow of humanistic educator
preparation and presentation of course material must be in accordance with
students' feelings and concerns. The main goal of educators is to help students
to develop themselves, which helps each individual to know themselves as
unique human beings and help in realizing the potential that exists on
students.
B. Reason for Choosing the Topic

Students learn not only to hear the teacher's explanations, but also with see, touch, feel and follow the whole process of learning each. Here the children are also directed to understanding the potential of its own foundations. Every child in respect understood the benefits and drawbacks. They were directed to study actively.

In where teachers act as facilitators. Students learn not to pursue values, but for utilize their knowledge in everyday life. Making the child has a logic good thinking, looking at the natural world as a medium for learning with methods of action learning and discussion. The students, not just learn in the classroom, but they learn from anywhere and from anyone. They not only learn from books, but also study of the natural surroundings.

English lesson sometimes makes of the students bored and they will get difficulties in comprehending the materials. Teacher must have a strategy to improve the student’s skill. Many junior high school students still have great problem concerning with mastery learning especially learning English. There are still many teacher teach English though some strategy that are not appropriate with students. The writer makes research with title “THE ROLE OF TEACHER IN LEARNING ENGLISH OF THE FIRST GRADE AT SMP N 31 PURWOREJO IN THE ACADEMIC YEAR OF 2011/2012 (PERSPECTIVE HUMANISTIC LEARNING THEORY)” to find out how far humanistic theory applied in learning English.
C. Limitation of The Study

In the limitation of the study, the writer wants to limit this problem in order to focus on the subject of the research. The writer will focus on the teacher’s role in learning English of the first grade at SMP N 31 Purworejo. The writer wants to know the role of teacher in learning English process from humanistic theory of Carl Rogers.

The role of teachers in humanistic learning is to become a facilitator for the students, which provide motivation and awareness of the meaning of learning in students' lives. Teachers facilitate the learning experience to students and assist students to acquire the learning goals. Students act as the main actors (student center) are conceptualizing their own learning experience. The purpose of learning more to the process of learning rather than learning outcomes.

D. Statement of The Problem

Based on the background and limitation above, the problems that will be analyzed by the writer are stated as follow:

1. How far learning English process of the first grade at SMP N 31 Purworejo?

2. How do the humanistic theory applied in English learning process of the first grade at SMP N 31 Purworejo?
E. Objectives of The Study

1. To find out learning English process of first grade at SMP N 31 Purworejo.

2. To find out the application of humanistic theory in English learning process of the first grade at SMP N 31 Purworejo.

F. Significance of The Study

Before conducting the research, the writer hopes for:

1. The English Teacher

   The writer hopes that language teachers are able to apply their better roles in learning process and improve their ability of teaching.

2. The Students

   To improve their English skills, they have to study hard and try to speak English in classroom of even in their daily activities.

3. The Readers

   This study hopefully an input for people who have a concern on the first grade English learning process to realize that there will be a phenomenon of teacher’s role in learning English.

G. Definition of The Terms

The definition of each key word or phrase stated in the title:
1. Teacher

A teacher or school teacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education

2. Teaching

The activities of educating or instructing or teaching; activities that impart knowledge or skill; "he received no formal education"; "our instruction was carefully programmed"; "good teaching is seldom rewarded".

3. Humanistic

Humanistic psychology is a branch of the larger philosophical theory known as humanism, which encompasses existential beliefs and a renewed focus on the self. Humanistic psychology minimizes the effects of the unconscious mind, focusing instead on the uniquely human capacity to understand one’s place in the world and relationships with others.

4. Learning

Learning is a process of the changing of individuals’ behavior which the result is from experience with the environment where by relationship between stimulus and responses are establish.
H. Organization of The Study

Chapter I  : INTRODUCTION

In this chapter, the writer explains background of the study, reason for choosing the topic, statement of the study, objectives of the study, limitation of the study, significance of the study, definition of the term, and organization of the study.

Chapter II  : REVIEW OF RELATED LITERATURE

This chapter, the writer explains theories underlying the writing of the study. It consist of definition of teaching and learning, theory about humanistic learning.

Chapter III  : RESEARCH METODOLOGY

In this chapter, the writer presents subject of the research, object of the research, place and time of the research, research instrument, and technique of collecting the data, and technique of analyzing the data.

Chapter IV  : RESEARCH FINDING AND DISCUSSION

In this chapter, the writer tries to explain research finding and discussion it as clearly as possible.

Chapter V  : CONCLUSION AND SUGGESTION

In the last chapter, the writer puts forward research conclusion and suggestion.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching

a. Definition of Teaching

Definition of teaching has developed from time to time, so that there has not been a precise definition of teaching which cover all sides.

Further Geoffrey (2005:11) defines that teaching is very much matter of usual encounter and especially what teachers themselves play there in facility the learning of the language. There are also whose training and the experience of other kinds of teaching is successfully transferred to language teaching ideally. However, the professional English language teacher should have not only the required personal qualities but also training in the disciplines and field of study appropriate in the language teaching process.

In addition, teaching is an activity which is not simple because it need much experiences and patience. Teaching will be successful if the teacher is able to manage the class, master the material and apply the teaching strategy well. Many teachers have method which will be done by them in teaching process. It is used to do the study for their students. The teaching method makes teaching process effective, so the goal of study can be running well. Since
Smith defines that teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn.

The teacher should prepare what teaching aids he or she needs in the class. A good teacher needs to have a sense of his or her learner’s needs to make the learners understand. The teacher has an important role in managing the classroom as well to create a good education to know the teaching techniques or strategies, so the teacher can practice them in various condition and situation.

“Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during definable activities”.

Based on the definition of teaching above, teaching may be defined as showing or helping someone to learn how to do something, giving someone instruction, guiding someone in the study of something, providing someone with knowledge, causing someone to know or understand.

b. Teaching Language

Teaching language is a process of teaching to make the students know and successfully acquire the foreign language (Brown, 2000). There are many principles of teaching language:

a. Cognitive Principle

1. The anticipation of Reward
The reward of correct responses is important to be done by teacher. Giving reward makes the students clearly can understand why they are doing something and its relevance to their long-term goals in learning language. However, reward will lead the students become dependent on reward, and make them into habit looking for the teacher and others for only their reward. The principle of reward just motivates the students to get better learning, and also to keep them confident in their ability.

2. Motivation

The important motivation which we much have is intrinsic motivation. This motivation also gives us desire something, and from this term we know what we need and we want. If the students consider that the learning is fun, interesting, challenging, and useful, it gives chance for success the students’ learning.

b. Affective principles

Self confidence

For the learning language, the students should believe that they are able to master it well. Therefore, the teacher should help their ability by developing their self-confidence. Good affirmation in the students’ ability will give energy which can establish a sense of their accomplishment to next difficult task.
c. Linguistics Principles

Communicative Competence

We know that the goal of teaching language makes the learner know and understand the language. Of course, not just knows and understands, but also able to speak in the real life. Moreover, the communicative competence is taught by teacher to make the students able to speak fluently and attention in the language use.

c. Teaching Language Skills

There are two parts of teaching language skills, they consist of:

1. Receptive Skills

   There are two skills which are in the receptive. They are reading and listening. Teaching these skills, it makes procedure for getting the students read a written text or listen to a recording.

2. Productive Skills

   The productive skills consist of writing and speaking. Although, they have many different ways, but we can still teach and organize them based on model for teaching. The main factor in the success of productive skills task is the way teachers organize them and how they respond to the students’ work.

   It is different between receptive skills and productive skills. If the receptive skills just see and hear some text to get the information
the language, it differs on the productive skills which need the ideas and expression to make the reader or listener interested by them. The productive skills may employ some or all of the following strategies to resolve the difficulty, especially speaking. Therefore, the teacher must need the plan activities in advance and supply key language for students.

B. Learning

1. Definition of Learning

According to Harmer (2001: 52), learning is the human activity which least needs manipulation by others. Most learning is not the result of unhampered participation in a meaningful setting. According to Brown (2000: 7) breaking down the components of the definition of learning, we can extract domain of research and inquiry as follows:

a. Learning is acquisition or getting
b. Learning is retention of information or skill
c. Retention implies storage system, ceremony, cognition
organization
d. Learning is involved, active, conscious, focus on and outside or inside organization.
e. Learning is relatively permanent but subject to forgetting.
f. Learning involves some from practice perhaps reinforced practice
g. Learning is change in behavior.
Based on the definition of learning above, it can be conclude that learning is a process of the changing of individuals’ behavior which the result is from experience with the environment where by relationship between stimulus and responses are establish. Learning is a highly individualistic experience of acquiring or getting knowledge of a subject or a skill by study, experience or instruction causing a relatively permanent change in a behavioral tendency.

2. Learning language

Learning language is a process of behavior, and active in learning can carry in changing of developing language learning. It is important to be active in learning of language. That is why the teacher has to develop learners in language by an assesment and feedback.

Learning a foreign language is a long and complex undertaking. It is effort where you have a struggle to reach your first language into a new language, new culture, and new way of thinking, feeling, or acting. As the result, many teachers are extremely worried about the fact that they have students who are at different levels of proficiency.

This difference makes the teacher to have one way of working to get the student’ attention in their learning. The teacher must know the students’ need and how they can accept new language appropriately according to their choices. Nevertheless, it is problem to large classes, because here we need to focus on students one by one.
It is not easily done. If we can’t focus on different students’ level or need, we can offer students to do different response to the content which they are looking at or listening too. There are many different student actions, they are:

1. Give students different task

We may ask the students to take the same reading, but ask them to make different response in the text which they have read. It can be done by grouping that they have many friends to discuss.

2. Give students different role

We can give different role which we have managed before. They are doing a role-play between seller and buyer. This situation makes them think what they want to improve in their role and prepare it.

3. Reward early finishers

We need to be able to give reward for their effort to finish earlier than other. However, such tasks should be chosen with care, since asking them to do “the regular work”, plus inevitably seems punitive to them (Tomlison, 2007: 129)

4. Encourage different students’ responses

We can give students exactly the same materials and tasks, but we have to expect and accept different students’ responses to them. Lindstromberg (2004) discusses the uses of “flexible tasks”. These are tasks which make virtue out of differences between students.
5. Identify students’ strength

We can make a virtue of different student abilities and show off other talents which they have.

C. The relationship between Teaching and Learning

Teaching is a part of learning process. It has an important role. Teaching and learning are two things which cannot be separated each other. In the teaching learning process, some factors such as the students, the teacher, the methodology, the teaching material and other factors work together affecting the result of teaching and learning process. The other factor, motivation and language attitude from the students have a great influence to achieve the goal. The teacher who has competence and skillful in teaching the language plays an important role and should try to make improvement in teaching learning process.

D. Teaching English as a Foreign Language

Nowadays, the mastery English is very important. By using English well, we can improve technology, science, culture, and relationship with other countries. In Indonesia, English is a foreign language. English cannot be used in daily life but we know that English is knowledge.

English is a difficult language to learn. Because of that, the teacher should give them motivation and build up the students’ interest in learning English.
Teaching-learning English at school also needs the creativity or the teacher in manipulating the environment to make the students interest in learning English.

There are many students who learn English since they study at elementary school. The students are introduced to vocabulary and grammar of English. In high school, teaching English focus on developing study skill in order to improve their knowledge from other materials. The aim of teaching foreign language is to facilitate of contact with foreign language speaker. Teaching English is not only to develop reading skill, but also listening, speaking, and writing skill. The material of language teaching include vocabulary, grammar, pronunciation by practicing for language skills.

E. THEORIES OF LEARNING

Psychologists, in the experiment had to find some theories of learning that can be classified into 3 major categories, namely behaviouristic learning theory, psychoanalytic, and humanistics. (Rumini, 1995: 63).

a. Behaviouristik Learning Theory

Figures behaviouristik learning theory is a theory of Thorndike's connectionism, Pavlov's classical conditioning with the theory and the theory of operant conditioning Skinner.

The behaviouristik learning theory is as follows:

a. Emphasis on the role of environmental factors

b. Concerned parts (elements)
c. Concerned with the role of reaction

d. Priority to the formation mechanism of learning outcomes

e. Selfish reasons because in the past

f. Importance of habit formation

g. In solving the problem, typical "trial and error"

b. Psychoanalysis Learning Theory

Figures among other psychoanalysts: Sigmund Freud, Carl Gustav Jung and Alfred Adler. The figures depict the soul of psychoanalysis as an iceberg, namely awareness, pre-conscious and the unconscious. Psychoanalytic theory can serve as a third kind of theory, namely: a theory of personality, personality analysis techniques and methods of therapy (healing). (Sarli, 1978:176).

c. Humanistic Learning Theory

In this study, the writer use the theory to be a knife is the analysis of psychological theories, especially theories of psychology of learning. Learning theory in psychology is quite a lot, but in terms the writer study only take one theory is the theory of humanistic learning. Humanistic approach to consider their students as a whole person (the person as a whole), it means teaching not only language but also help students develop themselves as human beings.

The experts who developed the humanistic learning theory is Abraham Maslow, Carl Rogers, and Arthur Combs. To focus of this research again,
then the writer just pick up one of the humanistic learning theory developed by Carl Rogers. (Azies, 2002: 23).

4. Humanistic psychology as an Approach in Development

Confidence of students as "a whole person" directs the emergence of a number of techniques and teaching methodology that emphasizes the humanistic aspects of teaching. In such methodology, the most important experience of students and developing their personality and positive feelings of growth is considered important in learning their language.

Through his work Freedom to Learn and Freedom to Learn for the 80's Carl Rogers suggested an educational approach that seeks to make learning and teaching more humane and therefore more personal and meaningful.

- **Terms to Free Learn**

  a. A problem

  An interesting problem for students and meaningful. Problems that have nothing to do with the real lives of students so that there is a desire and willingness to solve it.

  b. Belief in the ability of students

  Students should be given the opportunity or freedom to choose ways of learning.

  c. Disclosure of teachers

  Teachers do not cover the true personality of the students.
d. Faced with students

Teachers should accept students according to students' personalities and appreciate nature, although they deviate from what is generally considered good.

- Free Learning

a. Frustration at early stages

Students who used to get upset conventional lessons, tense, and upset when he received lessons from a teacher.

b. Individual initiative and work

Students can decide for themselves what they want to study the problems that contain meaning for their lives, not just a matter raised in the textbook. With a subject such as this makes them not feel bored and change the attitudes of students in learning.

c. Personal familiarity

Learning experiences can foster the bond of intimacy without the competition that they maintain. This will continue in the next life.

d. Changes in individual

Students who have been dogmatic and rigidly adhered to the opinion to be flexible, without judging others by the norm personality.
e. Influence on teacher

Teachers have an influence on the students to develop into human beings responsible for himself and for others.

F. Humanistic Learning Theory

Humanistic psychology try to see human life as human beings look at their lives. They tend to hold on to an optimistic perspective on human nature. They focus on the human ability to think consciously and rationally in controlling biological desires, and to achieve their maximum potential. In the humanistic view, human life and is responsible for his actions and have the freedom and ability to change their attitudes and behavior.

According to the humanistic theory, the purpose of learning is to humanize humans. The learning process is considered successful if the students understand their environment and themselves. Students in the learning process should strive to gradually he was able to achieve self-actualization as well as possible. This study attempted to understand the theory of learned behavior from the viewpoint of the perpetrator, not from the standpoint of the observer.

The focus of the humanistic perspective is the self, which translates to "YOU" and your "perception" of "your" experience. This view argues that you are free to choose your own behavior, rather than reacting to environmental stimuli and reinforcers. Problems dealing with self-esteem, self-fulfillment,
and needs are paramount. The main focus is to facilitate personal development. Two main theories associated with this view are Carl Rogers and Abraham Maslow.

From his book *Freedom To Learn*, Carl Rogers suggests some principles important humanistic basis of which is:

1) Man has the ability to learn naturally.

2) Significant Learning occurs when students have felt the subject matter relevance to their own purposes.

3) Learning related changes in perception about himself bet threatening and tends to resist.

4) The duties of self-threatening learning is more easily perceived and assimilated when external threats were getting smaller.

5) If the threat to low student, the experience can be obtained by a variety of different ways and there was a learning process.

6) Obtained meaningful student learning by doing.

7) Learn facilitated when students are involved in the learning process and participate responsible for the learning process.

8) Learn the initiative that involves the whole individual students, both sense and intellect, a great way to provide in-depth and sustainable results.
9) Self-confidence, independence, creativity, be more easily achieved especially if students are accustomed to introspection and self criticism and judgment of others is a second important way.

10) Learn the most socially useful in the modern world is to learn about the learning process, a continuous openness to experience and unification to the themselves regarding the change process.

Carl Rogers ideas about the principle of humanistic learning, including:

1. Desire to learn

   A student naturally has a desire to learn. Student knowledge who have been attached to or inherent to the basic assumption that learning is important for humanistic education. In the classroom students are given the freedom to satisfy their knowledge, to follow their interests, find the identity and what is important and meaningful about the world that surrounds them. Example: when students learn about the temple of Borobudur, with books and stories teacher, students will find it hard to find a picture of the temple, with the media can take pride in teaching students about the temple Borobudur more thorough.

2. Learning is significantly

   Significant learning occurs when the perceived learning relevant to students' needs and goals. In the view of the Soemanto Combs (2003:137), learning in the two processes, namely the acquisition of new information and according to the tastes of students. If students learn well and quickly, humanist think this
is a learning significantly. Example: The students thought that learning to use computers so they can enjoy the game (game). Students will be better and faster in learning about the life of the fish in the sea or the life of lions in Africa with the presence of a medium of learning in the classroom.

3. **Learn without the threat of**

   Learning is best to acquire and control an environment free from threat. The learning process is enhanced when students can test their skills, try new experiences, even to make mistakes without experiencing pain because of criticism and censure. Example: bored and tired is one threat to the students in the learning process of the courses that are not "interesting" for them, with the use of instructional media and learning process will vary, and "Life" so bored and tired can be overcome.

4. **Learn on their own initiative**

   Learning will be most significant and pervasive as to learn it on his own initiative, and when the learning involves feelings and mind of the student's own. Mastery of important subjects, but not more important than the ability to find the source, formulate problems, test hypotheses and assess the results. Learn on their own initiative also teaches students to be independent and confident, they will depend on themselves and less dependent on the judgment of others. Example: the media are given the opportunity to prepare students for independent study, at a place and time and set your own place (Miarso, 2005: 460).
5. Learning and change

Rogers noted that in the past, students learn a set of statistical science facts and ideas. The world is slow to change and what is learned in school is enough to meet the demands of time. Now, change is a fact of life. Knowledge is in a state that is constantly changing. As long ago learned not long enough to allow someone to be successful in the modern world. What is needed now according to Rogers, are individuals who are capable of learning in a changing environment. Example: the use of instructional media constantly changing knowledge students can learn well and quickly.

G. Implications of Humanistic Learning Theory

Humanistic psychology give attention to the teacher as facilitator. The various ways to provide easy of learning and the various qualities of the facilitator:

1. Teachers should be the give attention to the creation of the early atmosphere, classroom situations and classroom experience.

2. Teachers help to obtain and clarify goals of students in the classroom as well as the goal of a general nature.

3. Teachers believe the desire of each student to carry out a meaningful purpose to itself as a force hidden in a meaningful learning earlier.

4. The teacher tries, organize, and provide a resource for learning the most extensive and easily utilized to help students achieve their goals.

5. The teacher placed himself as a flexible resource to be utilized by students.
6. In response to the expression in the class and receive a better idea of the intellectual feelings and attitudes to try respond in an appropriate manner for both the individual and for students.

7. If the reception class has been established, the teacher gradually, can act as a student who participated and express his views as an individual, such as other students.

8. The teacher took the initiative to participate in the feelings and did not impose, but as one who contributed personally used or may be rejected by the students.

9. Teachers must vigilant expressions that indicate a deep and powerful feelings for learning.

10. In the role as facilitator, the presentation must try to recognize and accept their own limitations.

H. Application of Humanistic Psychology in Education:

1. Students will progress according to the rhythm with a material that has been predetermined to reach a predetermined destination device as well.

2. Educators consider the pure stream of humanistic development of individual differences - each student.

3. There is a strong attention to personal growth and development of individual students in an effort to offset the new state of the ever increasing and experienced by students both in society and also their own home.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the written wants to present how to carry out the research. This research uses qualitative method. Creswell (1994) said that qualitative research is interpretative research. It means, the value and judgment of the research are stated explicitly in the research report.

Qualitative methods consist of three kinds of data collection. They are as follow:

1. In-depth, open ended interviews
2. Direct observation
3. Written document

In a study that aims to develop and test the truth of knowledge we need a method to obtain the expected results.

The method I use to obtain data in the study are as follows:

A. Source of The Data

This research is a qualitative research in which is collected in the form of information about the teacher’s role in learning English of State Junior High School 31 Purworejo. The researcher collected the data of research from junior high school students and teacher especially in teaching learning English activity on May 2012. In this study, the writer determined that a population is the entire class VII student, while the sample is all of class VII C students.
B. Type of research

This form of field research study which is qualitative, the research conducted to understand the phenomenon social (in this case education) from the view of the teacher and the students. This study will reveal the occurrence of events, namely the process of learning English in junior high school students in first grade at SMP N 31 Purworejo, in relation to the role of a teacher.

C. Approach

The approach used in this study is the psychology of education according to the flow of humanistic psychology. This approach focuses on the investigation in terms of psychology in educational situations. The purpose of this approach is to describe the occurrence needs, both behavioral and learning atmosphere, to understand the meaning of education and the symptoms that occur a community especially element in the learning, which is the hallmark of humanistic learning theory. Furthermore this approach can be viewed as a path to be traversed in solving problems in the study, the role of teachers in teaching English in junior high school students in first grade at SMP N 31 Purworejo.

D. Determination Methods Subjects Research

In a qualitative and quantitative research, there must be called the subject of research. In this research the subject of study is English teacher at SMP N 31 Purworejo as the main subject. Then the students of VII C as the next subject.
This is because the student is the subject of language learning which will provide a direct response to the instruction of a teacher.

In this study the writer focus on the students of VII C SMPN 31 Purworejo as a research subject. The number of students in first grade at SMP 31 Purworejo is 192 students. The sampling method used is systematic random sampling), the method of systematic sampling with the interval (distance) of a certain predetermined sampling frame.

Because of sample size of more than 100, then the writer takes 25% of research subjects. This is in accordance with the opinion that Arikunto Suharsimi said:

"To simply then when the subject is less than 100, preferably made of all that research is the study population if the subject more than 100 can be taken between 10-15% or 20-25% or more ..."

E. Data Collection Method

For data collection, the writer use the method:

a. Observation

This method is used by the systematic observation and recording of symptoms form of the recording is investigated. So the observation method is a method of collecting data through direct observation of the symptoms that are investigated both in normal circumstances and situations abnormal. Use of this method is to obtain data on the geographical location and physical
condition of buildings. In addition, this observation method the writer use to observe the course of English language learning, as well as to determine the level of dependence the students to teacher in learning. Observations made are non-participant.

b. Interview

Interview method is in the form asking questions orally to the data source and be done with a form of frequently asked questions in a systematic and based on objective research. Research is made freely guided, in an interview that the writer brings the guidelines are only an outline of things that would asked. With this method the author intends to interview an English teacher and co-peers to determine his qualifications in English language learning and to support the observation.

c. Questionnaire

In this study the questionnaire used to capture data that is needed on the role of teachers in the process of learning English when viewed from humanistic psychology, perspective students and to support the observation.

d. Documentation

Documentation related to the investigation conducted by the sources document about SMP N 31 Purworejo in accordance with an overview of the school, including history, organizational structure, the situation of students, teachers, and employees, as well as curriculum and teaching syllabus.
F. Analysis of data

Data analysis methods used are qualitative data analysis of quantitative data analysis of data. As the primary method of analysis is the analysis of qualitative data, while the quantitative data analysis as a method of supporting analysis.

a. Qualitative

Qualitative analysis is to analyze the data that is not a number that has been obtained from the method of data collection, such as interviews, observation, and documentation. Qualitative analysis only describes the reality which is obtained from the research.

Furthermore, in discussing and analyzing the data above, the writer use the following methods:

1. Deductive method: that is the way of thinking which departs from the general statement to a particular statement by using the reasoning of rational thinking. The writer use this method to see some theory with the facts there.

2. Inductive method: that is the way of thinking which departs from the facts dedicated or concrete events, and of the facts or events are drawn in a general statement. The writer use this method in an attempt to find a conclusion or learning English.
b. Quantitative

Quantitative data is a collection of material in the form of called numbers and statistics. Statistic is the way in which in order to collect, organize, apply, analyze, and interpret the information in the form of a set of material points. So that figure is set to give a specific meaning.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. DESCRIPTION OF SMP N 31 PURWOREJO

SMP N 31 Purworejo is a formal education institution owned by local government to support the education system in Purworejo. It has sixteen classroom to hold teaching and learning activities. Each classroom is 42 square meters and handled by a class teacher who has responsibility to teach thirty two children on average and teach all lesson expect sport and computer.

In SMP N 31 Purworejo, there are two offices, teacher’s office and headmaster office. Teacher office is located in front of headmaster’s office. It is a place for preparing teaching material and meeting among teachers. The other office is headmaster’s office. It is used to working of headmaster and welcoming guest.

In supporting teaching and learning activities, SMP N 31 Purworejo has provided mosque, library, and UKS (School Health Center). SMP N 31 has a headmaster whose duty in handling all of school activity and working decision for school needs. There is also vice headmasters. He has responsibility to help the headmaster in doing his job. To teach students, SMP N 31 Purworejo, has lesson teachers, religion teachers, sport teachers, a
computer teacher, and English teachers. There is also a school guard who has responsibility in school security.

B. LEARNING ENGLISH

Learning is essentially a process of interaction between learners with their environment, resulting in behavior change towards the better. In such interactions, many factors that influence both the internal factors that come from within individuals, as well as external factors coming from the environment.

In learning, teachers are the most important task is to condition the environment to support behavioral change for students. Learning needs to be done with a calm and pleasant, it is certainly demanding activity and creativity of teachers in creating a conducive environment. Learning is effective when all learners are actively involved, either mental, physical, and social. Learning English at SMP N 31 Purworejo aims to study a number of indicators of competence or achievement with the adjustments in the instructional material.

For more details, about learning English in SMP N 31 Purworejo, the writer will describe it as follows:

1. Teacher activity

   During the observation, researcher also observed the activity of the students, there are:
a. When the teacher came, the researcher took the seat behind the class.

b. Before that, the teacher introduced the researcher to the whole students and describe in flash the intention of being in the classroom at the time.

c. After the researcher took the seat, she also observed the whole class.

Learning that takes place in conditions of calm, the students really appreciate when teachers get to teach. Learning starts with material that has been taught in previous meetings. Teachers first mention keywords and content, then ask students reminiscing about such material.

The delivery new material was preceded by apperception, in this case in accordance with the humanistic approach that teachers believe that students are able to receive lessons well when conveyed by the method of exciting and fun. The teacher gives the students questions about the material and write it on the board, in addition to reading, questioning, then the translation activity is often perceived as an activity that is effective, so that students understand the meaning of the phrase and sentence structure are studied properly.

Acts of teachers in explaining and giving examples can motivate students to learn. Teachers also provide resources to learn and easy
opportunities for the students. The existence of the book the student worksheets that the students, giving students the opportunity to read the material first that will be learned. Studied here, involving feelings and thoughts of students, which involves all aspects of personal, cognitive and affective, so students will feel involved in the study, more eager to handle the tasks and the most important is the desire to continue learning.

Once is enough, the teacher writes the exercise on the board. This activity is performed after the time for questions and answers. The students write a question or problem that is on the board in their respective books and answer them in accordance with the instructions of the teacher. Teachers are also very concerned about their students, while looking at student work on the problems, if there is an occasional reminder that one student's work.

Once finished, the results are corrected together. Their answers exchanged with friends bench. This makes the student to know where the fault. The lesson ends with the provision of duty in the book.

Given the learning process as described above certainly cognitive, affective, and psychomotor students can be moved. While the affective domain is able to process a sense of students' social emotional and
psychomotor child will be familiar with the phrase English expressions such as slogans on the school environment.

Teacher is one of the determinant of success or failure in a study. Teacher as a driver it is appropriate to guide and direct the students to learn English in order to achieve the intended purpose. To fulfill the duties as a teacher, should be competent in their field and have good credibility, especially in the eyes of students. Teachers are very concerned individual differences of students and teachers treat students according primarily to the needs of their students.

Serious and mature teacher with her training as a flexible resource to be utilized by students. So that the students who are prepared to learn in class will be advanced according to the rhythm with a material that has been determined in advance to achieve a device intended purpose anyway. Mrs Nur often raise her voice if there are students who are stubborn, he will give a warning to the students. Teachers also provide a means to convenience the students to learn actively according to her ability.

2. Student activity

Students are expected to master the English language has been taught. The first thing noticed by a teacher when entering class is the readiness of the students. Students are asked to listen to good literature read
by the teacher after the students were also asked to imitate the teacher's reading. The next step in this study, the reading is translated together. In the middle of class hours students seemed somewhat diminished concentration, is characterized by an atmosphere of calm had been even become rather crowded. There are also students who moved the seat to be disturbed by reason of his friend, but it can be overcome by the teacher.

C. HUMANISTIC PRINCIPLES ARE APPLIED BY THE TEACHER

Application of more humanistic theory refers to the soul or spirit during the learning process that characterizes the methods applied. The role of teachers in humanistic learning is to become a facilitator for the students, which provide motivation and awareness of the meaning of learning in students' lives. Teachers facilitate the learning experience to students and assist students to acquire the learning goals.

Students act as the main actors (student center) are conceptualizing their own learning experience. The purpose of learning more to the process of learning rather than learning outcomes. This study is based on humanistic theories suitable to be applied to learning materials that are the formation of personality, conscience, change attitudes, and analysis of social phenomena. Indicator of the success of this application is that students feel happy, excited, took the initiative in learning and change thought patterns, behaviors and attitudes of their own accord.
To measure the application of humanistic learning, the writer uses the following formula:

\[ P = \frac{F}{N} \times 100\% \]

Where:

P : Percentage

F : Frequency

N : Number of Respondent

From his book Freedom To Learn, Carl Rogers suggests some principles important humanistic basis of which is:

1. Desire to learn

Students have a natural desire to learn to meet the interest and what it means to him. Here the teacher can make learning more fun, so students interested in learning. Before explaining the material, the teacher gives humor to arouse students' interest or enthusiasm. Mrs. Nur also tried to approach students with less orderly when approached, asking questions or when giving the opportunity to answer a factor supporting the delivery of motivation. This motivation is quite perceived existence teachers by
students, although the intensity is different for each student. It can be seen from the results of the questionnaire as follows:

**TABLE I**

**Teacher Always Gives Motivation In Learning**

<table>
<thead>
<tr>
<th>Number</th>
<th>Questionnaire Option</th>
<th>Frequensi</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Agree</td>
<td>21</td>
<td>65,62%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>11</td>
<td>34,38%</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it is known that in delivering lessons teachers also insert a motivation to the students. Can be seen that 65,62 % agree. This is in accordance with the principles of the desire to learn, to provide motivation to students including one of an effort to humanize the teaching because humans also have a feeling lazy. Teachers are also linked with the advancement of technology. English can be studied with a computer. It can also be seen from the answers to the majority of students who choose the way teachers teach a lot of fun.
TABLE II

The Way The Teacher Explains The Subject Matter Is Very Boring

<table>
<thead>
<tr>
<th>Number</th>
<th>Questionnaire Option</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Agree</td>
<td>13</td>
<td>40,62%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>19</td>
<td>59,38%</td>
</tr>
<tr>
<td>∑</td>
<td></td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, can be seen that the teachers in the teaching of very good material, which says as much as 59,38% agree. In a fun way, it is expected the teachers to encourage and motivate students to learn.

2. Learning is significantly

The way teachers deliver lessons in daily preceded by questions about her students, she was able to direct the students think the pattern to get into real learning. When he was studying the subject of the school library, she likes to ask whether the library. The library is a window to the world that must exist in the concept of students. Material students are learning has relevance for his own purposes as stated in the following table:
3. Learn without the threat of

The learning process goes smoothly if the student can test his ability, to try new experience or make a mistake without getting offensive criticism. Teachers give students the chance to issue an opinion or answer about the new material is taught. If there are students who are trying to answer and the answer is wrong, then the teacher will not be directly blamed, but provides opportunities for students answered the other. In presenting the material or doing exercises, the teacher gives the students a good opportunity, which means that teachers are not giving speeches or behavior that can disperse the concentration of students. So also if there are students who are trying to express his opinion, the teacher will be happy. This is as shown in the following table:

### TABLE III

**Teachers' Subject Matter Is Always Linked With Daily Life**

<table>
<thead>
<tr>
<th>Number</th>
<th>Questionnaire Option</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Agree</td>
<td>25</td>
<td>78.12%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>21.88%</td>
</tr>
<tr>
<td></td>
<td><strong>∑</strong></td>
<td>32</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table IV
The Teacher Seemed Pleased When I Dared To Express Opinions.

<table>
<thead>
<tr>
<th>Number</th>
<th>Questionnaire Option</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Agree</td>
<td>26</td>
<td>81.25%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>18.75%</td>
</tr>
<tr>
<td>∑</td>
<td></td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

When the teacher was doing the practice questions are also impatient in waiting for his students really finished, although initially given a time limit.

4. Learn on their own initiative

Teachers are always reminded that learning is not only in school, but everywhere and at anytime can perform learning activities. Learning also may not hang himself with his teacher, the student must be independent to a great achievement. Teacher writes about the practice questions on the board. This activity is performed after the time for questions and answers. This is in accordance with the principles of learning on their own initiative and involve as many aspects of intellectual feelings and will get better results. Provide
opportunities for students to ask students to think very open horizon. Teachers encourage students want to learn not only when learning in the classroom.

**TABLE V**

If I Do Not Understand I Would Ask The Teacher.

<table>
<thead>
<tr>
<th>Number</th>
<th>Questionnaire Option</th>
<th>Frequency</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>4</td>
<td>Agree</td>
<td>23</td>
<td>71.88%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>9</td>
<td>28.12%</td>
</tr>
<tr>
<td>∑</td>
<td></td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

5. Learning and change

Learning is a process, the process is the ability of the child can't be achieved instantaneously, it takes time to be able to accept students who are learning atmosphere of the most difficult ones. If all questions have been answered or not there is a question the teacher begin implementation. The students write the question or questions that are on the blackboard in their books and answer them according to their teachers' instructions. This is in accordance with the principles of learning and change are beneficial is learning that emphasizes the process (not just the results). Through this
approach, students experience integrated into the framework of the change process.

**TABLE VI**

**The Teacher Told Me And My Friends To Discuss The Lesson**

<table>
<thead>
<tr>
<th>Number</th>
<th>Questionnaire Option</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Agree</td>
<td>24</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to Rogers, the most important in the learning process is the importance of attention to teacher education and learning principles, namely:

1. To be human is to have reasonable power to learn
2. Students will learn things that are meaningful to him.
3. Organization of teaching materials and means of organizing the material as part of new ideas that are meaningful to students.
4. Meaningful learning in modern society means learning about the process.
5. Optimal learning occurs when students participate responsibly in the learning process.
6. Learning experience (experiential learning) can occur when students evaluate themselves. Learning experience, can provide opportunities for creative learning, self evaluation and self-criticism. This means that the evaluation of instructors is secondary.

7. Learning experience, requiring the involvement of students in full and earnest.
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion of the data analysis that has been discussed before. Besides that, the writer has tries to gives some suggestion related to the result of the data analysis that might be useful for the teacher and for the students. The goal of this study is to find out learning English process of first grade at SMP N 31 Purworejo.

A. Conclusion

Based on the result of the research, the writer concludes that:

1. The role of teachers in English language learning is to determine the success of their students in the learning process, teachers often give examples that correspond to the level of student thinking, followed by questions for which clear after the students were given exercises and homework.

2. Principles of the desire to learn to be supported by the motivation of teachers, the principle of meaningful learning by linking teachers with materials to the needs of their students, learning principles without the threat occurs when the teacher is open to students answer or opinion. Principles of learning on their own initiative can be done by reading the handbook, or ask a friend who can, will surely ask the teacher, the
principle of learning and change can be seen after learning in a it can be seen the change in students.

3. The studied humanistic implications of the theory of learning methods over refers to the soul or spirit during the learning process that characterizes the methods applied in the learning process as question and answer method, the method of discussion, problem-solving methods, and methods of demonstration. So that the position of the teacher becomes a facilitator, motivator and stimulator. The teacher only facilitates learning learners to achieve learning objectives.

B. Suggestion

Based on the result of the research, the writer gives some suggestion are as follows:

1. To the students:
   a. The students should be able to recognize their difficulties in learning English especially in reading text.
   b. The students should have motivation in learning English and practice a lot.
   c. The students must pay attention when teacher give explanations and try to ask question when you didn’t understand with the material.
   d. More better to bring dictionary when get the English lesson.
2. To the teacher
   a. The teacher should be patient in teaching students from different character.
   b. The teacher should give motivation to the students to improve the student’s ability in learning English.

3. To the school
   a. School should give many activities like extra class to developed their ability in learning English.
   b. School should add some instrument like English magazine or English story to improve student’s interest in reading.
BIBLIOGRAPHY


KARTU BIMBINGAN SKRIPSI

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Dosen Pembimbing

Sudar, M. Pd
NIK. 876527
Kepada Yth.
Kepala SMP N 31 Purworejo
Di Purworejo

Assalamu'alaikum wr. wb.

Dengan ini kami beritahu bahwa berdasarkan kurikulum Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Purworejo, mahasiswa semester melayang dapat menyelesaikan Program Studi Strata 1 dengan mengatur jalur Skripsi.

Sehubungan dengan hal tersebut, kami mohon perkenan Saudara, mengizinkan mahasiswa kami untuk mengadakan penelitian dan pengambilan data di Sekolah/Instansi yang Saudara pimpin.

Adapun mahasiswa yang akan melakukan penelitian tersebut adalah:

Nama : Dewi Liana Sari
NIM : 07 212 0051
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "The Role Of Teacher in Learning English Of First Grade at SMP Negeri 31 Purworejo in the Academic Year of 2011/2012"

Atas bantuan dan kerjasama Saudara, kami ucapkan terima kasih.
Wassalamu'alaikum wr. wb.

Dekan FKIP,
SURAT KETERANGAN
Nomor: 420/32.2

Yang bertanda tangan di bawah ini Kepala SMP Negeri 31 Purworejo, dengan ini menerangkan bahwa Mahasiswa Universitas Muhammadiyah Purworejo:

Nama: Dewi Liana Sari
NIM: 07 212 0051
Program Studi: Pendidikan Bahasa Inggris


Keterangan ini dibuat dengan sesungguhnya untuk digunakan semestinya.

Purworejo, 7 Juni 2012

[Signature]

Kepala Sekolah

Nur Hamid, M.Pd
NIP 19570910 198203 1 010
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<td>Zulvikar</td>
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</table>
INTERVIEW WITH TEACHERS OF ENGLISH

CLASS VII SMP N 31 PURWOREJO

1. What are your goals and targets in the lesson?
   Answer: Students master a number of indicators of achievement of the competence or adjustment, for example when the material was taught the exam will be held to determine whether students have mastered the competencies to be achieved or not.

2. What method do you use in learning and how its application?
   Answer:
   a. Teachers believe that students are able to receive lessons well when presented with an interesting and enjoyable methods.
   b. Communicative and eclectic methods of education: teachers teaching students with active learning methods, such as: questions and answers, teaching and other techniques appropriate to the circumstances of learning.

3. How the students' attention to learning the rules of the English language?
   Answer: Quite good, because the teacher is able to condition class.

4. What difficulties do you face in learning English?
   Answer:
   a. There are some students who are not fluent in reading English text.
   b. The diversity of students' English language skills.
c. Often there are some students who seek teacher attention, so as to reduce the concentration of his friend.

5. Are you learning emphasize the cognitive, affective, and psychomotor?

Answer:

a. Cognitive: learning material is able to process thinking skills of students.

b. Affective: learning English is very supportive of students in mastering science and technology.

c. Psychomotor: children are familiar with the motto of English both inside and outside the classroom.

6. What media are you using in the lesson?

Answer: The media used are the objects contained in the school environment.

7. How do you take steps to increase interest / motivation to study?

Answer:

a. Flattery educative qualitative and quantitative,

   Qualitative: the premises embodied praise / good comments.

   Quantitative: realized value of the premises.

b. Motivate children to be enthusiastic about learning English.

c. Hold a class discussion.

d. English slogan attached to the performance and outside the classroom.

8. How your efforts to increase achievement in students learning English?

Answer:

a. Memorizing train the students.
b. Directly motivate the learning process in class when students are encouraged to be eager to learn English.
STUDENTS’ ANSWER SHEET

Please answer the statements below with a check mark (V) in the box to agree or disagree, according to your opinion!

<table>
<thead>
<tr>
<th>Numb</th>
<th>Statements</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am nervous when I study English rather than other lesson.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>I am afraid and shy if I must speak English, because I do not remember the vocabulary and tenses.</td>
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<tr>
<td>3.</td>
<td>I am not confident when I am speaking English in front of the class.</td>
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<td>4.</td>
<td>If I do not understand I would ask the teacher.</td>
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<td>5.</td>
<td>The teacher told me and my friends to discuss the lesson.</td>
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<td>6.</td>
<td>Teachers are concerned to me.</td>
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<td>7.</td>
<td>At the beginning of the lesson the teacher repeat the subject last week.</td>
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<td>8.</td>
<td>At the end of the lesson the teacher gives exercises.</td>
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<td>9.</td>
<td>When not understand the teacher asked me trouble.</td>
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<td>10.</td>
<td>The way the teacher explains the subject matter is very boring.</td>
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<td>11.</td>
<td>Teachers are skilled in explaining the material.</td>
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<td>12.</td>
<td>Teacher always gives motivation in learning.</td>
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<td>13.</td>
<td>Teachers' subject matter is always linked with daily life.</td>
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<td>14.</td>
<td>The teacher quieted only when I am wrong answer.</td>
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<td>15.</td>
<td>The teacher seemed pleased when I dared to express opinions.</td>
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<td>16.</td>
<td>The teacher looks not like it when I express opinions.</td>
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</table>
**Description of data:**

This is the first observation. At the observation time is focused on the implementation of learning English language support. Learning begins with the reading material by the teacher and then imitated by students continued to be translated together. In the middle of the lesson, the concentration students more low and teacher reminded students' attention. After delivery of the material the student, the teacher provides the question and continued training. Of exercises, the students tried to work on the board for the already completed work on their each books.

**Interpretation:**

Teachers can draw the attention of students so eager to learn, so the concentration to learn the lessons the students have been implanted since the start. Exercises give the sense that the study will motivate students in learning.
FIELD NOTES 2

Method of Data Collection : Observation
Location : VII C
Data source : SMP N 31 Purworejo
Day / Date : Thursday, May 31, 2012
Hours : 10:00 to 11:30

Description of data:
In presenting the lesson, the teacher gives students the opportunity to issue his opinion freely. Teachers also give students opportunities to express opinions that differ with the teacher without anger, expressions of the teacher is the proof that the teachers value the opinions of students.

Interpretation:
Learn without the threat will give you confidence in students, that's the beginning of a change from students.
Description of data:
Before starting the lesson, the teacher noticed the condition of the class. If you have not conditioned it will be conditioned first. Followed by providing motivation to students in the learning process in order to understand the lessons of his teacher. In addition to providing motivation, the teacher also gives freedom to students to convey the difficulty in learning.

Interpretation:
Creation of a pleasant atmosphere at the beginning of class lessons to support teaching and learning process.
Students will be more enthusiasm in learning.
**FIELD NOTES 4**

<table>
<thead>
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<th>Method of Data Collection</th>
<th>Observation</th>
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<tr>
<td>Day / Date</td>
<td>Wednesday, May 30, 2012</td>
</tr>
<tr>
<td>Hours</td>
<td>10:00 to 11:30</td>
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</tbody>
</table>

**Description of data:**

The author observed of teachers in the learning method. The teacher methods of delivering the material begins by asking the subject again last week, after it started to provide pre-test on the material to be studied. The teacher then writes the material on the board and occasionally asking questions to students. Teachers provide opportunities for students to ask is not yet clear. If there are any students’ answers, the teacher also did not directly blame the students, but provide opportunities for other students to answer.

**Interpretation:**

Teachers established itself as a flexible resource to be exploited students. Learn without the threat of psychological students can keep.
Method of Data Collection : Observation
Location : Administratives Offices
Data source : SMP N 31 Purworejo
Day / Date : Thursday, June 7, 2012
Hours : 10:00 to 11:30

Description of data:

From the list of names of teachers who teach in SMP N 31 Purworejo is a scholar of many fields of science are very supportive of student success in learning at school.

Interpretation:

The role of teachers will be optimal when it is in learning to pay attention and adapt to the conditions of their students.