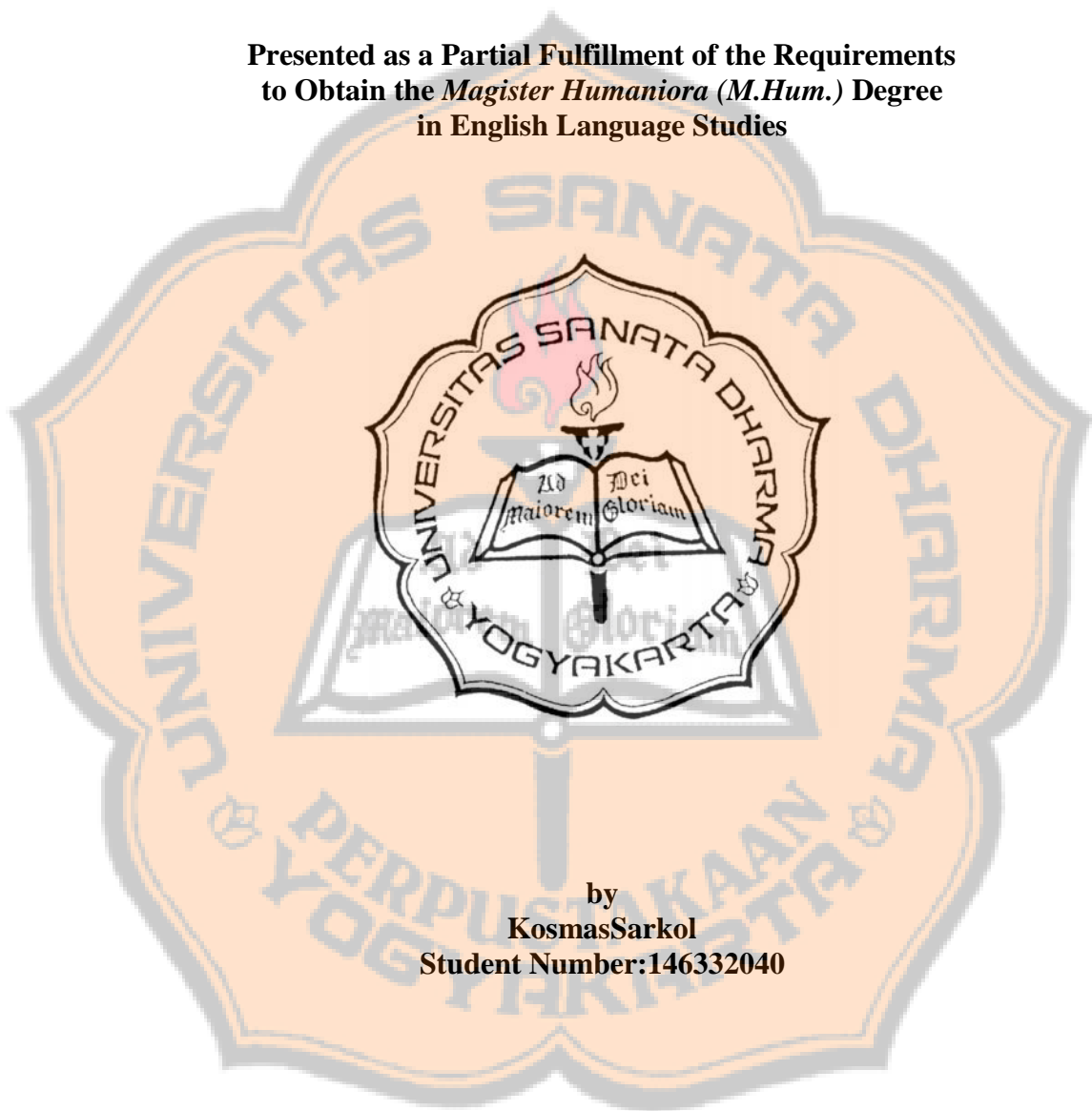# STUDENT PERCEPTION OF LEARNING ENGLISH
IN SENIOR HIGH SCHOOLS OF KAIMANA, WEST PAPUA

A THESIS

**Presented as a Partial Fulfillment of the Requirements
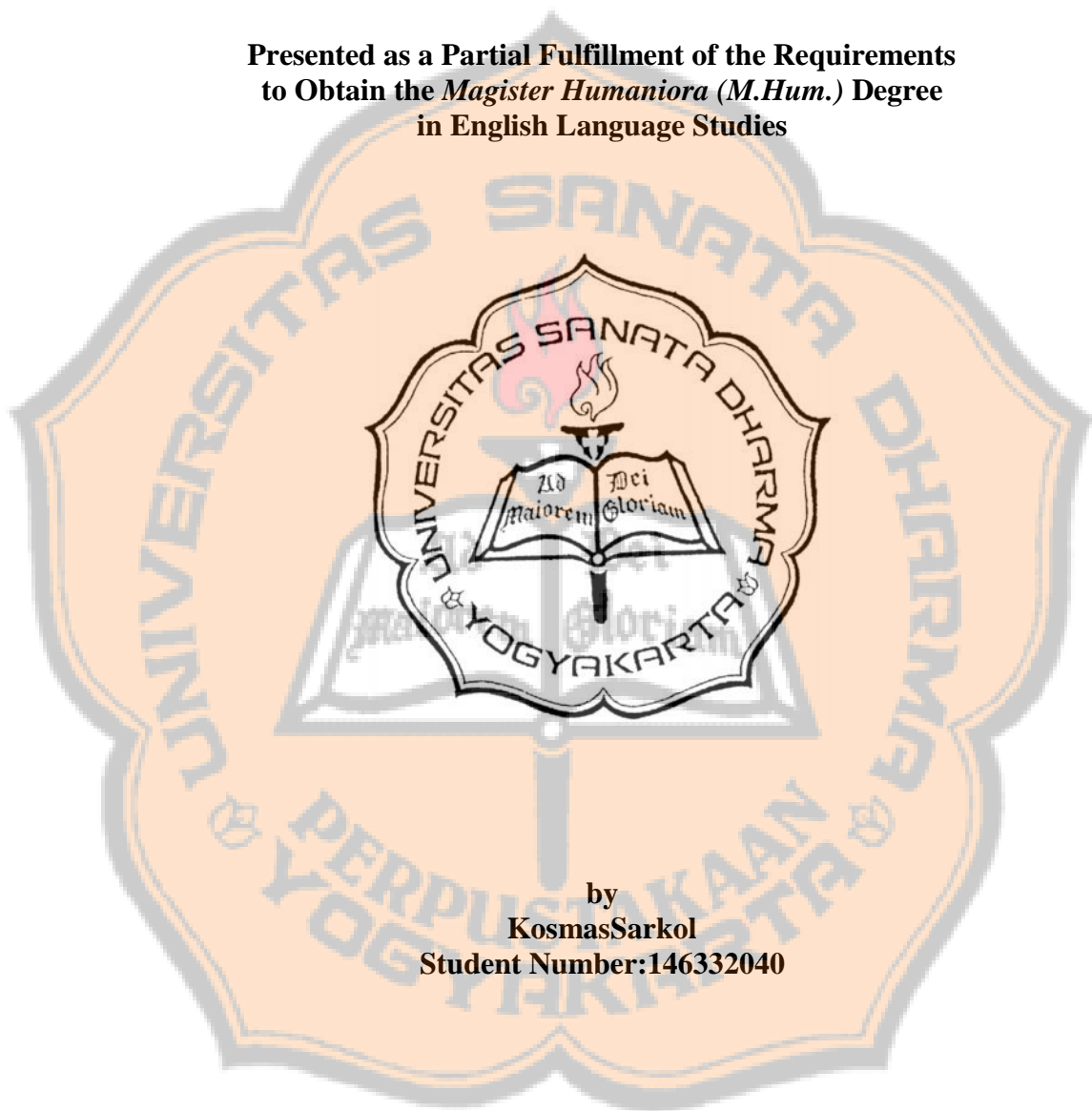to Obtain the *Magister Humaniora (M.Hum.)* Degree
in English Language Studies**

by
KosmasSarkol
Student Number:146332040

**THE GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016**

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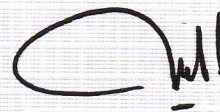## IN SENIOR HIGH SCHOOLS OF KAIMANA, WEST PAPUA

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Student Number: 146332040

Approved by

FX. Mukarto Ph.D.

Thesis Advisor

Yogyakarta, August 3, 2016

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A THESIS

STUDENT PERCEPTION OF LEARNING ENGLISH IN SENIOR HIGH SCHOOLS OF KAIMANA, WEST PAPUA

Presented by

Kosmas Sarkol
Student Number: 146332040

Was Defended in front of the Thesis Committee and Declared Acceptable

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: Dr. E. Sunarto, M.Hum.

Yogyakarta, August 19, 2016
The Graduate Program Director
Sanata Dharma University

Prof. Dr. Augustinus Supraktiknya

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STATEMENT OF ORIGINALITY

This is to certify that all ideas, phrases, sentences, unless otherwise stated, are the ideas, phrases, and sentences of the thesis writer. The writer understands the full consequences, including degree cancellation if he took somebody else's ideas, phrases, sentences without proper references.

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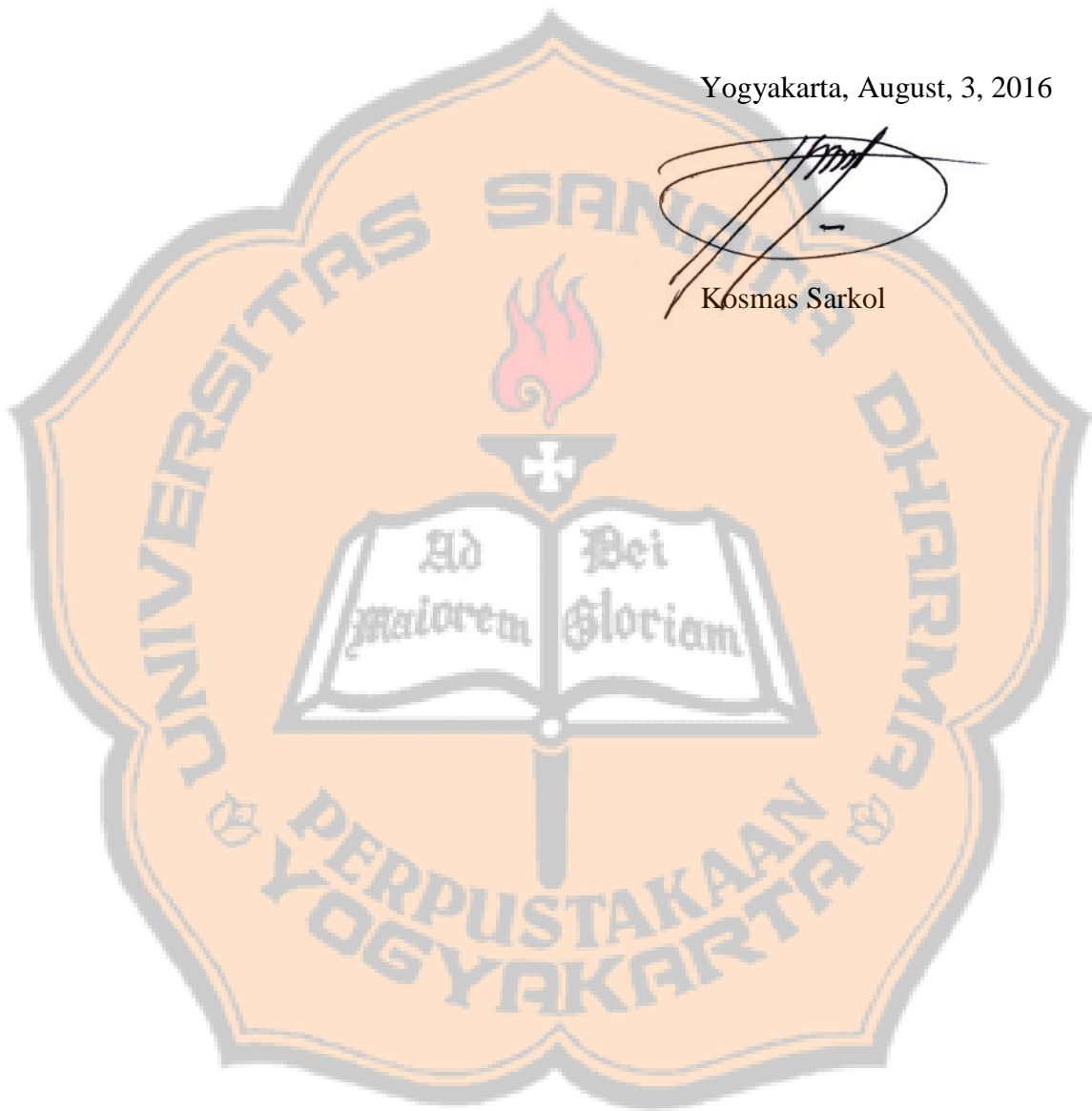
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Pada tanggal: 3 Agustus 2016

Kosmas Sarkol

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Kosmas Sarkol

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1. CS : Classroom situation
2. TAF : Teaching aids and facilities
3. TCM-MS : Teaching Classroom Management-Method and Strategies
4. AELP : The Application or English Learning Process
5. SM : Student Motivation
6. SR : Student Rules
7. GL : Goal of Learning

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ABSTRACT

Kosmas Sarkol, 2016. *Student Perception of Learning English in Kaimana Senior High Schools, West Papua.* **Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.**

Perception generally consists of an observation on certain situation or environment. It can be a mental image, concept or awareness of the environment elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension (Stone and Neilson, 1985: 205). This general definition can be understood as individuals' ability to see, to hear, to feel and to present or to understand what they feel about their environment and their social life physicallyand mentally. Perception is the cognitive process that they use to interpret, understand, and recognize the objectsor eventswith certain meaning and certain expectation.

This study aimed to investigate the students' perception of learning English in Kaimana senior high schools. This data is acquired from questionnaire and interview based on seven components included in the blue print of this research namely classroom situation, teaching aids and facilities, teacher classroom management - method and strategy, the application of English learning process, students' motivation, students' roles, andlearning goals. To obtain the goal of this research, two methods (mixed method); qualitative and quantitative method are all used at once. This research was conducted senior high schools of Kaimana; YPPK Santo Thomas Aquino, SMA Negeri 1 Kaimana and SMA YAPIS (Yayasan Pendidikan Islam) Kaimana with 124 respondents.

Based on the achievement of questionnaire, the result of this research can be categorized into three categories namely score showing an advanced or well-developed perception, score describing moderate (not extreme) perception and score un-advanced perception of learning English. The first category including the application of English learning process, teaching aids and facilities, and teacher classroom management - method and strategy which respectively score 0.97, 0.84 and 0.80 imply that these components should be maintained for the betterment of learning English, and even improved. The second category involving students' motivation, students' roles, and learning goals which respectively score 0.57, 0.56 and 0.53 imply that these components should be improved, while the third category including the rest component - classroom situation which scores 0.05 implies that this component has to improve. If these seven components had already been improved, the students' perception of learning English must be so positive that the students' achievement in learning English is not doubt.

Keywords: Perception, Mixed Method, Learning English

ABSTRAK

Kosmas Sarkol, 2016. *Persepsi Siswa Terhadap Pengajaran Bahasa in Sekolah Menengah Atas Kaimana, Papua Barat*: **English language Studies, Graduate Program, Sanata Dharma University.**

Persepsi secara umum dapat diartikan sebagai peninjauan secara cermat akan suasana atau lingkungan tertentu. Hal tersebut bisa berupa tamsilan fisik maupun mental, konsep atau kesadaran terhadap elemen-elemen lingkungan melalui sensasi fisikal yang ditafsirkan dalam pengalaman dan kapasitas pemahaman (Stone and Neilson, 1985: 205). Definisi ini dapat dipahami sebagai kemampuan seseorang dalam hal melihat, mendegar, merasakan, menghadirkan atau memahami apa yang mereka rasakan terhadap lingkungan dan kehidupan sosial mereka secara fisik maupun mental. Persepsi merupakan proses kognitif untuk menafsir, memahami, dan mengenal benda-benda atau kejadian dengan makna tertentu serta harapan tertentu.

Penelitian ini bertujuan untuk menyelidiki persepsi sisiwa tentang pembelajaran Bahasa Inggris di sekolah menengah atas Kaimana. Persepsi ini diperoleh dari questionnaire dan interview yang didasarkan pada tujuh komponen yang tergabung dalam *blue print* dari penelitian ini yaitu situasi kelas, fasilitas dan alat bantu mengajar, manajemen pengelolaan kelas, metode dan strategi, terapan proses pembelajaran bahasa inggris, motivasi siswa, peranan siswa, dan tujuan pembelajaran. Untuk mencapai tujuan dari penelitian ini, dua metode (metode campuran); metode qualitative dan quantitative digunakan sekaligus. Penelitian ini diadakan di sekolah manengah atas yang ada di Kaimana yaituSMA YPPK Santo Thomas Aquino, SMA Negeri 1, dan SMA YAPIS (Yayasan Pendidikan Islam) Kaimana dengan 124 responden.

Berdasarkan pada hasil questionnaire, hasil penelitian ini dapat dikelompokan menjadi tiga kategori yaitu skor yang menunjukan perception yang terdepan, skor yang menggambarkan persepsi yang sedang-sedang saja dan skor yang menunjukan persepsi yang paling rendah. Kategori pertama mencakupi componen terapan proses pembelajaran bahasa inggris, fasilitas dan alat bantu mengajar, dan manajemen pengelolaan kelas, metode dan strategi yang masing-masing berjumlah 0.97, 0.84 dan 0.80 mengimplikasikan bahwa komponen ini harus dipertahankan hasil pembelajaran yang lebih baik. Katerogi kedua mencakup motivasi siswa, peranan siswa, dan tujuan pembelajaran yang masing-masing berjumlah 0.57, 0.56 dan 0.53, mengimplikasikan bahwa component ini harus dikembangkan, sementara kategori ketiga mencakup hanya satu komponen yang tersisa yaitu suasana kelas yang berjumlah 0.05 mengimplikasikan bahwa componen ini sedapat mungkin harus dikembangkan. Jika ketujuh komponen ini telah dikembagankan sebagaimana mestinya, persepsi siswa tentang belajar bahasa inggris akan lebih positif sehingga capaian siswa dalam bahasa inggris tidak diragukan lagi.

Kata Kunci:: Persepsi, Mixed Method, Pengajaran Bahasa Inggris

CHAPTER 1

INTRODUCTION

This chapter presents the backgroundinformation of this research, problem identification, problem limitation, problem formulation, goals and objectives of the research and the benefits of the research.

1.1. Background of the study

As I live in a country where English is a foreign language, and where it is an archipelago of thousands of islands with diverse geographical and social, cultural condition, the importance of English is not limited to those who are living in a more modern way of life as in the city, where English as I presume is used more. As written above about English has immersed in almost every part of our lives, English is also needed in the places where English is used less such as villages, country sides, even the remote areas in the land. English is found in the mobile phone they are using, in the computer they are operating, and on the internet they are accessing. As a result, English education is the one that would bridge them in understanding what they are reading or what the foreign people are speaking about and developing themselves as individuals.

However, not all of the people are aware about the substantial idea of understanding English. In some parts of the country, specifically Papua, there are still so large regions of underdeveloped area. The downside of this is, in general, the education there is as well underdeveloped and moreover uneven. UNICEF has records that "at 52.9 per cent, Papua New Guinea's net enrollment rate for basic education reflect the low number of children not in school at the correct age, and

that many more are not enrolling at all" (www.unicef.org). Specifically, the English education too, then gets the impact from this. English is considered as just one subject at school without any further consideration that it would be useful for them easy a serious means of communication further in the future or when they take a higher level of study. Being interested in this issue, I then decide to take two schools of Kaimana high schools to be the object of my study under the topic students' perception toward English language learning

Lumber and Peal (as cited in Gibsons, 1991: 2) mentioned that having a second language also means having access to another world of people, ideas, ways of thinking and literature. Language was viewed as a medium of knowledge for transferring and sharing among people while over the world. Through language, people will be able to argue and express their thoughts and feeling with each other's regards of certain ideas or concepts presented. Thus, the ability to communicate in a second language enables people to interact with each other and change the way they perceived things and matters happening around them. Hence, they will develop further as a result from the knowledge transfer and sharing through the often interaction activities. Learning English as a foreing language is long and complex work. The learners must totally work hard to acquire it. Aspects of learner characteristic, linguistic, learning process, and the goal will influence the learners when they want to acquire the new language. It is not simple because there are so many variables involved in the process of acquisition (Brown, 2007). As a teacher, they should know their learners, needs, background and experiences, so the goal of learning is posible to achieve.

Alptekin (2002: 2) claimed that given the Lingua Franca status of English, it is clear that much of the world needs and uses English for instrumental reasoning such as professional contacts, academics studies and commercial pursuits. The English language is an important medium of interaction used among people in various fields, such as in career, academic, and business through the world. Therefore, the language was declared as the international language for various purposes with connected people whole over the world. Hence, the prophecy in English language is important, especially among the second language learner in order to survive in the environment where the language is used.

Prophecy in the English language is determined by the learners' motivation and attitude in learning the language, Brown (1994:1) stated the learning of a second language is a complex process, involving a seemingly infinite number of variables. Garden and Lambert (as cited in Brown, 1994:168) claimed that motivation is a construct made up of certain attitudes and the most important of these is group specific, the attitude learner have toward the members of the cultural group whose language are learning.

1.2 Problem Identification

The success learning deals with the context of the students and teachers. A good learning is impossible to have without having good context. The learning process in Papua especially in Kaimana describes a thoughtfulness of the Indonesia educational portrait. As the ministry of education contests to develop the curriculum as an effort to have good learning, Papua still contest to earn money their life. What we have in the big cities are different from what we have

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in Papua especially in Kaimana. The student who live and study in this give have different feet back then that the other students in the big city in Indonesia.

A number of writers in recent years (Valdes 1986; Byron 1989; Phillipson 1990) have reviewed the complex relationships that exist between language learning, language teaching, and culture and some have focused specifically on the implications of using the target language culture as the vehicle for presenting the language in textbook materials (Adaskou, Britten, and phase 1990; Alptekin 1993). The complexity of that caseencourages me to conduct learning a foreing langage always entails learning a second culture to some degree, even if you never actually set foot in the foreing country where the language is spoken. In short, every person is a part of a culture. So if you are planning to carry on some sort of communication with people who speak or write a given language, you need to understand the culture out of which the language emerges (Brown, 1989 : 65). The complexity of that case encourages me to conduct Learning a foreing langage always entails learning a second culture to some degree, even if you never actually set foot in the foreing country where the language is spoken. In short, every person is a part of a culture. So if you are planning to carry on some sort of communication with people who speak or write a given language, you need to understand the culture out of which the language emerges (Brown, 1989 : 65). Means that learning a second language or a foreing and can not be saparated from human being and their cultures and social life. There is no question that learning a foreing language is different to learning other subjects. This is mainly because of the social nature of such a venture. The learning of a foreing language involves far more than simply learning skills, or a

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system of rules, or grammar; it involves an alteration in sel-image, the adoption of new social and cultural behaviors and ways of being, and there fore has a significan impact on the social nature of the learner. (Williams 1994:77).This research entitle student's perception of learning Englishin Kaimana heigh schools.

1.3 Problem Limitation

This study is about the students' perception of learning English senior high schools of Kaimana. As specified previously, this study is conducted in three schools of Kaimana namely SMA YPPK Santo Thomas Aquino, SMA Negeri 1 Kaimana and SMA YAPIS (Yayasan Pendidikan Islam). There are 124 respondents and six interviewees of this study. All respondents are the second-year students of each school because the second year-students are regarded as well-grounded students learning in these three schools. They have at least studied in the intended schools and they have at least a year to study with the result that the student perception of learning English in Kaimana's senior high schools not only can be perceived and described but also can be re-considered and rediscussed for the betterment of English learning process.

1.4 Problem Formulation

As elaborated in background of this research, the goal of this research is formulated with the following research question namely *What is students' perception of learning Englishin Kaimana's senior high schools?*This research question, based on the goal of the theory of perception constitutes does not only perceive or describe the student perception but also re-discussed and reconsidered

what the student perceive about the situation of learning process so that the goal of learning can be obtained.

1.5 Goals and Objectives of the Research

The main goal and objectives of the research is to identify the students' perceptions of English learning in Kaimana's senior high schools. The research on students' perception is based on the definition and theory of the perception itself – to observe certain situation or environment of learning English in Kaimana's senior high schools and make them as consideration for the betterment of learning process.

1.5 Benefit of the Research

This research, scientifically may contribute to the development of the language teaching and learning especially in learning English. This research may also provide a narrative description of students' perception of learning English in Kaimana's senior high schools so based on the seven tested items, the authority like teacher can take a part in learning process heartily with the result that goal of learning is possible to achieve. Even more, this research practically may contribute the detail insight in language teaching and learning.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature reviews of this research consisting of perception, learning English, classroom interactional strategies and context. In context furthermore covers the seven components of this research's blue prints including the definitions or short information of them namely classroom situation, teaching aids and facilities, teaching and classroom management including the mastery of methods and strategies, the application of English learning process, student motivation, student roles and the goal of learning. All those theories and definition will respectively be denoted and explained below.

2.1 Literature Reviews

As previously mentioned, the literature reviews at least consist of four main theories covering perception, learning English, and context. In context, furthermore, the seven components of this research are described and denoted.

2.1.1 Perception

Perception generally consists of an observation on certain situation or environment. It can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. This general definition can be understood as someone's ability to see, to hear, to feel and to present or to understand what they fell about their environment their social life physically, and mentally. The following are some definitions of perception.

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Perception, according to Stone and Neilson (1985: 205) state that perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person, object or event while Leathers (1992) proposes that perception is the cognitive process that individuals use to interpret and understand the world around them. Elliot (1996) moreover adds that perception is as the ability to recognize familiar persons, objects, or events with the meaning and expectation. These definitions deals with the definition proposed by Atkinson (1983) stating that perception is the process by which people organize and interpret the pattern of stimuli in the environment. These definitions indicate that perception is from a cognitive process in our mind of a human being. It does not accidentally happen, but it takes long time to perceive certain event and experiences. Someone should experience something so that a perception can be involved. If someone perceives certain situation in his/ her life, it means that he/ she recalls what has been happening in certain period in the past in the form of objects or events of his/ her experiences.

Another point worthy of consideration is a definition processed by Vernon (1987). He points out the three dimensions of perceptions namely the understanding about the object, the view and action toward the object. The three dimensions are added by Kalish (1973) namely set or expectation. The word *expectation* forming as a noun means when we expect a good thing to happen in the future. The word *expectation*'s stem is *expected,* meaning *think* and *demand,* which also have another meaning *hope*. Another idea worth considering is what proposed by Kalish in sentences *"...because of previous experiences and learning, we often anticipate that certain things will occur before they actually*

happen. That is, we have a set or expectation, that they will occur." (Kalish, 1973: 83). Based on these definitions mean that perception is not only to have an opinion about something, or have a belief about something or think that something is true, correct or real but also hope and demand expect a good thing to happen in the future.

Another important point is some definition proposed by some following experts. Lindsay and Norman (1977) stated that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Elliot (1996) moreover adds that perception as the ability to recognize familiar persons, objects, or events with the meaning and expectation. If someone perceives something, means that he can recall past experiences with objects or events; he experiences meaning and has certain expectations about the object or event. The student's perception and expectation about learning English therefore are influenced by their perception. This research entitled the student perception of learning English in Kaimana senior high schools of West Papua aims not only to investigate the student perception of learning English but also to list and describe the student expectation of learning English in Kaimana's senior high schools. The student's perception and expectation of learning English in Kaimana senior high schools of West Papua furthermore are made and influenced by the students' experiences in learning English in their own schools for at least one year learning English. Therefore, all participants in this research are from eleventh grade students. In short, knowing the definition of perception and student perception of English learning process, will give an educator and learner a certain phenomena of what student perceive about their

context and the teacher then can make and improve her/his teaching strategies or style in teaching to have the goal of learning.

2.1.2 Context

The context is one of four main theoretical review used to gain the goal of this research. As a teacher and educator, knowing the context is a must. Context is a part of a discourse that surround a word or passage and can throw light on its meaning and (context is) the interrelated conditions in which something exists or occurs (environment). What I want to propose here is context as interrelated condition where something exists or occurs or student environment. The following are some definition related to context. As previously mentioned, in context, the seven components of this research's blueprint, including the definitions or short information of them, namely classroom situation, teaching aids and facilities, teaching and classroom management, including the mastery of method and strategies, the application of English learning process, student motivation, student roles and the learning goals are described.

Context is anything that goes along with the text that could be changed its meaning. It may mean other text in the same work, or it may mean where you find the text, or who is reading it. It also can be extended to a non-text situation. According to Verdonk (2002: 6), has two types, namely linguistic and non-linguistic context. Linguistic context refers to the surrounding features of language inside a text, like typography, sounds, words, phrases, and sentences which are relevant to the interpretation of other such linguistic elements, while non-linguistic context is much more complex notion since it may include any number of text-external features influencing the language style of the text.

Context refers to the situation within which language functions, it may be physical, environmental, social or institutional, it includes events, culture, or social conventions that can influence language use. Context is the information necessary correctly interprets a word or phrase that could otherwise be interpreted in a number of different ways.

2.1.2.1 Classroom Situation

Dealing with mentioned definitions above, the seven components in which this research is based on are initiated. The first component functioning to describe the classroom situationis based on the situation of the class, such as seen in the blue print of this research attached in Chapter 3 describing the physical appearance like the total of student in a class, seating arrangement, lighting and ventilation. These ideas are proven based on the government official regulation of minimum ratio of teacher and standard process regulating the maximum number of students in each group study, which respectively were published in 74 (2008) and 41 (2007).

> *"…the total of student in a classroom is regulared as follows: for Elementary should be 20 – 28 students, Junior High School should be 20 – 32 students, and Senior High School should be 15 - 32 students in a classroom…"*

As quoted above, each level; junior high school, senior high school or vocational school should at least be minimum 20 students and maximum 32 students per class. This regulation is a bit different with an elementary school in which elementary have to be at least 20 students per class and maximum 28 students per class. This aims to have an effective class with the result that the goal of learning is possible to get.

2.1.2.2 Teaching Aids and Facilities

The second component used to describe the student perception of learning English is the teaching aids and facilities. The existences of facilities such as books, dictionary, and infrastructure should be considered to have the goal of learning. The government official regulation also regulates it. Soetjipto (2004) said as quoted in devryrohmah.blogspot. co.id.

> *Tool and infrastructureare a must because the quality of education can be improved through provisions of tool and infrastructure. The standard tool and infrastructure is a main need for school which should be complied. It is regulated in a national educational system acts number 20 2003. Governmental regulations no 19 2005 and national minister's regulations number 24 2007.*

This quote implies that infrastructure is a must to consider supporting the goal of learning. The insfrasturce can be appropriate building for having the freshness in learning process or teaching aids such as tools used by the teacher in teaching the student.

2.1.2.3 Teaching Classroom Management – Method and Strategies and the Application of English Learning Process

The third and the fourth components are teaching classroom management-methods and strategiesand the application of English learning process. Both components play the main roles to describe the student perception of learning English in Kaimana senior high schools, West Papua. In these components furthermore describes a method and strategies employing for the goal of learning. The first thing that the teacher should know is classroom instructional strategies. Interaction is an important part in the classroom because interaction is media between teacher and student to build context meaningful in order to reach the goal of the learning process.

Interaction, in L2 learning is an important key. Ellis (1985) states that the interaction is as the discourse jointly constructed by the learner and his interlocutors. Another idea worth considering is a definition proposed by Long (1990). He says that there are three aspects of verbal interaction; input, production and feedback. To have good interaction, Walsh (2006) suggests that speakers in L2 must pay attentions to the context to build a meaning and to understand about the local context itself. In 'language' class furthermore, interaction between teachers and students is a must to determine the success of teaching learning process. Interaction is a key of second language acquisition and existas the central feature. It describes the interpersonal activity taking place during face-to face communication (Vygotsky, 1978, cited in Ellis, 1999). Good interaction makes the teaching learning process is successful. Besides, interaction, teacher talkshould also consider having the goal of learning.

A teacher talk is an important competence to have by teacher to build better learning. Teacher talk according to Nunan (1991) is a crucial of importance, not only for the organization of the classroom but also in the process of acquisition. Through teacher talk, the teacher is able to know either the success or fail in implementing their plan they can also help the teacher to be more awareness about what students need to achieve in learning. Lei (2009) stated good teacher talk lays focus on how effectively it could promote genuine communication in the classroom. It means that a good teacher will be thinking about how effective ways to promote communication with the classroom. Too much teacher talk can even increase students' motivation.According to Chaudron (1988), the teacher talk takes up the largest proportion of classroom talk. "Most of

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the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answer in full sentences and penalize them for their mistakes, they are always on the defensive. " (Kundu, 1993: 13)

Cameron (2001) however, specifies if teachers talk is very effective in scaffolding young learners in various ways, thus they have to manage their talk to become meaningful, encouraging and use a lot of repetitions on key language in order to make young learners be able to improve their skills in the target language (as cited in Setiawati, 2012). Thus, teacher talk is very important point in classroom teaching to help students improve their skills in language learning and help them to build their meaning of the context. In other research, Walsh (2006) defines teachers and learners' ability to use interaction as a tool for mediating and assisting learning. He stated by improving classroom interactional strategies will help teacher and students improve their learning and opportunities in learning because interaction is central of teaching and learning in the classroom. A better understanding of classroom has a positive impact on learning. Ellis (1985) also says the same opinion with Walsh says that teacher talk means that language used by teachers to address language learners with different ways. They make adjustment for both language and language function in order to facilitate classroom interaction. From my understanding of reading Walsh, managing teacher talk for the purpose of facilitating better learning is essentially similar to the idea of classroom interactional strategies.

Walsh (2012) in his research identifies some of features of classroom interactional strategies. He suggests that teachers and learners need to understand

about what constitute classroom interactional competence and how it can be achieved. He explains if there are ways in which manifests classroom interactional strategies, first is a teacher's perspective about how they implement classroom interactional strategies through language uses which between convergent and pedagogic goal appropriate for the learner. This position assumes that pedagogic goals and the language used to achieve them is inextricably and constantly being re-adjusted (House 2004 and Walsh 2006).The Second features of classroom interactional strategies are interactional space, Walsh stated that learner needs space for learning in participating in the classroom. They want to contribute to class conversation and get feedback. It will increase wait-time by reducing teacher echo and promoting extended learner turns. Students are able to contribute to the process build meaning of the context. Walsh also suggest for the teachers to rethink about the role of the teacher so that interaction is more understood and more plays in central role in shaping learner contribution.

The third features is teacher be able to shape learner contributions by scaffolding, paraphrasing, re-iterating and so on. The teacher helpsthe learner to use language. The teacher can more attention in implementing classroom interactional strategies by looking the process of shaping contributions occurs by seeking clarification, scaffolding, modeling, or repairing learner input. The teacher then can identify either they have already implementedthe classroom interactional strategies in their classroom or not by using self evaluation teacher talk. The teacher can look their video teaching to help them identify in implementing classroom interactional strategies in their class.

2.1.2.4 Student Motivation and Student Rules

The fifth and the sixth component employed to describe the student perception is the student motivationand the student roles. Both components need to consider because we call *teaching* contenting of teacher and student. Cooperation between a good teacher comprehending the method and strategies and motivated student will effect on the goal of learning. Motivation

Motivation is some kind of internal drive which pushed someone to do things in order to achieve something. Brown includes the need for ego enhancement at a prime motivator. This is the need for the self to be known and to be approved of by others (Brown 2007:169). This, presumably, is what causes people to spend hours in the gym! Such a view of motivation also accounts for our need for exploration ('the other side of the mountain). Williams and Burden suggest that motivation is a 'state cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/ or physical effort' so that the person can achieve some previously set goal' (William and Burden 1997: 120). They go onto point out that the strength of that motivation will depend on how much value the individual places on the outcome he or she wishes to achieve. Adults may have clearly defined or value goals. Children's goals, on the other hand, are often more amorphous and less easy to describe, but they can still be very powerful.

In discussion of motivation an accepted distinction is made by extrinsic and intrinsic motivation, that is, the motivation which comes from 'outside' and from 'inside' Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the

possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. (Harmer 2013: 99).

> *The real problem with motivations, of course, that everyone is long for as a single and simple answer. Teacher search for thetedagogy that, when exercise, will make allstudents want to do their homework; come in for after school help, and score well on their test and report card. Unfortunately, and realistically, motivate students yesterday, today, and tomorrow will never be a singular or simplistic process (David Scheidecker and William Freeman (1999) in Dornyei, 2005: 13.*

According to Dornrey (1994), there are three levels of motivation from the classroom perspective: the language level. The learner level and the learning situation level. The first is related to the aspects of second language, such as culture and community. This level presents the traditionally established elements of second language motivation associated with integrativeness and instrumentally. The second involves individual characteristics that the learner brings to the learning process, self-confidence, and the lass level is learning situation level. It is associated within a classroom setting the course the teacher and the students.

Some experts classify the factors of motivation into internal and extra factors. William and Burden's (1997) list the internal factors contains intrinsic interest of activity, perceive the value of the activity. Sense of agency, master self-concept, attitudes, other effectiveness states, development age andstage and gender. Whole significant others, the nature of interaction, the learning about the environment and the broader context are extra factors. Both internal and external factors influence in the success of second language learning. Similarly, Deci and Ryan elicits that there are intrinsic motivation and extrinsic motivation.

> *Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure, and satisfaction such as the joy f doing a*

particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as a mean to an end, that is to receive an extrinsic reward (e.g. Good grades) or to avoid punishment. Deci and Ryan (1985).

Further, they say that human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation. Weiner (1994), states that a great deal of human motivation stems from the sociocultural context rather than from the individual. Covingtom (1998) islands' people are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviors in a school setting.

Using a frame of Hae suggested by Harmar (1991), it is possible to identify the teacher in a number of roles in this lesson: as controller in eliciting nationality words; as corrector of pronunciation; as an organizer in giving instructions for pairwork initiating it, monitoring it, and organizing feedback; as proper while students are working together; an as resources if students need help with words and structure during the periods (Hedge, 2011:26 - 27).

Block (1994) collected data which suggested that teaching and learning were operating two different systems for describing and attributing purpose to the task (Hedge, 2011: 35). In particular, an activity which the teacher seemed to view as routine, as a way of surviving the first part of the lesson, was taken upseriously by learners, who perceived it as valuable and in line with their need and who engaged with it to achieve useful outcomes. One issue arising from this study is whether the teaching is more effective when teachers and learners share the same

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purpose in approaching an activity and, if so, how shared perceptions can be achieved.

2.1.2.5 Learning Goals

The last component is the learning learning goals. It is important to include in this research because what we have in perception is not only describe the way the student perceives the process of learning but also describe what the student hope to learn its self. The word *learning* is derived from the word *learn + ing*. The word *learns*means *to get knowledge or skill in a new subject or activity*, while learning means *the activity of obtaining knowledge.* Dealing with the word meaning above, the word *learning* proposes an activity or process to have knowledge and to gain knowledge or understanding of or skill in by study, instruction, or experience. Skinner, as cited by Barlow (1985) states that learning is a process of progressive behavior adaptation, while Chaplin (1972) proposes two definitions of learning, namely learning is an acquisition of any relatively permanent change in behavior as a result of practice and experience. Second, learning is the process of acquiring reposes as a result of spatial practice.

Another point worthy of consideration is some definitions proposed by both experts who respectively explain the definition of learning. Hintzmen (1978) says that learning is a change in the organism due to experience which can affect the organism's behavior. Writing (1981) furthermore defines that learning is any permanent change in organism's behavioral repertoire that occurs as a result of experience. Both definitions denote that focus is not behavioral change, but the changes of the organism occur in all aspects; both psychological and physical.

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Even more important for consideration is definitely proposed Garry (1965). He explains that learning a process by which behavior is initiated or changed as a result of experience or, more especially through training and practice. The definitions proposed previously aims to describe the goal of education as an activity of obtaining knowledge which is also previously stated. All definitions which previously described in detail can be specified as the term defined by Delores (1995) stating that good education is based on four pillars; learning to know, learning to do, learning to live and to gather, and learning to be.

2.1.3 Mixed Method

Mixed methods research is, generally speaking, an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspective, positions, and standpoints (always including the standpoint of qualitative and quantitative research) Burke (113) 112 – 133. Huey said that mixed methods research is a systemic integration of quantitative and qualitative methods in a single study for the purpose of obtaining a fuller picture and deeper understanding of a phenomenon. Mixed methods can integrate with, such as way that quantitative and qualitative methods retain their original structures and procedure (pure form nixed methods). Alternatively, these two methods can be adapted, altered, or synthesized to fit the research and consult situation of the study (method form mixed methods). John said that mixed method is a research design (or methodolgy) in which the resrachc collect, analyzes, an mixed (integrate or cinncext) both quantitative and qualitative data in a single study or a multiphase program of inquiry.

Al Hunter said mixed methods are a term that is usually used to designate combining qualitative and quantitative research methods in the same research project. This method by Alhunter termed multivimethod research to indicate that different styles of research may be combined in the same approach

Rossman and Wilson (1985) as cited in Burke, Anthony, and Turner, Lisa A.(2007) identified three reasons for combining quantitative and qualitative research. First, combinations are used to enable confirmation or corroboration of each other through triangulation. Second, combinations are used to enable or to develop analysis in order to provide richer data. Third, combination is used to initiate new modes of thinking of attending to the paradoxes that emerge from the two data sourses.

2.2 Related Studies

The following are some researches about student's perception. The first research is written by Gusmi Wena Selti entitles *Students' Perception on the Implementation of Classroom Interactional Strategies in Online Microteaching Sessions at English Language Education Department of Islamic University of Indonesia.* This thesis considers the student perception in implementing classroom interactional strategies in online microteaching section in English Language Education Department of Islamic University of Indonesia. This thesis in short describes students' perception during learning in online microteaching session class and describes some factors made studentssuccess and un-success joining this class.

The second researcher is Shomoossi, Amouzadeh, and Ketab (2008). These researches present that study to investigate classroom interaction with

reference to gender and technology. The result of this study was the interaction patterns are gender-related only to some extent. Also, the interaction pattern in the laboratory classes is similar to, but not the same as, the whole-class discussion patterns proposed in earlier literature. However, the main difference between the two is that the teacher's role in controlling and confirming the volunteer's contribution to the discussion is markedly visible.

The third researcher is J.F and Williams (2007), in his research focus on the patterns of idea development across the two types as well as highlight some of the difficulties inherent in these two forms of online interaction and it also show the fundamental differences in the way that asynchronous and synchronous discussions develop as well as offering suggestions that could be implemented to improve the effectiveness of both as communication media in an educational context.

The fourth researcher is Pour (2012). In his research focus on to investigate the ways through which teacher talk can create opportunities for learning in an EFL classroom. In addition, it identified how the teacher talk can lead to more and more learner involvement in an EFL context. The study also determined the types of the teacher talk, which can decrease learning a foreign language.

The last researcher is Merc (2015) his research focus on distance EFL teacher trainees, experienced a certain degree of foreign language teaching anxiety. It finds that the microteaching practice in the program is useful for student teacher despite some problems. Implications for the present and future distance teacher training programs chiefly focus on more guidance and support

ofthe student teachers. Therefore, this research will be focused on students'
perceptions of student perception through English language learning studies in
which the research is conducted inSMA YPPK Santo Thomas Kaimana, SMA
Negeri 1 Kaimana and SMA YAPIS (Yayasan Pendidikan Islam) Kaimana.

2.3 Theoretical Framework

Perception as mentioned above involves at least four dimensions, namely
object, a view, action and expectation, so that, the student perception oflearning
English is a student perception of those dimension which is constructed as the
following figure.
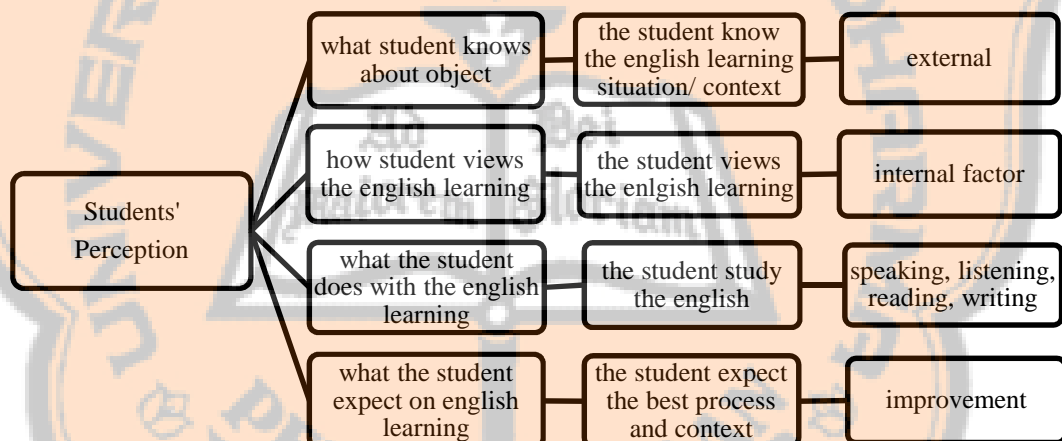
Figure 2.1
Diagram of Theoretical Framework

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the sequence of this research, including research method, the nature of data, data setting and sources, data gathering instrument and data collection, data collection techniques, data analysis and trustworthiness in research finding.

3.1 Research Methods

Considering the goal of this research that investigate the students' perception of learning English in senior high schools of Kaimana, qualitative and quantitative are used. This method is called mixed method. Mixed method is applied in this research to answer the question on the student perception of learning English in senior high schools of Kaimana West Papua. Mixed methods, according to Fraenkel (2015: 554), involve the use of both quantitative and qualitative methods in a single study. This method, according to him is needed for three considerations; the first, it can help to clarify and explain relationships found to exist between variables such as correlation data may indicate a slight negative relationship between the time students spends at home using a computer and their grades – that is, as student computer time increased in their grade suffered.

The second, mixed methods research allows us to explore the relationship between variable in depth. In this situation, qualitative methods may be used to identify the important variable in an area of interest. The third consideration why this method is appropriate for this research is that mixed methods studies can help to confirm or cross-validate relationships discovered between variables, as when

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qualitative and quantitative methods are compared to see if they converge on a single interpretation of a phenomenon. Based on these considerations proposed by Fraenkel above, I hereby think that this method is appropriate to this research. Qualitative method is used to support the quantitative data found by way of distributed questionnaire. Based on the quantitative data which is supported by qualitative data, the goal of this research is obtained.

3.2 Nature of Data

The nature of this research data is quantitative data in form of distributed questionnaire which is supported by the qualitative data. Qualitative, according to Holliday (2002), According is what happens in a particular social setting or a particular place or amongst a particular group of people. There are many types of data, including the researchers' description of what he sees and hears, what participants say and write, and what participants use and produce. Therefore, in order to answer this research's question, the nature of data was the narrative which is taken from in-depth interviews and questionnaires.

3.3 Data Setting and Sources

The data sources of this research are setting and a participant. The setting is the location in which this research is conducted while the participant is a person who takes part in this research. Both sets and participants are specified completely as follows.

3.3.1 Setting

The research was undertaken in three Schools located in Kaimana namely Santo Thomas Aquino, SMA Negeri 1 Kaimana and SMA YAPIS

(Yayasan Pendidikan Islam) Kaimana, West Papua. There were at least three reasons why I took these three institutions; the geographical background of Papua Barat especially Kaimana, Kaimana is where I live in, and Kaimana is where I have taught English for about sixteen years and it is supported that I am a principal at Santo Thomas Aquiono, one of the three schools I did the research.

Geographically, it can be denied that Papua is an area, by minister of education, grouped in the left behind area in Indonesia. It indicates that Papuan's education is needed to improve so by doing this research, I hope that it can describe and show us the situation happen in Kaimana education so that in-depth attention to papua education is more than that they have had in recent periods of governments.

The second reason is because of Kaimana where I have taught English for about sixteen years and as an English teacher, I would like to develop education in Kaimana especially English learning so that by doing this research, I do hope that I can identify student perception about English learning process in Kaimana so by knowing their perceptions, we can improve which part should be improved. The third reason is that I live in Kaimana and I an one of the principle of Santo Thomas Aquino, one of the school where I did the research. Supported by this fact, at least, I have known globally the education in Kaimana and by doing this research, therefore, I can comprehend the situation of student perception of learning English.

Based on seven components that I used for the main goal of this research, I therefore can describe and show the sitituation of learning English in Kaimana

and know what should the English teachers do for the best education in Kaimana especially for learning English process.

3.3.2 Participants

The participants of this research are student from three schools in Kaimana namely YPPK Santo Thomas Aquino Kaimana, SMA Negeri 1 Kaimana Kaimana and SMA YAPIS (Yayasan Pendidikan Islam) Kaimana, West Papua. There are 124 participants for questionnaire data and 6 participants for interview data where those participants were in second grade when this research conducted. The participants for questionnaire data respectively amount to 43, 43 and 38, while the participants for interview data respectively 2 participants in each school. The interview data is used to support the questionnaire so that a good description of students' perception of learning English in Kaimana is possible to describe.

3.4 Data Gathering Instrument and Data Collection

To obtain the goal of this research, both instruments; questionnaire and interview are used. These instruments are grounded on the seven components included in the blueprint. These components involve classroom situation, the facilities and teaching aids, the strategies and method used by the teacher in managing the class, the application of the learning process, the students' motivation, the students' roles and learning goals. Those components are specified as follows.

Table 3.1
Blue Print for Questionnaires and Interview

NO	COMPONENTS	CODE	INDICATORS	TOTAL ITEMS/ QUESTIONNAIRE
1	Classroom Situation	CS	- Physical Appearance - Seating arrangement - Lighting and ventilation	3
2	Teaching Aids and Facilities	TAF	- Textbooks - Teaching	1
3	Teacher Classroom Management - Method and Strategies	TCM –MS	- In handling the class and encouraging the student and responding the students' problem	8
4	The Application of English Learning Process	AELP	- During the class session - After class	4
5	Student Motivation	SM	- Internal factors - External factors	5
6	Student Roles	SR	- Attention - Facial Expression - Actions	5
7	LearningGoals	LG	- Comprehension	4

The seven tested items are applied to investigate the students' perception of learning English in senior high schools of Kaimana. This blueprint or the tested items can be depicted as the following figures.
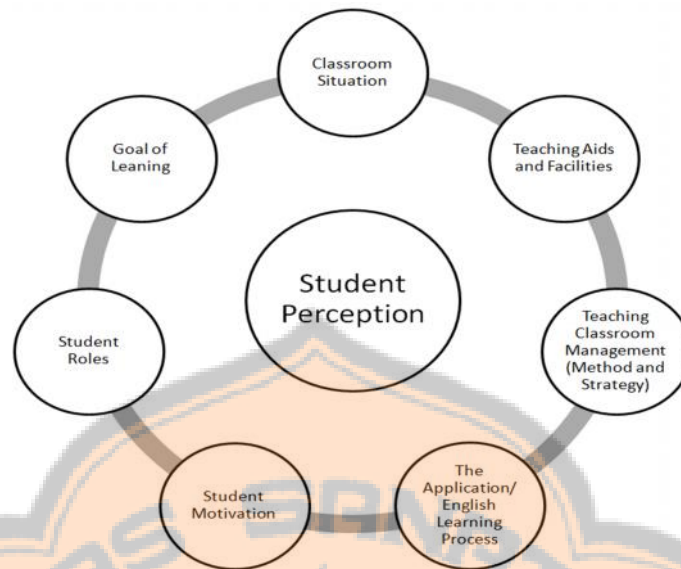
Figure 3.1
Student Perception

This figure specifies the perception dealing to the goal of the research. After describing the seven items, the goal of learning is possible to have if the seven items in the outer circle of this figure can be appropriately applied in the learning process.

3.4.1 Questionnaire

The questionnaire has alternative answers from the number (1) to number (5) which are respectively stand for *strongly disagree, disagree, neutral, disagree,* and *strongly disagree*. As seen in the following table, each question is coded based components of Table 1 indicating categories from which student perception of learning English in senior high schools of Kaimana is obtained.

Table 3.2
A Questionnaire on Students' Perception of English Learning Process

No	Students' Perception Components	Questions	Question Number
1	Classroom Situation	In the learning process, the teacher closes the door and turn on the lamp.	3
		In the learning process, the teacher lets the window and the door opened or closed [the teacher does not pay attention whether the door opened or closed.	4
		In the learning process, the teacher always uses English to interact with the student.	5
2	Teaching Aids and Facilities	The teacher uses the facilities such as book, dictionary, visual aids, and so on.	1
3	Teacher Classroom Management - Methods and Strategies	In the learning process, the teachers' group the student ininto some groups.	2
		The explanation that the teacher give is helpful for me in accomplishing my task.	10
		The instruction that is given by the English teacher is easy to understand.	11
		I like the way the English teacher teaches me English.	19
		I feel that I have good confidence to accomplish an English task.	26
		I am frustrated with the tasks given by the English teacher	27
		The experience in English class helps me to improve my spirit to study more	29
		I am frustrated with English	30
4	The Application of English Learning Process	The teacher interacts with the student in accomplishing their English task.	6
		I will ask the teacher some vocabularies if I do not know them.	7
		The teacher interacts with the student in accomplishing the difficult structure in English	8
		The teacher explains the way the task accomplished before giving the task.	9
5	Student Motivation	I like studying English	13
		My English teacher is able to give the highest influences to my ability.	15

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		Based on my opinion, the English in not interesting to study	16
		I enjoy studying English.	20
		I have an easy technique in learning English.	28
6	Students' Roles	I ask a friend to keep calm if they were make noisy.	12
		After learning English in school, I feel that I have any progression in using English to communicate with the teacher and foreigner who came to my town.	22
		I do focus on finding the difficulty of word meaning of English	23
		I do my homework on time	24
		If I do not understand the material given, I will ask the teacher	25
7	Learning Goals	After learning English, I feel that I any progression	14
		The teacher gives me tasks applicable to build my comprehension.	17
		I understand with the material given by the teacher	18
		The English material given is appropriate to what need	21

The questionnaires above heads for the students' perception of learning English which can be described as the following fugure.

3.4.2 In-depth Interview

Besides questionnaires, in-depth interview is also needed to support the authenticity of data. The following table shows 25 core questions asked in the interview section. Each question is coded based components specified in Table 1 and Figure 1 which are respectively shownBlue Print for Questionnaires and Interview and student Perception.

Table 3.3
Interview Questions on Student Perception
of English Language Teaching

NO	Questions	English Language Teaching Components
1	What is your name?	Participant Personal Data
2	Where do you school?	-
3	What grade are you?	-
4	What is your favorite subject?	The Application of English Learning Process/ Teaching Classroom Management – Method and Strategies
5	If all of your subjects are organized in a series, what series is the English?	Classroom Situation
6	Based on your opinion, the arrangement of seats and the lighting of the class appropriate class and well supporting?	-
7	Do you have a guide book such as printed book, dictionary and etc.?	Teaching Aids and Facilities
8	Does your English teacher use such books?	-
9	Are you interested in the way your English teacher teaches?	Teaching Classroom Management-Method and Strategies
10	Does your English teacher have good quality in teaching English?	-
11	Has your English teacher always used English in teaching?	The Application of English Learning Process
12	If you find the difficulties in learning process, what you do usually? Ask the teacher or ask your classmate?	Student Roles/ Students Motivation
13	Based on your opinion, is the explanation given by your teacher can be understood easily?	Teaching Classroom Management-Method and Strategies
14	Before beginning the classroom, what activities does your English teacher do?	-
15	Are you asked to do something like reviewing all subjects given previously?	-
16	Do you always have homework from your English teacher after a class?	-
17	If you were given homework by your teacher, will you do it or not?	Student Motivation/ Student Roles
18	Based on your opinion, do you have any advantages from the tasks or homework?	Learning Goals
19	If it is so, what advantages do you get?	-
20	Do you want to master in English?	Student Motivation

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21	What motivation makes you being motivated to learn English?	-
22	Do you have any suggestion for the beneficence of the English learning process?	Learning Goals
23	If you were an English teacher, how do you ask your student to study?	Teaching Classroom Management-Method and Strategies/
24	What will you do if your students do not have spirit in learning?	-
25	As a Papuan, what is your order and impression about the education in Papua generally and in Kaimana notably?	Student Motivation/ Student Roles/ Learning Goals

3.5 Data Collection Techniques

This section shows the step to reveal the student perception of learning Learning English in senior high schools of Kaimana. The research procedure to conduct this research was established as follows:

1. Giving a call the three schools in Kaimana namely Santo SMA Thomas Aquino, SMA Negeri 1 Kaimana, and SMA YAPIS (Yayasan Pendidikan Islam) Kaimana to extend the questionnaires

2. Finding two students from each school randomly to conduct interviews

3. Transcribing the data derived both questionnaire and interview to understand easily.

3.6 Data Processing

This part will present data processing so there will be a clear description of the data research.

1. From the list of questionnaire and interview, I categorized them according to the components or categories the blue print questions seen in Table 1 and Figure 1. In this process, I coded the seventh components to avoid the massive piles of data.

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2. Categorized data were thematized to endeavor tentative profile of the student perception of the learning English.

3. Due to this qualitative research, as a researcher, I let all participants express their opinion an thought to confirm the participant's suggestions, comment through the interviews from two students derived from each school and its then functions to support the questionnaire data.

3.7 Data Analysis

The data were analyzed after all questionnaires extended and interviews conducted. After I had collected the data, transcripted them all and coded them, which can be seen in appendix 2. The coding of the data can be seen in Table 1 - *Blue Print for Questionnaires and Interview* in which the seventh components are coded by CS for a classroom situation, TAF for teaching aids and facilities, TCM-MS for teacher classroom management-method and strategy, AELP for the application / English learning process, SM for student motivation,, SR for students' roles andLG for learning goals.

The components, extending randomly in the questionnaire and interview are grouped in tables and counted using SPPS for valid data. The data taken from will be used to support the data from the questionnaire.

3.8 Trustworthiness in Research Findings

This study needs to be valid and reliable so that I trust the findings of the inquiry.In this research, I used data triangulation to measure three important aspects in trustworthiness, namely: transferability, dependability, and conformability. Data triangulation is a way to measure data based on

theconvergence of data source (Sugiyono, 2014), while, Merriam (2002) holds that all researchers aspire to produce valid and reliable knowledge in an ethical manner. I want to assure if the findings of investigating are believed and trusted. The following figure how the component being interviewed to triangulate the student's perceptions.
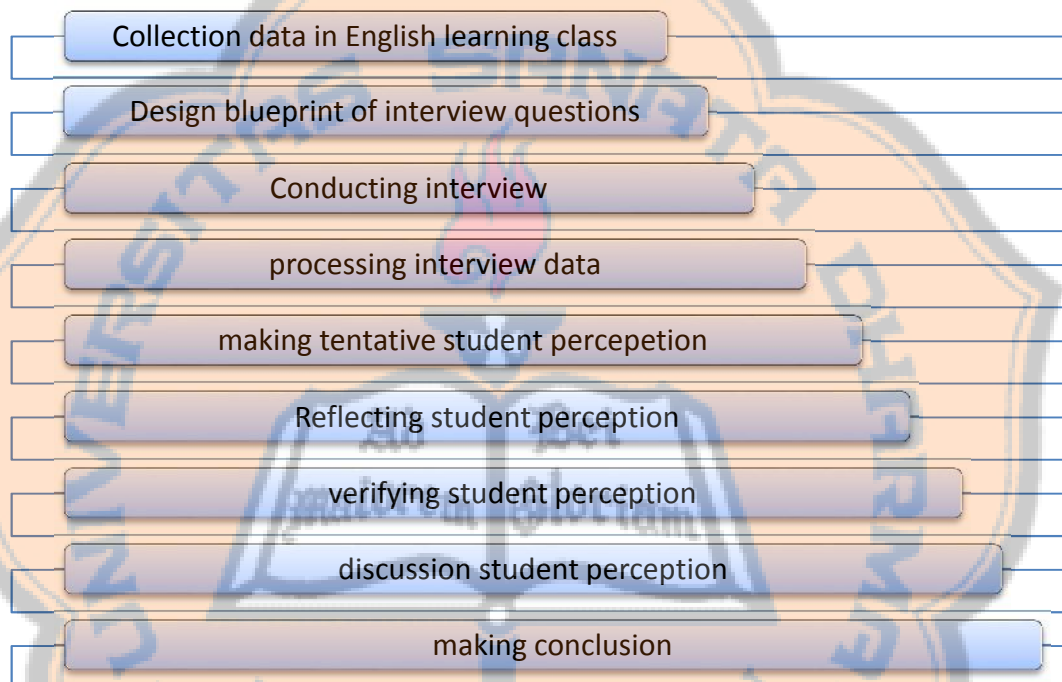
Figure 3.2
Trustworthiness

CHAPTER IV
FINDING AND DISCUSSION

There are two major sections in this chapter, namely the finding of the research and the discussion of the discussion. The first section elaborates the way the data are processed and analyzed. After analyzing the finding, the students' perception of learning English in Kaimana's senior high schools is obtained. All of which are specified as follows.

4.1 Finding

This section presents the result of data analysis. As elaborated in the previous chapter, this research is to examine the students' perception of learning English in senior high schools of Kaimana which is based on the seven tested items, namely aclassroom situation, teaching aids and facilities, teaching classroom management-method and strategies, the application and English learning process, student motivation, student rolesand the learning goals.All these items are asked to 124 respondents to have the in depth description of student's perception. The Figure 4.1 below is the specification of the seven tested items in the form of questionnaires.
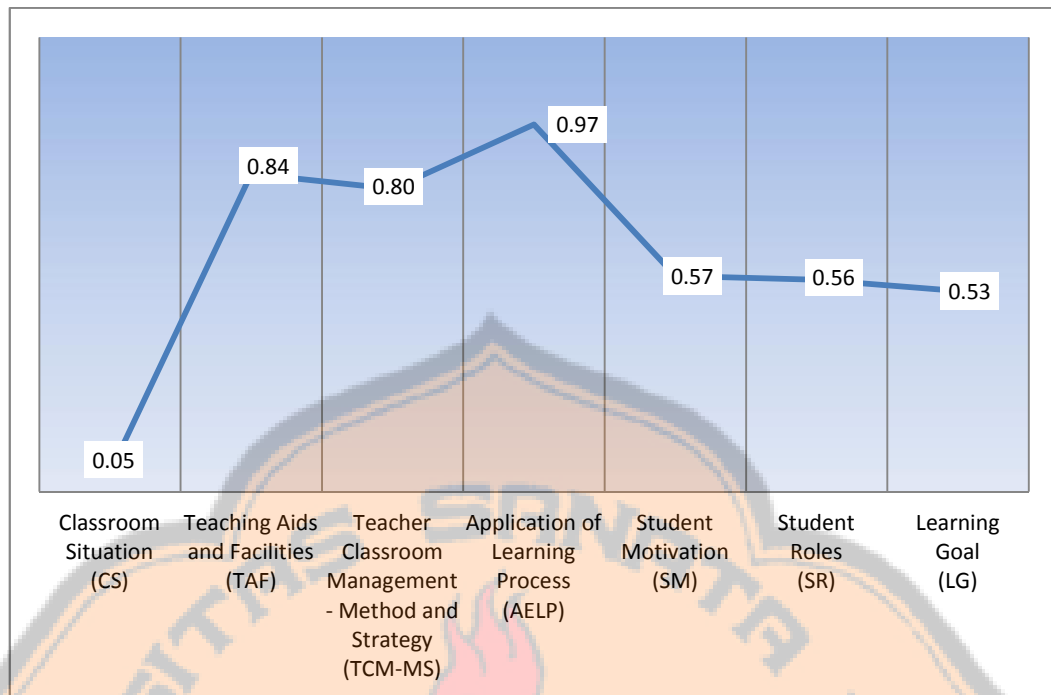
Figure 4.1
The Specification of the Seven Components

As seen in the table, AELP in the high blue prints amounting at 0, 97. The application of English learning process, then is followed by TAF and TCM-MS which respective amount to 0, 84 and 0, 80. The next amounts are followed by SM, SR, and GL which respective amount 0, 57, 0, 56 and 0, 53 and the lowest one is CS which is at 0, 05. The distribution of each component can be grasped in detail in each component finding below.

4.1.1 Classroom Situation

A classroom situation is a main factor in a learning process. A comfortable situation will enable the teacher give the lesson easily, but an unpleasant situation certainly will impact to the learning achievement. To describe the situation of the classroom, four questionnaires are made which are scattered randomly in questionnaire number (3), (4), and (5). Those components, respectively, have

reduction as follow*; in learning process, the teacher closes the door and turns on the lamp (Q-3), in learning process, the teacher lets the window and the door opened or closed [the teacher does not pay attention, whether the door opened or closed (Q-4),* and *in the learning process, the teacher always uses English to interact with the student (Q-5)* The distribution of this can be specified in detail as in Table 4.1.

Table 4.1
The Distribution of Classroom Situation in Questionnaire

QUESTION NUMBER	SCALE					TOTAL
	STRONGLY AGREE	AGREE	NEUTRAL	DIAGREE	STRONGLY DISAGREE	
The teacher closes the door and turns the lamp(Q-3)	16	25	0	-47	-56	-62
The teacher lets the door and window open(Q-4)	68	39	0	-28	-28	51
The teacher uses English to interact with the teacher (Q-5)	58	40	0	-40	-8	30
TOTAL						19
TOTAL / ITEMS						06,33
TOTAL/ ITEMS PER 124 RESPONDENTS						00,05

As seen in this table, there are some columns named items, scale and total. The column 'items' presents an item listed in column and from which they are derived from. As this table shows, the items are derived from questionnaire (3), (4), and (5) that all of which have different scales. CS (3) and CS (4) respectively show -62 and 51 while CS (5) is 30. The amount -63, 51 and 30 is a subtraction result of scale total. All total of each item is multiplied and then divided by total

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items and 124 respondents. The result, as seen in Table 4.1 is 0, 05. The total of all items can be specified easily as in Figure 4.2 below.
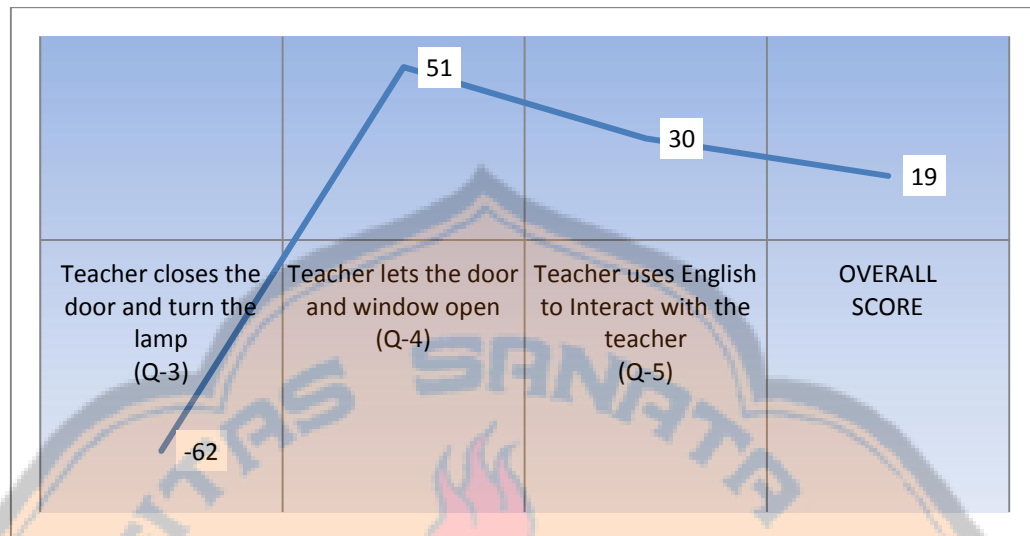
Figure 4.2
The Total Result of Classroom Situation

The distribution of each classroom situation described in Table 4.1 can be grasped specifically in above figure. As this figure shows, classroom situatiom (12) shows the highest amount at 51 while (5) and (3) respectively present 30 and -62 where (5) shows positive description while (3) show negative description.

4.2.2 Teaching Aids and Facilities

Besides, classroom situation, the teaching aids and facilities is also need to consider. Good facilities enable the teacher to create a good situation. As seen in the questionnaires attached in the appendices, the statements used to describe the teaching aids and facilities are in questionnaire number (1) – *the teacher uses the facilities such as book, dictionary, visual aids,* and so on. It is different from the classroom situation where this component has only one component, while the classroom situation has four components, but it will not make it lost its function as

a pillar of this research. The detail information of which can be grasped as in Table 4.2 and Figure 4.3.

Table 4.2
The Distribution of Teaching Aids and Facilitiesin Questionnaire

QUESTION'S NUMBER	SCALE					TOTAL
	STRONGLY AGREE	AGREE	NEUTRAL	DIAGREE	STRONGLY DISAGREE	
The teacher uses the aids and facilities(Q1)	78	56	0	-22	-8	104
TOTAL						104
TOTAL / ITEMS						104
TOTAL/ ITEMS PER 124 RESPONDENTS						0,84

This table shows the distribution of teaching aids and facilities. As seen in this table, there is only an item, based on the scale presentation amounts to 104. This result is derived from the total of scale strongly angry and agree which is subtracted with the total of scale disagree and strongly disagree. The total of this item is multiplied and then divided by total items and 124 respondents. The result, as seen in Table 4.2 is 0, 84. The total of this item can be specified easily as in Figure 4.3 below.

104   104

Teacher uses the aids and facilities (Q-1)   OVERALL   SCORE
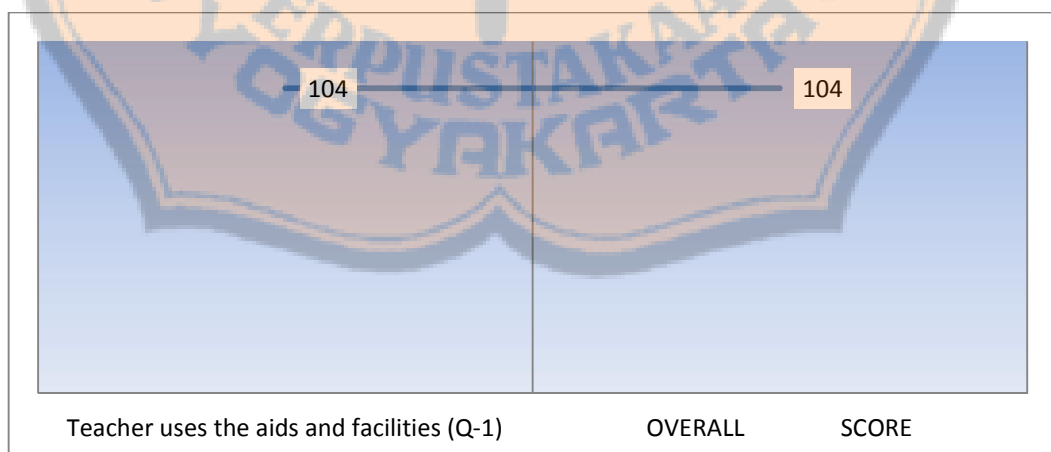
Figure 4.3
The Total Result of Teaching Aids and Facilities

Table 4.5 as stated previously shows the total result of teaching aids and facilities. Based on the total we have in Table 4.2, the result shows a positive description namely 0, 84.

4.2.3 Teaching Classroom Management - Method and Strategies

Teaching classroom management-method and strategiesis like a key pointused by the teacher in creating a comfortable learning process. Good facilities do not engage for best learning process without having the best method and strategy. To describe the quality level of the used of method and strategies in learning process and how the learning managed, eight questionnaires are made and they are scattered randomly in questionnaire(2), (10), (11), (19), (26), (27), (29), and (30). Those components are specified in following sentences; *teacher groups the student in learning process into some groups (Q-2), the explanation the teacher gives is helpful for me in accomplishing the task (Q-10), the instruction given by the English teacher is easy to understand (Q-11), I like the way the English teacher teach me English (Q-19), I feel that I have good confidence to accomplish an English task (Q-26), I am frustrated with the tasks given by the English teacher (Q-27), the experience in English class help me to improve my spirit to study more (Q-29), and I am frustrated with English (Q-30).* The distribution of teaching classroom management method and strategy can be grasped in detail in Table 4.4.

Table 4.3
The Distribution of Teaching Classroom Management
- Method and Strategiesin Questionnaire

QUESTION'S NUMBER	SCALE					TOTAL
	STRONGLY AGREE	AGREE	NEUTRAL	DIAGREE	STRONGLY DISAGREE	
The teacher groups the student in learning process (Q-2)	74	57	0	-16	-12	103
The teacher's explanation is helpful in accomplishing tasks (Q-10)	92	63	0	-8	-4	142
Teacher's instruction is easy to understand (Q-11)	28	48	0	-27	-16	33
Student likes the way the English teacher teaches (Q-19)	58	49	0	-28	-18	61
Students have good confidence in accomplishing an English task (Q-26)	36	58	0	-19	-12	63
The student is frustrated with the English tasks. (Q-27)	24	18	0	-41	-46	-45
Experience in English class helps student to improve their spirit to study (Q-29)	70	50	0	-20	-10	90
I am frustrated with English (Q-30)	24	14	0	-34	-74	-70
TOTAL						377
TOTAL / ITEMS						47,13
TOTAL/ ITEMS PER 124 RESPONDENTS						0,80

As seen in this table, all items listed present the total result, namely 103, 142, 33, 61, 63, -45, 90, -70. These amounts are the subtraction result of scale

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total. All total of each item is multiplied and then divided by total items and 124 respondents and the result, as seen in the above table is 0, 80. The total of all items can be specified easily as in Figure 4.2 below.
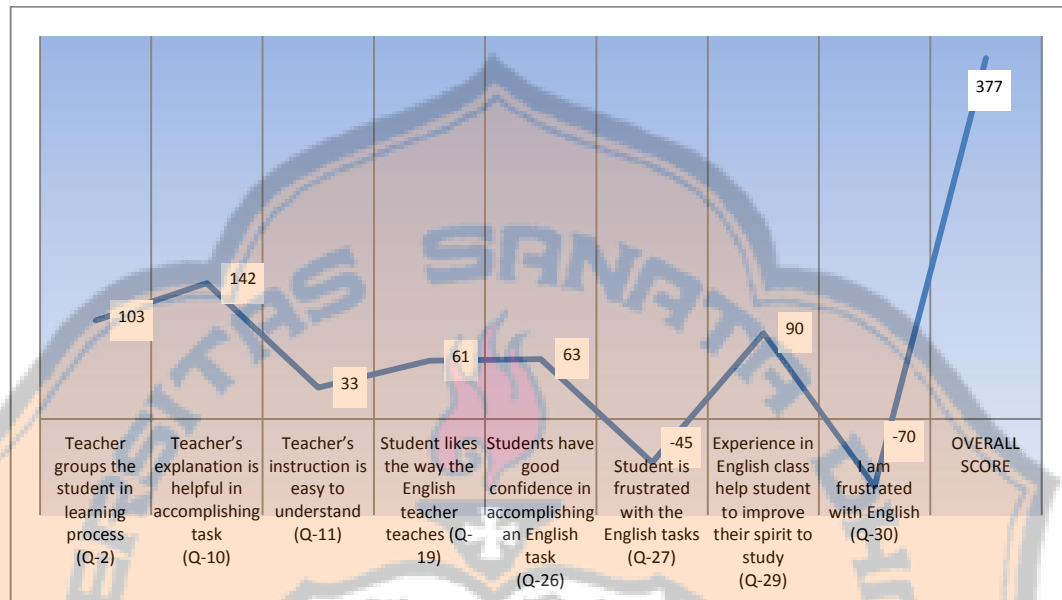
Figure 4.4
The Total Result of Teaching Classroom Management
- Method and Strategies

Table 4.7 as stated previously shows the total result of teaching classroom management-method and strategy. As seen in this table, there nine items, showing the positive descriptions, namely (2), (10), (11), (19), (26), and (29) while the rest – (27) and (30) show negative description.

As seen in this figure, (10) occupies the highest position with total number 142. Another item occupying the second position is (2) and (29) which respectively possess 103 and 90. The other items occupying the lower position than that of (2) and (29) are (29) and (19) which respectively present 63 and 61 while (11) occupies the lowest position showing 33. All these items as mentioned

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previously show the positive description. These are different from the rest items, namely (27) and (30) which respectively have -24 and -70.

4.2.4 The Application of English Learning Process

The application of English learning process describes the impact the prevous factors including classroom situation, teaching aids and facilities and method and strategies used by the teacher in process of learning.To describe the application of English learning process, four questionnaires are made which are scattered randomly in questionnaire number (6), (7), (8), and (9). The statements are *the teacher interacts with the student in accomplishing the English task (Q-6), I will ask the teacher some vocabularies if I do not know them (Q-7), the teacher interacts with the student in accomplishing the difficult structure in English (Q-8),* and *the teacher explains the way the task accomplished before giving the task (Q-9)* The detail information of which can be grasped as in Table 4.8 and Table 4.9 comprised of the distribution of the application of English learning process and the total result of the application of English learning process.

Table 4.4
The Distribution of The Application of English Learning Process
in Questionnaire

QUESTION'S NUMBER	SCALE					TOTAL
	STRONGLY AGREE	AGREE	NEUTRAL	DIAGREE	STRONGLY DISAGREE	
The teacher interacts with the student about the task (Q-6)	68	60	0	-13	-22	93
The students ask the teacher	104	52	0	-5	-18	133

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about vocabularies (Q-7)						
The teacher interacts with the student about difficult structure (Q-8)	102	55	0	-12	-6	139
The teacher explains the way the task accomplished (Q-9)	142	46	0	-2	-8	178
TOTAL						535
TOTAL / ITEMS						124,00
TOTAL/ ITEMS PER 124 RESPONDENTS						0,97

As seen in this table, each item has 93, 113, 139 and 178. Those totals are a subtraction result of scale total and it is multiplied and then divided by total items and 124 respondents. The result, as seen in Table 4.1 is 0, 97. The total of all items can be specified easily as in Figure 4.2 below.
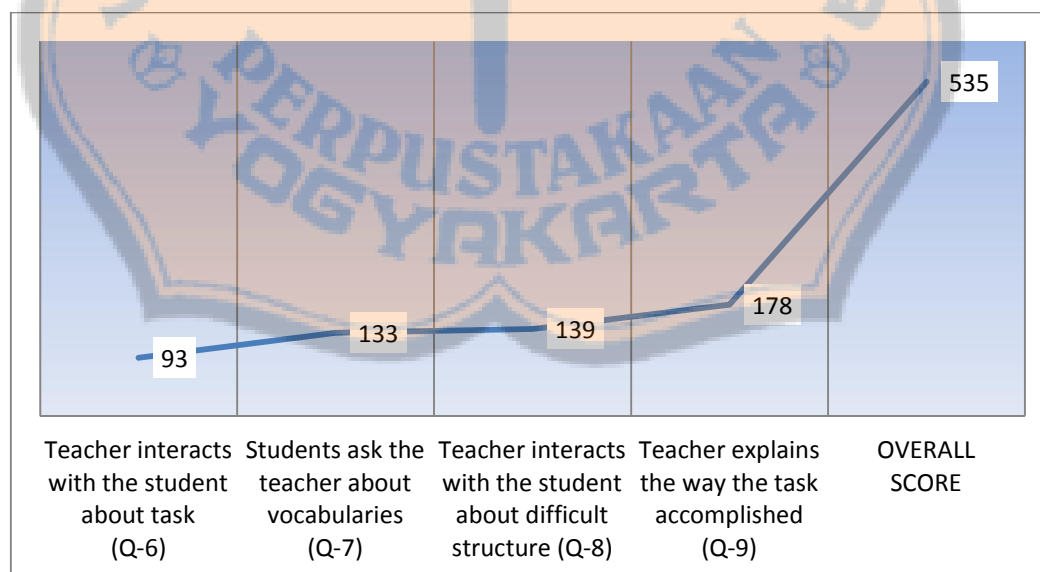
Figure 4.5
The Total Result of AELP

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As seen in this figure, (9) occupies the highest position with total number 178. Another item occupying the second position is (8) and (7) which respectively possess 139 and 133 while the rest – (6) occupies the lowest position with total number 93. All items in this component show the positive description

4.2.5 Student Motivation

The student motivation can be influenced by the teacher in teaching. To describe the student motivation, six questionnaires below are made and they re scattered randomly in questionnaire number (13), (15), (16), (20), and (28). These statements are *I like studying English (Q-13), my English teacher is able to give the highest influences to my ability (Q-15), based on my opinion, the English is not interesting to study (Q-16), I enjoy studying English (Q-20), if I don't understand the lesson which has given by them, and I will ask nothing (Q-25)* and *I have an easy technique in learning English (Q-28).* The detail information on those items can be specified as below.

Table 4.5
The Distribution of Student Motivation in Questionnaire

QUESTION'S NUMBER	SCALE					TOTAL
	STRONGLY AGREE	AGREE	NEUTRAL	DIAGREE	STRONGLY DISAGREE	
Student likes The English (Q-13)	70	51	0	-19	-18	84
Teacher influences the student's ability (Q-15)	30	47	0	-27	-16	34
English is interesting (Q-16)	114	31	0	-10	-14	120

The student enjoys studying English (Q-20)	44	54	0	-20	-8	70
The student gets an easy technique in learning English (Q-28)	24	60	0	-27	-8	49
TOTAL						357
TOTAL / ITEMS						71,40
TOTAL/ ITEMS PER 124 RESPONDENTS						0,57

As seen in this table, all items listed present the total results, namely 84, 34, 120, 70, 49. Each total is derived from subtraction result of scale items. All total of each item is multiplied and then divided by total items and 124 respondents and the result, as seen in the above table is 0, 57. The total of all items can be specified easily as in Figure 4.2 below.

Figure 4.6
The Total Result of Student Motivation

47
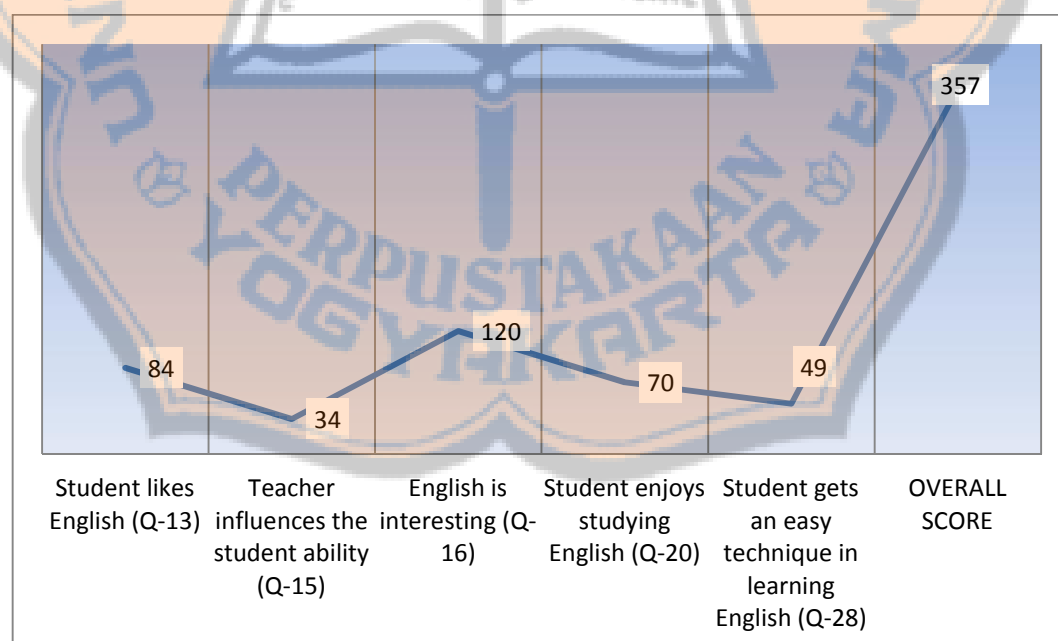
As seen in this figure, (16) occupies the highest position with total number 120. Another item occupying the second position is (13) and it is followed by students motivation (20) which respectively possesses 84 and 70 while the rest - (28) and (13) have respectively 49 and 34 and (15) is the lowest item but all of which present the positive description.

4.2.6 Student Rules

Both teacher and student absolutely play a main role in process of learning. without the roles of student in learning process, the goal of learning is imposible to get. To describe the student rules, four questionnaires are made which are scattered randomly in questionnaire number (12), (22), (23), (24) and (25) namely *I ask friend to keep calm if they were make noisy (Q-12),after learning English in school, I feel that I have any progression in using English to communicate with the teacher and foreigner who came to my town (Q-22), I do focus on finding the difficulty of word meaning of English (Q-23),* and *I do my homework on time (Q-24)* and *if do not understand the material given, I will ask the teacher (Q-25).* The distribution of this can be specified in detail as in Table 4.12.

Table 4.6
The Distribution of Student Rules in Questionnaire

QUESTION'S NUMBER	SCALE					TOTAL
	STRONGLY AGREE	AGREE	NEUTRAL	DIAGREE	STRONGLY DISAGREE	
Students ask the other to keep calm (Q12)	72	57	0	-31	-22	103
student use English to communicate with the teacher and foreigner (Q22)	40	39	0	-31	-22	29
Students do focus on finding the word meaning (Q23)	58	57	0	-17	-4	94
Students do my homework on time (Q24)	36	40	0	-31	-14	31
Students ask the teacher if they do not understand the material (Q25)	92	40	0	-18	-21	94
TOTAL						248
TOTAL / ITEMS						70,2
TOTAL/ ITEMS PER 124 RESPONDENTS						0,56

As seen in this table, each item has 103, 29, 94, 31, and 94. Those totals

are a subtraction result of scale total and it is multiplied and then divided by total

items and 124 respondents. The result, as seen in Table 4.1 is 0, 56. The total of

all items can be specified easily as in Figure 4.2 below.

49
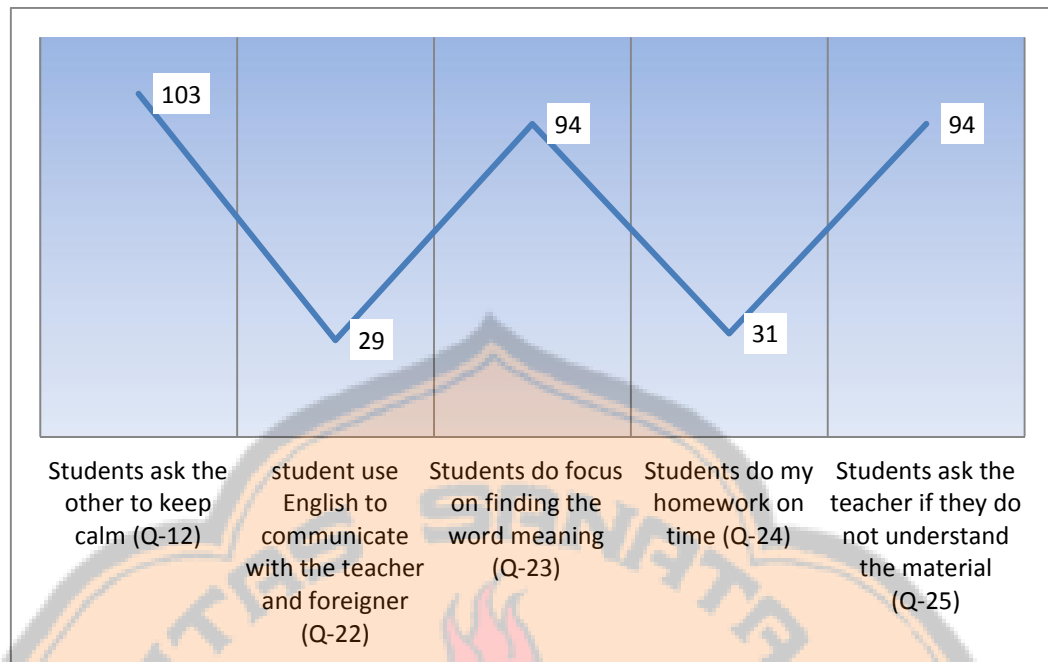
Figure 4.7
The Total Result of Student Roles

As seen in this figure, (12) occupies the highest position with total number 103 and followed by (23) and (25) as the second position which respectively possesses 94 while the rest – (24) and SR (22) have respectively 29 and 31. All of which present the positive description.

4.2.7 Learning Goals

Each lesson has its own goal. A goal of learning will never be achieved without having good methods and strategies in creating the learning situation. As seen in the questionnaires attached in the appendices, the statements used to describe the goal of learning are in (14), (17), (18) and (21). Those statements are *after learning English, I feel that I any progression (Q-14), the teacher gives me tasks function to build my comprehension (Q-17), I understand with the material given by the teacher (Q-18),* and *The English material given is appropriate towhat*

need (Q-21). As seen in the following figure, all the data of which will be specified.

Table 4.7
The Distribution Learning Goals in Questionnaire

QUESTION'S NUMBER	SCALE					TOTAL
	STRONGLY AGREE	AGREE	NEUTRAL	DIAGREE	STRONGLY DISAGREE	
Students have any progression in learning English (Q-14)	46	50	0	-21	-4	71
The Material is applicable to build students comprehension(Q-17)	60	59	0	-15	-6	98
Students understand the material given (Q-18)	38	51	0	-27	-10	52
The material is appropriate to students' needs (Q-21)	40	45	0	-17	-24	44
TOTAL						263
TOTAL / ITEMS						65,75
TOTAL/ ITEMS PER 124 RESPONDENTS						0,53

As seen in this table, each item has 71, 98, 52, and 443. Those totals are a subtraction result of scale total and it is multiplied and then divided by total items and 124 respondents. The result, as seen in Table 4.1 is 0, 53. The total of all items can be specified easily as in Figure 4.2 below.

51
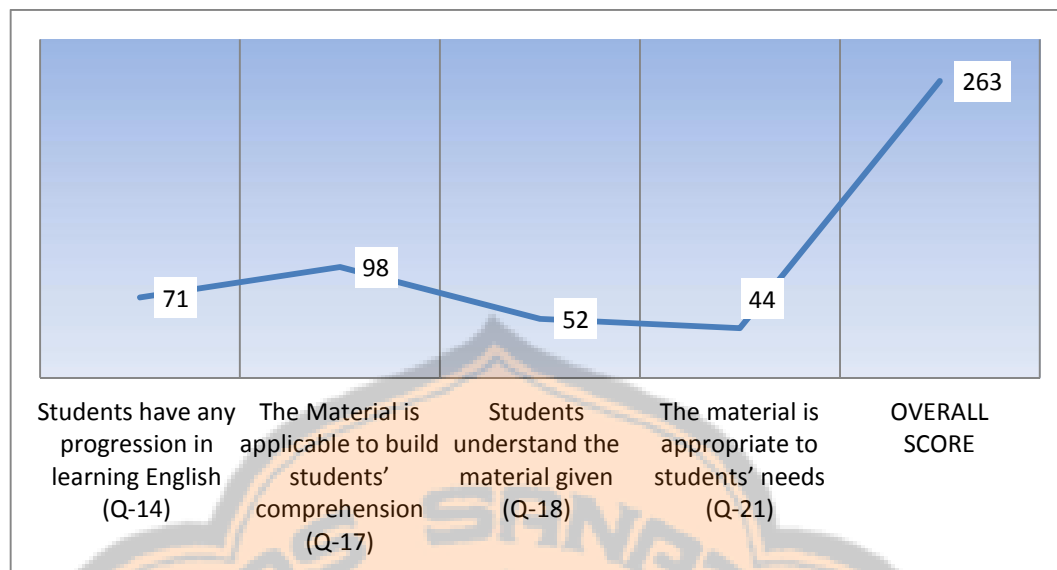
Figure 4.8
The Total Result of Learning Goals

As seen in this figure of learning goals (17) occupies the highest position with total number 98 and followed by (14) and (18) as the second position which respectively possesses 52, and 44, while the rest – (21) has 44. All of which present the positive description.

4.2 Discussion

The last section of this chapter presents the research finding of this research based on the seventh components attached in the blue print of questionnaires. These components will be discussed and interrelated in narrative by sorting and discussing what they stand for and indicate to.

4.2.1 The Student View of the Effectiveness of Leaning English

The effectiveness of learning English is influenced by some factors. When the factors were well-organized, the effectiveness of learning English is possible to achieve but when the factors were not well-organized, the goal of learning is

imposible to achieve. This thesis, as previously mentioned is to investigate the students percpetion of learning English based on some factors which are considered good to achieve the goal of learning. Those factors are classroom situation, teaching aids and facilities, teacher classroom management-method and strategy), the application or English learning process, student motivation, students' roles and the goal of learning. All of which will be discussed in detail below.

4.2.1.1 Classroom Situation

The classroom situation is a main factor that should be consiedered by a a teacher or policy maker such as goverment and the head master of a school for the best learning. The successful of learning depends on many factors. One of them isthe classroom condition. A classroom needs to be set to guarantee that all students can learn comfortably. It is important to limit the number of students in a classroom. The class should be made small, meaning that there should be not more than (32) students in a classroom. Thus, the level of noise can be minimized, so that it make the classroom condition enable students to increase their mind concentration in learning. As noted previously in finding, there are four questionnaires given to 124 respondents to describe the student perception of learning English related to the classroom situation. These questionnaires are scattered in questionnaire sheet number (3), (4), and (5) namely *in the learning process, the teacher closes the door and turn on the lamp (Q-3), in learning process, the teacher lets the window and the door opened or closed [the teacher does not pay attention, whether the door opened or closed (Q-4),* and *in the*

learning process, the teacher always uses English to interact with the student (Q-5).

As seen in Figure 4.1, the item classroom situation shows the lower result rather than six components made for the blueprint of this research showing total number 0, 05. It generally shows that classroom situation is not considered as the most important thing to consider. From questionnaire (3) and (4) can be grasped that the teacher does not pay attention, whether the door and window opened and closed. It is shown by total number shown by the scale degree and strongly disagree when the student given the questionnaires – *in learning process, the teacher closes the door and turn on the lamp (Q-3)* and *in the learning process, the teacher lets the window and the door opened or closed [the teacher does not pay attention whether the door opened or closed (Q-4)* which respectively amount to --62 and 51. Letting the door opened or closed does not effect on classroom situation, but what the student hopes on classroom situation is a small class to have the greatest attention over the student as the following data interview presents. Dealing with this data interview, a conclusion about the classroom situation can be considered to have a conducive classroom situation. Besides to number of student's number, the arrangement should also be considered.

> *The number of students is not too much. It may be better if a lot of the number of the student in a class that will lead to less attention from teachers and often disturbing another class.Seating arrangements should organize in a way that men and women cross so as not noisy and do not interfere with each other.*
> *(Participant 1/A-08)*

What is said by the Participant 1, in the above data interview also deals with the following data interview quoted from Participant 3/ A-08. When the same questionnaire is asked whether the arrangement of seat is appropriate to you,

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she said *"…the classroom is too small for the large number of the student,"* It means that the number of the student in a class should be considered to minimize to have the better situation.

Based on item classroom situation (5) in constrasly, it can be seen that the English teachers try their best to create an English classroom situation, but as this item show, the total does not present the significant amount namely only 30. It is lower than that of what we hope. It is absolutely caused by some reasons both from the teacher or the student themselves. As the data interview presents, when the student was asked through the question – does the teacher always use English in the classroom, the student answered that they are seldom using it. It can be grasped in Participant 2/ Q 28 – A 31. This case, according to the student caused by the student restrictiveness in English, but even though the student seems to agree with the reason, as the teacher and the policy maker should pay attention on the problem because what we hope in English class is how the student can speak in English.

4.2.1.2 Teaching Aids and Facilities

Besides, classroom situation, teachig aids and facilitiesalso plays an important role in the English teaching process to have the goal of learning. To describe the student perception of learning English in Kaimana senior high schools, a questionnaire was made – *the teacher uses the facilities such as book, dictionary, visual aids, so on (Q-01)*are made. Table 4.4 above shows the distribution of teaching aids and facilities.

As seen in Figure 4.1, teaching aids and facilities shows the significant result, namely 0, 84. It is higher than six other items. Based on the scale

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presentation in Table 4.2 can be seen that the total number of positive scale is respectively 78 and 56 and both of which are subtracted by the total number of both negative scale namely *disagree* and *strongly disagree* namely -22 and -8. This item, then show the total number 104 or 0. 84 which is higher that the previous component which has only 0. 05. It means that the level of student's contentedness is higher than classroom situation showing the costiveness so we can say that teaching aids and facilities is enough, but the data interview presents that teaching aids and facilities however should be considered. It deals with the interview data shows in Participant 2/ A-19, A-22 and A-23 which respectively word such as *"…the students do not have a guided book..." "…maybe, the total of books is limited. It is probably only for the teacher…"* when the participant is asked the questionerr – *the teacher uses the facilities such as book, dictionary, visual aids, so on (Q-01).* This description is so concerned when we compare with other schools outside Indonesia, where the students are lent by the schools some books. Dealing with data interview quoted from Participant 2/ A-57 and Participant 5/ A-25 below, a description teaching aids and facilities hoped by the students can be described.

> *"…Education in Papua, especially in Kaiman regency further improved, although the government had to take them create quality improvement programs such as matriculation, but still lacking therefore need to be improved.*
> *(Participant 2/A-57)*

> *"…The government has already noticed education in Papua, especially for indigenous Papuan male and female students and I hope that the local government to build English language schools in Papua in order to promote education in the land of Papua, especially in Kaimana.*
> *(Participant 5/A-25).*

Both questions present the student's expectation of learning English. The participant 2 and participant 5 as quoted previously hopes the coaching or training on material given to have the goal of learning and the one of them hopes the school who catch on language training or language programs like what we have in some schools in Indonesia.

4.2.1.3 Teacher Classroom Management-Method and Strategy

Besides the classroom situationand teaching aids and facilities, classroom management-method and strategies is the most important thing that should be considered for goal of learning because without having good management, method and strategies, a good process is impossible to get. For students to learn better, a classroom should be set in a way so that it is with full of joy and comfort. To be effective for the students to learn, in the classroom the number of the students should not more (32).This is the third component used to describe the student perception of learning English listed in blue print on this research. To have the goal of this research furthermore, eight questionnaires are made to measure and describe the teacher management, method and strategies. These questionnaires are scattered randomly in questionnaire number (2), (10), (11), (19), (26), (27), (29), and (30) wording as follow; *teachers group the student in learning process into some groups (Q-2), the explanation the teacher give is helpful for me in accomplishing the task (Q-10), the instruction given by the English teacher is easy to understand (Q-11), I like the way the English teacher teach me English (Q-19), I feel that I have good confidence to accomplish an English task (Q-26), I am frustrated with the tasks given by the English teacher*

(Q-27), the experience in English class help me to improve my spirit to study more (Q-29), and *I am frustrated with English (Q-30).*

As grasped in Figure 4.1, compared with other items, teaching classroom management-methods and strategies also shows a significant number and it is higher than that of classroom situation but is lower than teaching aids and facilities namely 0, 80. It generally shows that classroom management, method and strategies indicate the positive description. In other word that generally, strategies and methods used by the teachers are considered as a good enough application where the student appreciates it so well. From questionnaire (2) as shown in Table 4.3, for instance, the way the English to create the classroom is described. When the questionnaire – *teachers group the student in learning process in some groups (Q-2)* is given to 124 respondents, the result shows the total at 103 where the scale *strongly agrees*and *agree* shows respectively 74 and 57 and it is four times higher than the scale *disagree* and *strongly disagree* whose only -16 and -12. This item furthermore indicates that teacher in learning process always group the student. It is absolutely made for the best goal of learning where the student can keep one another to have the best goal of learning. It deals with the following quotation where in a group, the student can study together to have the best goal as quoted in participant 3/ A-32 as follow.

> *"…If the is very difficult, we completed in the form of group and finish on time.*
> *(Participant 3/ A-32)*

The questionnaires (10), (11), and (26) above respectively show the method used by the teacher in a managing a classroom. When 124 participants are given the following questionnaires – *the explanation the teacher give is helpful for*

*me in accomplishing the task (Q-10), the instruction given by the English teacher is easy to understand (Q-11),*and *I like the way the English teacher teach me English (Q-19),* the result, as seen in Table 4.3, show respectively 142, 33, and 61. The questionnaire (10) and (19) respectively show the positive description while the questionnaire (11) shows the negative description. It can be understood from the questionnaire result. As in questionnaire (10) and (19), the result, respectively, are higher that what we have in (11) – *the instruction given by the English teacher is easy to understand (Q-11*) whose only 33, it means that the participant do not agree with this statement.

Even more important is the questionnaire (26) and (29) – *I feel that I have good confidence to accomplish an English task (Q-26)* and *the experience in English class help me to improve my spirit to study more (Q-29).* Both these items denote whether the teacher's existences in a classroom give the student good confidence to accomplish an English task and help them to improve their spirit to study more. As seen in Table 4.3 then can be grasped that both items respectively amount to 63 and 90 and they describe the positive description. An exception can be found in the fact that the questionnaire (27), and (30) – *I am frustrated with the tasks given by the English teacher (Q-27)* and *I am frustrated with English (Q-30)* show the result at -45 and -70. Both items, in contrast from items (26), and (29) seem show the negative description, but when we look at in the wording of the both sentences in detail, we can say that it is also positive. Nevertheless the result shown is not significant number, namely -45. From this fact can be grasped that the more negative the result shows, the more positive the description is so that

what we have in item (30) is more positive than(27). In follows that can be grasped in following data interview.

The following data interviews are testimonial on questions whether their English teacher is helpful, attractive and easy to understand, the result show that some student feel contented enough of the way the teacher teach as in sentence proposed by participant 1/ A-20 *"…So, because i'm also not very good at speaking English but since getting a teacher like this school, my skills in English increase.* Another point worthy of consideration is what proposed by participant 1/ A-14 and participant 2/ A-24 who respectively say that they way they teach is interesting for them. It can be grasped in the following quotation.

> *"…He was very charming, relaxed but not too uptight sometimes angry if there are mistakes, and I think is very interesting because there are new things that the teacher of English give to me.*
> *(Participant 1/ A-14 and 24)*

Moreover, the following data interview indicates that even the students show significant content on the level of the way the teacher teach, the teacher and the teaching process maker or policy maker should pay attention more on what the student hope in learning process to have the goal of learning as seen respectively in Participant 1/ A-39 and 1 A-42 wording as the following quotations.

> *"…]In carrying out the teaching and learning process should not be a tense atmosphere, but a relaxing and enjoyable so that what students want done or achieved. If the classroom atmosphere tense it will affect students' thinking skills."*
> *(Participant 1/ A-39 and A-42)*

Dealing with these quotations can be grasped that the process of learning can be obtained when the teacher can run their roles buy smooth way, relax but they do not lose their way in teaching. The teacher does not only say 'let's study' but also give kind of suggestion and advises why the learning in must and so on.

4.2.1.4 The Application of English Learning Process

The application of the English learning process is a measuring tool to investigate the success of three previous factors. There are two categories used here to describe the student perception of learning English, namely all activities during the class session and activities after the classroom. These categories are tested using six statements proposed in finding above. To measure the description of these items, six questionnaires bellow are made which are scattered randomly in questionnaire number (6), (7), (8), and (9). The statement is *the teacher interacts with the student in accomplishing the English task (Q-6), I will ask the teacher some vocabularies if I do not know them (Q-7), the teacher interacts with the student in accomplishing the difficult structure in English (Q-8),* and *the teacher explains the way the task accomplished before giving the task (Q-9).*

As seen in Figure 4.1, the item – the application of English learning process shows higher than that of the six components made for the goal of this research which has total number 0, 97. Generally, as previous analysis, it shows how the learning process is run in three schools where this research was conducted. Based on Table 4.4 – the distribution of the application of English learning process can be grasped in detail how the activities in class are conducted. From the questionnaires in number (6) and (8) can be grasped how they play their roles in a class making the good situation. From both questionnaires - *the teacher interact with the student in accomplishing the English task (Q-6),* and *the teacher interacts with the student in accomplishing the difficult structure in English (Q-8),* the results show respectively 93 and 139. These indicate the positive description of student role in the classroom. Another questionnaire is *I will ask the teacher*

some vocabularies if I do not know them (Q-7) and *the teacher explains the way the task accomplished before giving the task (Q-9)* which also show the significant total result namely 133 and 278. Those results respectively can be seen in Table 4.4 – the distribution of the application of English learning process and Figure 4.5 – the total result of the application of English learning process. In this figure, furthermore the total result can be seen easily. All results show significant number and all of them describe the positive description of the application of the learning process in Kaimana senior high schools.

Dealing with this result, the data of the following interview can support what we have in finding of the application of English learning process. As the participant is given some questions whose wording such as what's listed in questionnaires (6) and (8) questioning the teacher's interaction, they expressed as the following sentences participant 5/ A-09 *"...he teaches us by his own style. The way he explains the material is interesting enough."* From this sentence can be grasped that the learning process is good enough which is also described through participant 4/ A-14 and 15 below.

> *"...How to explain it usually uses English and then were translated into Indonesian and there is always a question and answer sessionbetween students and teachers.*
> *(Participant 4/ A-14)*

> *"...he used English to explain the lesson and translate them into Bahasa Indonesia, and the class was not boring. Sometimes, he gave us a question or sometimes we ask him."*
> *(Participant 2/ A-15)*

Another data interview has the same with the questionnaires listed in questionnaire number (7) - *I will ask the teacher some vocabularies if I do not know them (Q-7)* questioning whether the participant asked the teacher or their

classmate when they find some difficult material or a problem in understand the English, the answer is that they asked the teacher because believe that that the teacher has a better comprehension of the material given. It can be grasped in interview data participant 1/ A-18 and A-28 which are respectively wording – *"I will ask the teacher because I support that the teacher knows it more than the student"* and *"...I will do what I feel easy to do, but if I can not accomplish it, I will ask the teacher..."* From this answer furthermore, a description of the learning process can be grasped. The active role of student and teacher are described so well, but however, English audiences on English training or English club should be considered to build for the best goal of learning. As they said in data interview listed in participant 2/ A-54, 3/ A-38 and 6/ A-25.

> *"...My suggesstion is the school need to give guidance to their students learn English"*
> *(Participant 2/ A-54)*

> *"...want to set up groups of English to help each other so that we can help each other or devide the groups learn together and can improve our English language skill"*
> *(Participant 3/ A-38)*

> *"...the overall education in papua is still very low especially in kaimana regency English lessons it less attractive to students, so the need for motivation and encouragement powerful learning in order to master the English language"*
> *(Participant 6/ A-25)*

The three quotes above indicate that the teacher and the school policy maker should give the student training for the best goal of learning English such as an English club which is guided straightly and full of motivation. Because by having good motivation, the goal of learning may be hard.

4.2.1.5 Student Motivation

Motivation plays the main role in all aspect to have the goal of learning. Without having good motivation, the better goal of learning is impossible to have. The motivation can be external motivation such as the method used by the teacher in teaching, the student family, to whom the student makes a friend, and so on, while internal motivation furthermore can be something hoped by the student but however it was absolutely influences the environment of the student. In another word, it is not depended on how the situation is but its dependent on how the student himself or herself fell of the study. To describe the student motivation, some questionnaires are made. These questions can be specified in number (13), (15), (16), (20), and (28). These statements are *I like studying English (Q-13), my English teacher is able to give the highest influences to my ability (Q-15), based on my opinion, English is interesting to study (Q-16), I enjoy studying English (Q-20), if I don't understand the lesson which has given by them and I will ask them. (Q-25)* and *I have a good and easy technique in learning English (Q-28).*

As seen in Figure 4.1, the item student motivation shows the lower result – 0, 57 than that of previous mentioned items such asthe application of English learning process, teahing classroom management-methods and strategies and teaching aids and facilities which are respectively have 0.97, 0.80, and 0.84. But however it still shows the positive description when it is compared with classroom situation mentioned previously which has only 0. 05, the lowest total result than that of our hope. From Table 4.5 – the distribution of student motivation and Figure 4.6 –the total result of student motivation, the description of each component tested in student motivation is described. As seen in Figure 4.6, SM

(16) shows the highest total with total 120 points. It is then followed by item (13), item (20) and item (28) which respective amount to 84, 70 and 49, while item (15) amounts to 35.

The item (16) based on the total shown in Table 4.5, presents the positive description. The total result is derived from questioned – *based on my opinion, English is interesting to study (Q-16).* As an English teacher, we are happy enough to hear that the student has interesting in learning English so to have the goal of learning should not difficult to share. Some participants based on the data interview said that English is a must for them to study and at least they have strong belief that English is a must for them. As the following quotes says

> *"…English as an international language can be used to communicate if you are in overseas or foreing.*
> *(Participant 1/ A-05)*

> *"…English is an international language can be spoken everyone where and in particular.*
> *(Participant 3/ A-36)*

> *"…Now English is a foreignlanguage to everyone wants to learn to be able to communicate with strangers or tourists who come to visit our country.*
> *(Participant 4/ A-31)*

In (Participant 1/ A-05) is grasped that the English used as lingua Franca to communicate internationally with a whole people in the world which is seen as a must for the student to study. Besides, English as Lingua Franca in communication, English is also used to communicate the knowledge so from the data interview given, we could deny that English is a must for them to study. Based on this statement, then, the motivation of student has been described, but however, motivation, as previously mentioned before is impossible if in a district area, we have no good method and strategies to develop the English. It deals with

what present by the questionnaire for item (15) - *my English teacher is able to give the highest influences to my ability (Q-15).* As seen in Table 4.5, for instance, the total result just amount to 34. It is lower that what we hope even though many participants give positive opinion on item (16) and item (20) which respectively have wording - *based on my opinion, my, the English in not interesting to study (Q-16)* and *I enjoy studying English (Q-20).*

Dealing with what has been previously proposed; a general description of learning English can be grasped from the following data interview.

> *"For the field of English is very behind at all. For the field of English language in Papua, especially in Kaimana regency no increase at all From year to year for sure the level does not change, so in my opinion if allowed teachers who were given the task or responsibility to teach English should have the ability higher and were taught using various ways motivates students to speak English in class and outside class"*
> *(Participant 4/ A-31)*

In general, this quote indicates that English comprehension of student places the lowest position rather than another student in another town in Indonesia. Limitation of the teacher's methods and strategies in English teaching effect on their comprehensions to have the goal of learning. The variety of techniques and strategies should be also considered to have the better goal of learning.

4.2.1.6 Student Roles

Both teacher and student play the main roles in the process of learning to have the goal of learning. The goal of learning will never be reached without having good student roles. To describe the student perception ofthe student roles, the three following questioned are made. Those statements are scar aced randomly in questionnaires numbers(12), (22), (23), (24) and (25) namely *I ask friend to keep calm if they were make noisy (Q-12),after learning English in school, I feel*

that I have any progression in using English to communicate with the teacher and foreigner who came to my town (Q-22), I do focus on finding the difficulty of word meaning of English (Q-23), and *I do my homework on time (Q-24)* and *if do not understand the material given, I will ask the teacher (Q-25).*

As seen in Figure 4.1, the item student roles shows the signification result scores 0. 56, but it is as previously mentioned lower than item student motivation, the application of English learning process, teaching classroom management-methods and strategies, and teaching aids and facilities. The distribution of student roles furthermore can be seen in Table 4.6. As seen in this table, the items (12),(22), (23), (24), and (25) respectively score 103, 29, 94, 31, and 94. Looking at these results, item (22) and (31) has lower total rather than of the others. It then as previously mentioned describes the negative description of student role in learning process, while the rest show the positive description of the learning process. All of which will be discussed soon below.

Both (22) and (31)'s results are taken from questionnaires – *I feel that I have any progression in using English to communicate with the teacher and foreigner who came to my town (Q-22)* and *I do my homework on time (Q-24).* When the participant is asked about the usage of English in communication, as their student's effort to upgrade their abilities, they say that they only have in progression in vocabularies such as proposed by participant 1 / A-31 – *"...I know the English sources and I have many vocabularies"* overmore when the participant 1 is asked a question – whether they do their homework on time or not, some students says yes for that question but some time do not. The participant 1/ A-28, for instance, says *"...I will do the best for my homework and ask the*

teacher if i did not understand it" This sentence indicates that he did it as possible as he can and it is difficult to answer, he will ask the teacher about it. Another answer can be grasped from the participant 2/ A-47 – *"…no, sometimes, I get bored easily, so that if it were difficult for me to do, I will leave it"* This sentence means that the student would do what they think easy to do. The other examples can be grasped from the participant 3/ A-32 whether she did by herself or not she says that she did it by herself but if it is difficult to do, she will ask her friend.

> *"…If I was still working on its own, but it is very hard, we work together in groups to help each other and we can collect our task on time"* **(Participant 3/ A-33)**

Based on the three participants, we describe that not all plays their roles in getting the goal of learning. Recalling to the answers of participant 1 and 2 for instance, they preface to tow that they had done if they had difficulties in understanding the task given. The participant 3 furthermore is a good description to describe co-operation attitude between teacher and student and the student with their other classmates. As a teacher, we also need to pay attention on tho the whole character for the goal of learning. Because only some students who think that they must do what the teacher give like what the following participant says.

> *"…if you want to go forward you must also be in need of another party but when teachers find it difficult to explain how you so that you can achieve what you want"* **(Participant 1/ A-48)**

The other questionnaires presenting the significant results are questionnaires listed in (12), (23) and (25) – *I ask a friend to keep calm if they were made noisy (Q-12),I do focus on finding the difficulty of word meaning of English (Q-23),* and *if do not understand the material given, I will ask the teacher (Q-25).* These results respectively show significant results as seen in Table 4.6 –

103, 94 and 94. From Participant 1/ A-28 and Participant 2/ A-34 attached below

for instances can be grasped that the participant plays their roles to have the goal

of learning by way of asking the teacher. It is good enough to have the goal of

learning.

> *"…I will do what I feel easy to do and what I can not accomplish, I ask the teacher."* and *"…usually, I will ask my student who know it so well but when they are not quite sure about it, I will ask the teacher"* ***(Participant 1/ A-28 and 2/A-34)***

At the conclusion of this component, the student should think about what

the (Participant 1/ A-48) proposes above, that the student should be active and

creative to have the goal of learning. Besides the students' roles in getting the goal

of learning, they should take a part in it to have it because the goal of learning,

however should be better if both teacher and student play their own roles as what

they are.

4.2.1.7 Learning Goals

Each learning process has its own goal. To describe the student perception

of learning English in Kaimana senior high schools of West Papua whether the

achievement is appropriate or inappropriate with the student's need or

respondent's need. Based on this consideration, the statements below are made

(14), (17), (18) and (21) – *after learning English, I feel that I any progression (Q-*

14), the teacher give me tasks function to build my comprehension (Q-17), I

understand with the material given by the teacher (Q-18) and *The English*

material given is appropriate with what need (Q-21).

As seen in Figure 4.1, the item Learning Goals also show indifferent total

results with what we have in item Student Roles namely only scores to 0, 53.

These three points arelower than Student Roles. Learning Goals as compared with previous item places the second list after Classroom Situation. The same with other items, Learning Goals also present the positive description of student perception of learning English but as you seen Figure 4.1, the total result has not yet been said positive because it only amounts three points higher than 0, 50. All of which, will we discuss soon after this paragraph. As seen in Table 4.7, there four items in this component, namely (14), (17),(18) and (21) which respective amount to 71, 98, 52, and 44 where the items (52) and (44) can be described as negative description and the rests are positive description.

Both (52) and (44) describing the negative is derived from questionnaires – *I understand with the material given by the teacher (Q-18))* and *the English material given is appropriate to what need (Q-21).* After being given these questions, the result, respectively presents 52 and 44. Both items furthermore indicate that the material taught by the teacher is not considered giving them a benefit till the they will have low motivation in the learning process which effect on the goal of learning its self. As previously mentioned, the low motivation the student has, the lower result the student has. Their perception of this case can be grasped trough the following quotes. Based on the Participant 1/ A-20 proposes when he was asked about whether he get something from the process of learning, he said "*I do, actually I have not yet been good enough in English, but when I joined SMA Misi, I felt that my English improved.*" This sentence indicates that the student perceive and feel that his progress was running well after being accepted into this school. Another benefit he gets from the task given, then he learnt to be responsible on what the teacher gave. Is deals with what proposed in

the next data interview, namely participant 1/ A-29 – *"…I study to be responsible on everything I do"*

Another progression can be understood through the question questioning whether they have any progression of learning as in question listed in the attached data interview of participant 1/ A-31 – *having English sources and I feel that my vocabularies improved.* But implicitly, their contents of what they have in schools are low. It can be grasped through what they proposed through questions asked such as *if you were an English teacher, what will you do to make your student willing to study,* the answer shows that motivation and good compression in what the function of English should be considered which is able to be initiated or supported by good method and strategies such as what is proposed in participant 1/ A-39, 40 and 42.

> *"In carrying out the learning process should not be a tense atmosphere, but a relaxing and enjoyable, so that what students need and must understand their character that the things we wanted with the students can be implemented properly and focus on teaching and learning. Besides learning also emotion interspersed with humor.*
> *(Participant 1/ A-39)*

> *"according to me, should not be a tense atmosphere, but a relaxing and enjoyable so that what students need and must understand their character that the things we wanted with the students can be implemented properly and focus on teaching and learning, beside learning also interspersed with humor.*
> *(Participants 1/ A-40)*

> *"Teacher in the learning process not only motivates students with words alone, but need real action to bring together students and provide advice and inviting them to let us learn.*
> *(Participants 1/ A-42)*

Based on three quotations can be understood that the student preface method and strategies play the important role to have the goal of learning. The relax class created by the teacher should be considered to study the teacher even

what we know about the classroom situation is the teacher in it, but also a student, but however, the teacher should have good motivation, method and straggles in the teaching process till the application of learning is easy to have.

4.2.2 The Student of Perception of Learning English

Perception generally consists of an observation on certain situation or environment. It can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. This general definition can be understood as someone's ability to see, to hear, to feel and to present or to understand what they feel about their environment their social life physically, and mentally. Recalling what is previously mentioned about perception; is an intellectual organization of sensory stimuli internal and external, connected with a particular person, object or event. Based on this definition and the analyses of the seven components above and interview from some students' can be grasped that students perceive the English learning process in certain forms of perceptions.

Dealing with the student perceptions of the important of English, from the six students interviewed, the results show as follows.

> *"English is an International language if you understand it well easy for to communicate.*
> *(Participant 1/ A-05)*

> *"...Being English I think is very important and interesting to learn because if you can speak English we could go where"*
> *(Participant 3/ A-07)*

> *"English is an International language means as communication. We have to consider the benefit of using English wherever we you go you can used it. Through English easy to get a job.*
> *(Participant 3/ A-36)*

> *"…English I think is very important for the progress of the future and through English we can acquaintance with foreigners"*
> *(Participant 5/ A-05)*

> *"…Today these people always use the English language so i also wanted to speak English.*
> *(Participant 6/ A-20)*

These quoted data imply that all participants consider the importance of English to study. Participant 1 and 3 base their ideas on the existences of English as an international language. It implies that English is a must to study. It deals with the participant 5 and 3's perception. They say that English is a must to study because of the existences of English as a language Franca in which using English can be used to communicate with the other people easily because of its function as an international language and its function as lingua Franca. Another perception of learning English is being caused by the participant 'jealous' on the other attainment of speaking English where the other student can speak English while she can't. It is positive effect of learning English. It has been mentioned in previous subtitle – student motivation.

Considering the existence of English as a lingua Franca and an international language as mentioned above can also be simplified as the following data interview shown as in data interview - participant 1/ A-34.

> *"…English is an International language means as communication. We have to consider the benefit of using English wherever we you go you can use it. If you understand English you can go and travel around the world and can understand spoken English.*
> *(Participant 1/ A-34)*

This quotation implies that the existences of English as a lingua Franca or international language make English as a must to learn. Knowing English will

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make us easy to communicate with other people applying for a powerful foundation for the better life.

The following quotations show the student perception of learning English in The form of creating motivation in learning English namely classroom. As mentioned in previous mythology about the number of the student in a class should at least 20 students to 32 students. The following quotation shows the student's perception of the number student in their class. The student describes their hope as follows.

> *"…The number of students is not too much, it may be better if a lot of the number of the students in a class that will lead to less attention from teachers and often noisily disturbing another class. Seating arrangements should be organized in a way that men and women cross so as not noisy and do not interfere with each other"*
> *(Participant 1/ A-08)*

This data implies that the total of student in a class should be small. Based on the government rule above, the total should be at least 20 and maximal 32. If it is a small class, the goal of learning is easy to get. The other perception of learning English can be understood from the following quotation quoted from Participle 1/A-46.

> *"… For the field of English is very behind at all. In the field of English language in Papua, especially in Kaimana regency, no increase at all From year to year for sure the level does not change, so in my opinion if allowed teachers who were given the task or responsibility to teach English should have the ability higher and were taught using various ways motivates students to speak English in class and outside class.*
> *(Participle 1/A-46)*

> *"…English education in Papua less than other cities in Indonesia therefore, its teachers who have the competence can be brought in from outside papua so that more advanced education in Papua.*
> *(Participle 4/A-37)*

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> "…*English learning in Kaimana was still less desirable. For education in Papua is still below standard when compared to other regions in Indonesia.*
> *(Participle 6/A-25)*

According to the students' perception that field of study English is needed behind all. In the field of English language in Papua, especially in Kaimana, English field so there is no improvement. From year to year level definitely so far granted, so if according to my impression if my teacher placed or given the right to teach English should have a greater ability, so it is not a single procedures, meaning incoming continue to give them a task to explain and go out but give other techniques that help the student to speak English so that it is possible but it is also added to knowledge of the English language. Education in Papua, especially in the Kaimana district in order to be further enhanced. Indeed the government has been watched by creating matriculation programs, but in my opinion, it was not enough so it should be increased again. I think still very minimal Students' comprehension about English, evident when teachers greet students only respond by saying yes and no only.

4.2.3 The Student Expectation of Learning English

As well as previously mentioned, the expectation of learning English is also a part of student perception. Recalling the definition of perception above, the word 'perception' deals with an opinion and belief about something and it is also describe the hope of something perceived. As stated by Lindsay and Norman (1977) previously, perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. It implies that if someone perceives something, means that he can recall past experiences

with objects or events; he experiences meaning and has certain expectations about the object or event. The student's perception and expectation about learning English therefore are influenced by their perception. This research furthermore describesstudent perception of learning English in Kaimana senior high schools of West Papua aims not only to investigate the student perception of learning English but also to list and describe the student expectation of learning English in Kaimana's senior high schools. The following quoted data are perception and expectation of participating in learning English.

> *"…In the field of English is very behind at all. In the field of English language in Papua, especially in Kaimana regency, no increase at all From year to year for sure the level does not change, so in my opinion if allowed teachers who were given the task or responsibility to teach English should have the ability higher and were taught using various ways motivates students to speak English in class and outside class.*
> *(Participle 1/A-46)*

Based on this quote above can be understood that what we call about the teacher is not someone who expert in teaching and give the student the task but also expert in guiding students to be the best. It implies that the teacher should have a good method and strategies in guiding the student so that the goal of learning can be reached easily. Another expectation of the student can be understood in the quotation below.

> *"…In carrying out the learning process should not be a tense atmosphere, but a relaxing and enjoyable, eso that what students need and must understand their character that the things we wanted with the students can be implemented properly and focus on teaching and learning. Besides learning also emotion interspersed with humor.*
> *(Participant 1/ A-39 and 40)*

This quotation implies that the participant hope and expect a relax situation. These imply that the teacher should comprehend not only the material, but also the master the methods and strategies in creating the situation so that the

goal of learning can be reached. Knowing the student character and characterization should be considered by the teachers. Based on the participant 1's perception of BK's consoling class, the way the teacher shows an example of another teacher to have exiting situation so that the goal of learning is easy to reach. As the following implies,

> *"…Looking for a solution, what makes them so it does not have the desire to learn, besides studying and started to get into their world and below them back to our world.*
> *(Participant 1/ A-41)*

The teacher should have competence in understanding the student character to get the goal of learning. The teacher, as the following quotes proposed, not only asks the student to be diligent in learning, but also gives and shows them in action by way of giving a suggestion which is appropriate and logically accepted by the student because however, according the student, knowing the student character and context is a must. It also deals with the given theories of context.

> *"…Teacher in the learning process not only motivate students with words alone, but need real action to bring together students and provide advice and inviting them to let them learn.*
> *(Participant 1 A-42)*

> *"…The nature of it is the main thing; there should be encouragement to be good also because there must be poeple who motivates. Students definitely need a teacher as giver strong motivation and from the students themselves to learn"*
> *(Participant 5/ A-44)*

> *"If I as a teacher, i want to give motivation to the student and always give what benefits can be given …I always want to give motivation from the English language to students.The ability we have in the English language that can provide benefits for the students.*
> *(Participant6/ A-39)*

The another perception of learning English in Kaimana senior high schools indicating the student expectation of learning English can be specified as the following quotation below.

> *"…I want to set up groups of English to help each other so that we can help each other or devide the groups learn together and can improve our English language skills.*
> *(Participant 2/ A-38)*

> *"… I hope the district government can build a special school for English in Papua, and it is expected to develop the betterment of English education in Papua especially in Kaimana"*
> *(Participant 5/ A-25)*

> *"… Education in papua, especially in kaimana further improved, althought the government had to take them create quality improvement programs such as mactriculation, but still lacking therefore need to be improved*
> *(Participant 2/ A-57)*

The quotations from participants 2/ A-38, 5/ A-25 and 2/ A-57 respectively describe the student expectation of learning English in Kaimana senior high schools. The first quote describe the student expectation of creating the situation while the second and third describe the student expectation of the government's rules in improve the quality of education in Papua.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents three parts, namely conclusion, implication and suggestion which respectively elaborate the conclusion of this research endeavoring to answer the research question. The elaborated result discussed previously are obtained from the seven tested items - CS,TAF,TCM-MS, AELP, SM,SR, and GL. All these items are tested to specify and investigate the goal of learning English because what we call by perception is not only used to describe what the participants perceive about their certain context of learning, but also hope the certain context of learning to be the better process of learning so that the good achievement of learning English is possible to obtain. The following items are the detail specification of conclusion, implication and suggestion.

5.1 Conclusion

Perception, as mentioned previously can be understood as someone's ability to see, to hear, to feel and to present or to understand what he/ she feels or perceive about his/ her environment and social life physically and mentally. His or her feeling can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. Students' perception in research, as mentioned previously is the cognitive process used by the students to interpret, understand, and recognize the objects or events with their own expectation and meaning. These Students' perceptionis grounded on the seven tested items,namely

CS,TAF,TCM-MS, AELP, SM,SR, and GL. All seven tested items are supported by interview data attached in the appendices of this research.

Recalling Figure 4.1, the result of the seven tested itemsis obtained. Three items – AELP, TAF, and TCM-MS present a significant result which respectively scores 0.97, 0.84 and 0.80. These three components show a positive description of learning English in Kaimana senior high schools. Another component such as SM, SR, and GL respectively show 0.57, 0.56 and 0.53. These results are positive, but they are not appropriate to include in a good and significant description showing the positive description. The other component is CS. It shows the total number 0, 05. It is the lowest result in seven tested components. Based on these data, the student perception of learning English in Kaimana senior high schools are described as follows.

The first component – CS, for example, can be grasped that the situation and creating the situation should be considered to have the betterment of learning's goal. This component as described in Figure 4.1 shows the lowest result. It implies negative description of English learning. Another component is the fifth, sixth and the seventh component namely SM, SR, and GL which respectively show 0.57, 0.56 and 0.53. These results are positive but they are not appropriate to include in a good and significant description showing the positive description.

The other component is the second, the third and the fourth components – TAF, TCM-MS, and AELP respectively show the significant result which respectively amount to 0.84, 0.80 and 0.97. These three components show a positive description of learning English in Kaimana senior high schools.

5.2 Implication

The study of student perception of learning English in Kaimana senior high schools has some implications. First of all is to describe the student perception of learning English in Kaimana senior high schools dealing with the previously mentioned theory in which perception is not only to describe what the student perceive about, but also to describe what they hope for the best process of learning for what they perceive about. Thus, the paucity or weakness of learning English in Kaimana, West Papua can be identified. This implication is addressed to the authority in the process of learning in Kaimana to create the betterment of English learning's goal.

The second implication is addressed to the teacher and student who play the main role in the process of learning. For the teachers, they should endeavor to make an interesting situation in learning process with the result that the goal of learning can be attained. The seven components which on those this study are based on should be considered by both teacher and student so that the goal of learning can be achieved.

5.2 Suggestion

Based on the data analysis, I have some interpretation to draw; the first, the teacher must use English to seduce the students participate in classroom activities. The second the teacher should have a strong motivation to learn. The teacher should have self confidence in using the language. Furthermore, in the interview some teachers seemed to use of Bahasa Indonesia to support the students learning as some kinds of failure. In particular, the teachers may need

further training in using a lab of English that is appropriate to their students in the classroom.

The third, the teachers need to know the potentials of the student and what the student needs to learn. The four, the teachers should design their materials and teaching aids before coming to the classroom. The five, the teachers should have a good ability in using English, appropriate method and approach in their teaching. For the students, they should have a strong motivation to learn. Do many times to exercise their English inside and outside the classroom. The students should do their tasks or homework in pair or group.

The students use English most of the time in their class. The student does not learn English in the school just as subject, but considering the benefit of English in the future. For the government, first the government should prepare good facilities to support teaching learning process and also give opportunity to English teachers to attend training to increase their competence. Second, the government should improve its supervision of the teaching and learning process.

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APPENDIX 1

INTERVIEW DATA (BAHASA INDONESIA VERSION)

Participant 1

Name : Bernadus Aristokawe
School : SMA St. Thomas Aquino Kaimana Papua Barat
Class : IX IPS

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hai, siapa namamu?	Student Personal Data
A 01	Bernadus Aristokawe	-
Q 02	Apa nama sekolahmu?	-
A 02	SMA Santo Thomas Aquino Kaimana.	-
Q 03	Sekarang kamu duduk di kelas berapa?	-
A 03	Kelas 11 sosial 1	-
Q 04	Apa pelajaran yang paling kamu senangi?	Student Motivation
A 04	Geografi dan Bahasa Inggris	-
Q 05	Kenapa kamu senangi pelajaran Geografi dan Bahasa Inggris?	-
A 05	Karena saya lebih termotivasi untuk mempelajarari ilmu bumi dan selain itu juga Bahasa Inggris sebagai bahasa international karena apabila suatu saat diluar kita bisa menghadapi situasi itu dengan tenang.	-
Q 06	Baik, jika pelajaran yang kamu pelajari disekolah ini diurutkan, pelajaran Bahasa Inggris ada di urutan keberapa?	-
A 06	Urutan ke 2	-
Q 07	Apa alasanmu?	-
A 07	Karena itu sudah, saya ingin mempelajari bahasa asing, bahasa milik orang lain	-
Q 08	Baik, menurutmu jumlah murid, susunan tempat duduk dan pencahayaan sesuai atau tidak?	Classroom Situation
A 08	Untuk pencahayaan sudah bagus. jumlah muridnya, tidak terlalu banyak mungkin lebih bagus karena kalau banyak juga nanti kurang.. apa.. kurang perhatiaan begitu sedikitnya perhatian dari guru dan sususuan tempat duduk menurut saya agak sedikit tidak setuju karena disini lebih banyaknya perempuan dengan perempuan, laki-laki dengan laki akhirnya ribut dikelas. Kalau menurut saya diselang-selingkan	-

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	laki-laki perempuan laki-laki perempuan	
Q 09	Baik, apa kamu mempunyai panduan semacam buku panduan, buku cetak, kamus dsb.?	Teaching Aids and Facilities
A 09	Ya, saya punya selalu	-
Q 10	Bagaimana dengan gurumu?	-
A 10	Beliau orangnya cerdas, baik terus tenang	-
Q 11	Apakah mereka juga mempuyai buku tertentu dalam mengajar?	-
A 11	Buku yang sering dipakai guru, itu pula yang dipakai murid	-
Q 12	Apakah ada buku yang lain selain buku panduan yang dipakai oleh guru dan murid?	-
A 12	Ada	-
Q 13	Bisa anda menyebutkan nama buku itu…	-
A 13	Seperti English Sky, iya salah satunya itu.	-
Q 14	Ya baik, menurutmu, apakah guru Bahasa Inggris, menarik dalam mengajar?	The Application of English Learning Process
A 14	Beliau sangat menarik, santai santai tidak terlalu tegang tapi terkadang marah apabila ada kesalahan	Teaching Classroom Management- Method and Strategies
Q 15	Menurut pendapatmu, apakah guru bahasa inggrismu mempunyai kemampuan dalam mengajar?	Teaching Classroom Management- Method and Strategies/ The Application of English Learning Process
A 15	Sangat mempunyai kemampuan	-
Q 16	Apakah penjelasan selalu diberikan gurumu, anda mengerti?	Teaching Classroom Management- Method and Strategies / The Application of English Learning Process
A 16	Ya dengan cepat	-
Q 17	Baik, apakah guru Bahasa Inggris selalu menggunakan Bahasa Inggris dalam mengjar?	The Application of English Learning Process
A 17	Tidak, selalu diselingi dengan Bahasa Indonesia karena tidak semua siswa/i mampu mengerti Bahasa Inggris secara keseluruhan	Teaching Classroom Management-

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		Method and Strategies/ The Application of English Learning Process
Q 18	Jika dalam proses belajar kamu menemukan kesulitan, apa yang biasanya kamu lakukan, bertanya ke teman atau ke guru?	Student Roles/ Student Motivation
A 18	ke guru karena menurut saya guru lebih tau	-
Q 19	dan semua pertanyaan yang kamu tanyakan kepada guru dapat dijawab dengan baik dan benar? atau masih ada pertanyaan yang tidak bisa dijawab oleh guru?	The Application of English Learning Process
A 19	selama ini belum perna ditemukan begitu	-
Q 20	Menurutmu, apakah penjelasan dari gurumu sangat membantumu untuk mengerti?	-
A 20	Sangat, karena sebenarnya sih saya juga belum terlalu pandai berbahasa Inggris tapi semenjak mendapat guru seperti di SMA Misi sini saya mengalami peningkatan yang cukup	Learning Goals
Q 21	Sebelum pelajaran dimulai, apa yang biasanya dilakukan guru bahasa Inggris mu?	Teaching Classroom Management- Method and Strategies
A 21	Beliau sering mengecek kehadiran, menanyakan tugas-tugas yang diberikan lalu dimulai dengan KBM	Learning Goals
Q 22	Sebelum mengecek kehadiran siswa, apakah beliau membuka kelas itu dengan member salam kepada siswa atau tidak?	Classroom Management- Method and Strategies/ The Application of English Learning Process
A 22	Ya	-
Q 23	Apakah kamu disuruh mengingat dan mengulang pelajaran-pelajaran yang diberikan pada hari-hari sebelumnya?	-
A 23	Ya, selalu diingatkan karena pelajaran yang pernah diberikan nanti selang dua atau tiga hari kemudian ditanya ulang oleh guru, itu yang sering dilakukan oleh guru	-
Q 24	dan itu apakah anda bisa menjawab dengan baik atau bisa mengerjakan semuanya atau memberikan penjelasan kepada guru?	Learning Goals
A 24	semampu saya. Ada yang bisa ada pula yang belum terlalu bisa	-

Q 25	Baik, apakah kamu selalu mendapatkan tugas-tugas/ pekerjaan rumah sebelum proses pembelajaran Bahasa Inggris selesai atau berakhir dikelas?	Teaching Classroom Management- Method and Strategies/ Learning Goals
A 25	Sering tersisa 10 atau 5 menit, baru guru memberikan pelajaran sebelum guru keluar meninggalkan kelas	-
Q 26	setiap kali pada akhir process belajar mengar Inggris	Teaching Classroom Management- Method and Strategies
A 26	Iya	-
Q 27	Dan apakah semua tugas-tugas itu bisa dikerjakan atau diselesaikan dirumah?	Learning Goals
A 27	Tidak semuanya, ada satu atau dua nomor yang tidak dikerjakan	-
Q 28	Jika kamu diberikan pekerjaan rumah (PR), apakah kamu mengerjakanya atau membiarkan begitu saja?	Student Roles
A 28	Mengerjakan yang serasa semampu saya dan yang tidak mampu dikerjakan ditanyakan lagi kepada guru	-
Q 29	Menurutmu, apakah kamu merasa mendapatkan manfaat dari tugas-tugas tersebut?	Learning Goals
A 29	Dimana saya belajar untuk bertanggung jawab.	-
Q 30	Selain bertanggung jawab terhadap tugas-tugas yang diberikan, apa manfaatnya sebenarnya dari tugas itu? Manfaatnya, apakah membantu pelajaran bahasa inggris yang kamu pelajari atau tidak?	-
A 30	Membantu	-
Q 31	Ok baik, jika iya, manfaat seperti apa yang kamu dapatkan?	-
A 31	Mendapatkan sumber-sumber Bahasa Inggris begitu, terus, vocabulary semakin bertambah.	-
Q 32	Vocabularynya semakin bertamba? Selain vocabulary-nya bertambah, apa dengan tugas-tugas tersebut anda merasa bahwa bawasan anda dalam bidang Bahasa Inggris juga bertamba?	-
A 32	Iya	-
Q 33	Apakah kamu ingin bisa berbahasa Inggris?	Student Motivation
A 33	Sangat ingin bisa berbahasa Inggris.	-
Q 34	Kenapa?	-

A 34	Bahasa Inggris itu bahasa internasional toh selain, maksudnya saat mungkin dapat dipakai saat yang diperlukan begitu supaya tidak maksudnya kita tidak sperti susah begitu kalau mau kemana kemana begitu saat bertemu dengan orang yang asing begitu kita sudah anggap biasa maksudnya kita sudah bisa mendapatkan foundasi yang kuat untuk bisa berhasa inggris kedepan lebih baik maksudnya bisa bercakap-cakaplah dengan dengan mereka	-
Q 35	Selain anda bisa menggunakan Bahasa Inggris, artinya bisa berkomunikasi dengan teman-teman atau orang-orang lain, apa kira-kira manfaat Bahasa Inggris juga pada diri anda untuk suatu ketika misalnya anda selesai dari SMA, apakah dengan itu bisa punya kemauan untuk melanjutkan belajar Bahasa Inggris ke perguruan tinggi?	-
A 35	Menurut saya sih, untuk melanjutkannya mungkin tidak karena saya nanti akan memilih Geografi Bahasa Inggris itu sebagai sampingan dari pelajaran Geografi	-
Q 36	Baik, apa yang memotivasi kamu ingin bisa berbahasa Inggris?	Student Motivation
A 36	Yang paling memotivasikan saya, karena saya sering merasa iri dengan teman-teman, saudara adik kakak mereka bisa berbahasa inggris sedangkan saya masih patah-patah begitu. Punya ingin bisa melebihi mereka begitu…	-
Q 37	Jika kamu diminta untuk memberikan saran-saran untuk kebaikan proses pembelajaran Bahasa Inggris, apa yang ingin kamu sarankan?	Classroom Management-Method and Strategies/ The Application of English Learning Process
A 37	Kalau menurut saya guru harus lebih memahami karakter siswa, supaya ketika waktu mengajar apa yang diberikan dengan cara-cara dimana jika guru sudah mengerti pasti sudah dapat dimengerti dengan baik	The Application of English Learning Process
Q 38	Apabila guru tidak melakukan itu dengan baik, bagaimana kira-kira pendapat anda?	Teaching Classroom Management-Method and Strategies
A 38	Yang pastinya akan ada kesulitan dalam menerima proses KBM itu dengan baik dan	-

	pastinya itu seperti pembodohan begitu tidak ada manfaatnya sama sekali.	
Q 39	Jika kamu sebagai guru Bahasa Inggris, apa yang kamu akan lakukan agar murid-muridmu mau belajar?	Teaching Classroom Management- Method and Strategies/ Student Motivation
A 39	Megadakan proses belajar yang santai, tidak harus tegang, dan seperti tadi harus mengerti karakter siswa/I sehingga hal yang kita inginkan bersama murid-murid bisa terlaksana dengan baik	-
Q 40	Kira-kira hal-hal seperti apa yang anda inginkan yang harus diberikan oleh guru?	Teaching Classroom Management- Method and Strategies
A 40	Kalau menurut saya sih, fokuskanya itu kepada situasi. KBM itu tidak harus teralu tegang karena itu juga kan menggagu kemampuan berfikir siswa/i. harus lebih santai, tenang, rileks. Ya selain belajar harus juga disertai dengan humor begitu	-
Q 41	Baik, jika murid-muridmu tidak mempunyai keinginan yang kuat dalam belajar, apa yang akan kamu lalukan?	-
A 41	Mencari solusi, apa yang melatar belakangi sehinnga mereka tidak ingin belajar, selain itu ya mempelajari dan mulai masuk seperti yang saya pernah pelajari juga dari guru BK masuk ke dunia mereka dan bawa mereka kembali ke dunia kita	-
Q 42	Menurut anda, hal apa yang membuat siswa itu bisa maju dan giat belajar dalam mempelari Bahasa Inggris?	Teaching Classroom Management- Method and Strategies/ Student Motivation
A 42	Satu dengan cara mengajar tapi maksudnya bukan secara melepaskan kata begitu *ayo belajar,* tidak, tapi dengan satu dua tindakan begitu macam pertemukan merekan dalam satu tempat lalu disamping belajar memberikan saran-saran, masukan kepada mereka	Student Motivation
Q 43	Baik, jika murid-muridmu tidak mempunyai	-

	kemapuan yang kuat dalam belajar, apa yang kamu lakukan?	
A 43	Mengenali mereka apa yang mebuat mereka begitu padahal belajar itu penting untuk masa depan	-
Q 44	Bentuk motivasinya?	-
A 44	Sifat itu merupakan hal utama, harus ada dorongan juga karena untuk menjadi baik harus ada seseorang dibelakangnya. Jadi murid itu pasti membutuhkan guru untuk sebagai pendorong dan selain itu ada tekat yang kuat dari mereka	-
Q 45	Bantuan ini bisa berbentuk banyak faktor ya? Kira-kira seperti apa bentuknya?	-
A 45	Mengajak mereka belajar bersama	-
Q 46	Sebagai orang Papua, apa pesan dan kesanmu terhadap pendidikan di Papua secara umum dan Kaimana kususnya?	The Application of English Learning Process
A 46	Kalau menurut saya, untuk bidang Bahasa Inggris ini memang sangat tertinggal sekali. Untuk bidang Bahasa Inggris di Papua khususnya di Kaimana bidang Bahasa Inggris ini sangat sangat tidak ada peningkatan begitu. Dari tahun ke tahun pasti levelnya segini segini segini jadi kalau menurut kesan saya saja kalau boleh guru yang di tempatkan atau yang diberikan hak untuk mengajar atau kewajiban unutk mengajar [Bahasa Inggris] harus lebih punya kemampuan sehingga tidak dengan satu cara saja maksudnya masuk terus berikan tugas jelas jelaskan keluar maksudnya dengan tehnik tehnik lain yang mungkin apa dengan cara macam ngajar selain diluar kbm mungkin mengajak mereka sedikit sedikitlah berbicara bahasa inggris supaya tidak menutup kemungkinan selain itu juga menambah pengetahuan mereka bicara Bahasa Inggris.	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process
Q 47	Artinya Bahasa Inggris itu bukan hanya dipelajari disekolah tetapi implementasinya juga diluar sekolah!	Student Motivation/ Learning Goals
A 47	Ya	-
Q 48	Selain dari mempelarjari Bahasa Inggris dikelas, perlukah dorongan lain dari lingkungan, keluarga, dan masyarakat?	Learning Goals
A 48	Iya, jika ingin maju itu harus tidak membutuhkan dari satu pihak saja tapi apabila mungkin saja guru mengalami kesulitan untuk ini menjelaskan bagaimana bagaimana harus mungkin mecari jalan lain seperti macam	-

	mungkin siswa disekolah tidak megerti apa yang dijelaskan oleh guru mungkin bisa pulang kerumah meminta bantuan tetangga atau apapun yang punya kemampuan dalam hal ini.	

Participant 2

Name : Frederika Tresiana Womsiwor
School : SMA St. Thomas Aquino Kaimana Papua Barat
Class   : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, siapa namamu?	Student Personal Data
A 01	Nama saya Frederika Tresiana Womsiwor	-
Q 02	Apa nama sekolahmu?	-
A 02	SMA YPPK St Thomas Aquino Kaimana	-
Q 03	Sekarang kamu duduk di kelas berapa?	-
A 03	Kls IX IPA	-
Q 04	Apa pelajaran yang paling kamu senangi?	Student Motivation
A 04	Matematika	-
Q 05	Jika semua pelajaran yang kamu pelajari disekolah ini diurutakan, pelajaran Bahasa Inggris itu ada diurutan keberapa?	-
A 05	Ke empat	-
Q 06	Alasan?	-
A 06	karena menurut saya pelajaran bahasa Inggris agak sulit	-
Q 07	kesulitannya dimana?	-
A 07	saya kurang mengerti	-
Q 08	Kenapa sampai tidak mengerti?	Teaching Classroom Management-Method and Strategies
A 08	-	-
Q 09	Apakah sulit atau sama sekali tidak punya keinginan untuk…?	-
A 09	Sulit	-
Q 10	Bagian apa yang membuat anda merasa sulit?	-
A 10	Mungkin karena saya kurang kosa kata maka …	-
Q 11	Apakah hanya karena kurang kosakata? Atau dulu pada waktu kamu di SMP belajar Bahasa Inggris atau tidak? Kenapa?	Student Motivation

A 11	-	-
Q 12	Ok, baik, menurutmu, jumlah murid, susunan tempat duduk dikelasmu dan pencahayaan sesuai atau tidak?	Classroom Situation
A 12	Sesuai	-
Q 13	Alasan?	-
A 13	Sesuai,alasannya menurut saya jumlah murid di kelas saya sedikit, susunan tempat duduk bagus dan pencahayaanya juga bagus	-
Q 14	Apaka pada waktu proses belajar mengajar, guru menutup pintu jendela atau membuka?	-
A 14	Membuka pintu dan membuka jendela juga	-
Q 15	Apakah tidak menutup pintu dan jendela? Tidak?	-
A 15	Tidak, Cuma gordennya saja	-
Q 16	Oh begitu, lalu mengenai lampu?	-
A 16	Lampu tidak dinyalakan	-
Q 17	Okey, baik, Apakah kamu mempunyai panduan semacam buku panduan, buku cetak, atau kamus dalam mempelajari bahasa Inggris?	Teaching Aids and Fasilities
A 17	Ya, untuk kamus ada tapi untuk buku panduan atau buku cetak tidak ada	-
Q 18	Untuk guru ada atau tidak?	-
A 18	Ada	-
Q 19	Murid?	-
A 19	Murid buku panduannya tidak ada	-
Q 20	Bagaimana dengan gurumu? Pada waktu yang bersangkutan mengajar menggunakan buku panduan atau tidak?	-
A 20	Ya menggunakan	-
Q 21	Mereka menggunakan buku panduan dalam mengajar ya?	-
A 21	Ya	-
Q 22	Kenapa siswa tidak menggunakan	-
A 22	Mungkin karena bukunya terbatas hanya unutk guru jadi kami murid tidak mendapat	-
Q 23	Tapi buku cetak buku teks anda dapat?	-
A 23	Biasanya kalau… tidak tidak..	-
Q 24	Menurutmu, apakah guru bahasa inggris, menarik dalam mengajar Bahasa Inggris?	The Application of English Learning Process
A 24	Ya, menurut saya sangat menarik karena ada hal-hal baru yang diberikan oleh guru bahasa inggris kepada saya	Student Motivation
Q 25	Hal-hal baru dalam bentuk apa itu? Misalnya?	The Application of English Learning Process

A 25	Guru bahasa inggris menyapa saya dengan bahasa Inggris, seperti itu..	-
Q 26	Menyapa bahasa inggris! Hanya itu? Atau hal-hal baru disini misalnya ada berita berita yang diamapaikan oleh media dalam bahasa inggris gurunya selalu menyampaikan itu?	-
A 26	Iya	-
Q 27	Menurut pendapatmu, apakah guru bahasa inggrismu mempunyai kempuan dalam mengajar?	Teaching Classroom Management-Method and Strategy/ The Application of English Learning Process
A 27	Ya	-
Q 28	Dari mana anda lihat bahwa kemampuan guru bahasa inggris anda baik?	Teaching Classroom Management-Method and Strategies
A 28	Dari caranya menyapa kemudian dari caranya mengajar	-
Q 29	Apakah guru Bahasa Inggris anda selalu menggunakan Bahasa Inggris dalam mengajar?	The Application of English Learning Process
A 29	Ya	-
Q 30	Apakah selalu menggunakan bahasa inggris semua ataukah ada…	-
A 30	Tidak, biasanya sekali-sekali saja	-
Q 31	Sekali-sekali menggunakan bahasa inggris, selain itu menggunakan?	-
A 31	Bahasa Indonesia	-
Q 32	Kenapa itu?	-
A 32	Karena mungkin menurut pak guru kami belum terlalu mengerti kalau misalnya pak guru berbicara dengan bahasa inggris	-
Q 33	Menurut anda seperti itu mungkin saja jika pak guru menggunakan bahasa inggris semua berarti anda tidak mengerti? Harus menggunakan sebagian bahasa Indonesia?	-
A 33	-	-
Q 34	Jika dalam proses belajar kamu menemukan kesulitan, apa yang biasa kamu lakukan, bertanya ke teman atau ke guru?	Student Roles
A 34	Biaya saya bertanya keteman yang lebih tahu dari saya tetapi jika teman itu tidak tahu atau	-

	tidak paham maka saya akan bertanya langsung kepada guru yang bersangkutan	
Q 35	Dan ketika anda bertanya langsung ke guru yang bersangkutan, apa jawaban yang diberikan? Atau apa penjelasan yang diberikan?	Teaching Classroom Management-Method and Strategies
A 35	Guru yang bersangkutan akan menjelaskan lebih detail lagi kepada saya sehingga saya bisa mengerti dengan baik	-
Q 36	Ok, menurutmu, apakah penjelasan dari gurumu sangat membantukmu untuk mengerti?	-
A 36	Ya	-
Q 37	Apakah penjelasan yang diberikan oleh guru bahasa inggris setiap kali mengajar itu anda mengerti?	-
A 37	Tidak, tidak juga.	-
Q 38	Kenapa?	-
A 38	Karena saya harus dijelaskan berulang-ulang supaya saya bisa mengerti	-
Q 39	Jadi guru yang bersangkutan harus mengurangi lagi!	The Application of English Learning Process
A 39	-	-
Q 40	Sebelum pelajaran dimulai, apa yang biasanya dilakukan oleh guru bahasa inggrismu?	-
A 40	Guru bahasa inggris akan menyapa kami dan kemudian akan menceritakan apa yang…	-
Q 41	Menyapa anda menggunakan bahasa Indonesia atau bahasa inggris?	-
A 41	Bahasa inggris	-
Q 42	Apakah kamu disuruh mengingat dan mengulang pelajaran-pelajaran yang diberikan pada hari-hari sebelumnya?	-
A 42	Ya	-
Q 43	Kenapa?	-
A 43	agar saya tidak lupa pelajaran yang seblumnya	Learning Goals
Q 44	Apakah kamu selalu mendapatkan tugas-tugas/ pekerjaan rumah sebelum proses pembelajaran bahasa inggris selesai?	Student Roles
A 44	Ya	-
Q 45	Berapa kali seminggu kamu diberikan tugas?	Teaching Classroom Management-Method and Strategies
A 45	Seminggu sekali, biasanya diberikan tugas kerja	Student Roles

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	disekolah namau kalau waktunya tidak mencukupi maka akan menjadi pekerjaan rumah	
Q 46	Jika kamu diberikan pekerjaan rumah (PR), apakah kamu mengerjakanya atau membiarkan begitu saja?	-
A 46	Mengerjakanya	-
Q 47	Mengerjakanya selalu tepat pada waktunya atau tidak	-
A 47	Tidak, biasanya saya cepat jenuhnya jadi kalau misalnya saya kerja namun soal itu saya tidak bisa untuk menjawab maka saya akan membiarkanya	-
Q 48	Alasanya kamu membiarkanya kenapa?	-
A 48	Karena terlalu sulit	-
Q 49	Menurutmu, apakah kamu merasa mendapatkan manfaat dari tugas-tugas tersebut?	Learning Goals
A 49	Ya	-
Q 50	Apa manfaatnya?	-
A 50	Seperti saya bisa mendapak kosakata kemudian bisa menambah wawasan saya juga walaupun hanya sedikit	Student Motivation
Q 51	Apakah kamu ingin bisa berbahasa inggris?	-
A 51	Ya	-
Q 52	Alasanya?	-
A 52	Ya, karena saya bisa ingin seperti pak guru bahasa inggris	-
Q 53	Apa yang memotivasi kamu ingin bisa berbahasa inggris?	-
A 53	Saya ingin pandai berbahasa inggris seperti guru bahasa inggris saya dan juga saya dapat berbicara bahasa inggris dengan teman-teman saya.	-
Q 54	Jika kamu diminta untuk memberikan saran-saran untuk kebaikan proses pembelajaran bahasa inggris, apa yang ingin kamu sarankan?	-
A 54	Saran saya adalah sekolah harus memberikan bimbingan belajar bahasa inggris kepada siswanya.	Student Motivation/ The Application of English Learning Process
Q 55	Jika kamu sebagai guru bahasa inggris, apa yang kamu akan lakukan agar murid-muridmu mau belajar?	-
A 55	Saya akan terus memberikan motivasi kepada murid-murid saya agar mereka mau belajar	Student Motivation
Q 56	Motivasi dalam bentuk apa?	-

A 56	Memuji mereka biar mereka bersemangat	-
Q 57	Sebagai orang papua, apa pesan dan kesanmu terhadap pendidikan secara umum dan khusus di Kaimana?	-
A 57	Pendidikan di Papua khususnya di Kabupaten Kaimana ini supaya lebih ditingkatkan lagi memang pemerintah sudah memperhatinnya dengan membuat program martikulasi namun menurut saya itu kurang cukup jadi musti ditingkatkan lagi.	Teaching Aids And Facilities/ Learning Goals
Q 58	Bagaimana dengan bahasa inggris sendiri? Pendidikan bahasa inggris di kabupaten kaimana?	-
A 58	Menurut saya masih sangat minim terbukti ketika guru menyapa murid-murid hanya respon dengan bilang yes no saja.	Learning Goals

Participant 3

Name : Zeth H
School : SMA Negeri 1 Kaimana Papua Barat
Class   : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, siapa namamu?	Student Personal Data
A 01	Zeth H	-
Q 02	Apa nama sekolahmu?	-
A 02	SMA Negeri 1 Kaimana	-
Q 03	Sekarang kamu duduk di kelas berapa?	-
A 03	XI IPA	-
Q 04	Apa pelajaran yang paling kamu senangi?	Student Motivation
A 04	Pelajaran fisika	-
Q 05	Selain fisika?	-
A 05	Bahasa inggris dan matematika	-
Q 06	Jika semua pelajaran yang kamu pelajari disekolah ini diurutakan, pelajaran bahasa inggris ada diurutan keberapa? Alasanmu?	-
A 06	Ke dua	-
Q 07	Apa alasanmu?	-
A 07	karena bahasa inggris menurut saya sangat penting dan menarik untuk dipelajari karena bisa berbahasa bisa pergi kemana-mana dengan basasa inggris	-

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Q 08	Menurutmu, jumlah murid, susunan tempat duduk dan pencahayaan sesuai atau tidak? Alasan?	Classroom Situation
A 08	Menurut saya belum sesuai karena jumlah murid masih terlalu banyak karena sepertinya luas kelasnya sempit	-
Q 09	Apakah kamu mempunyai semacam buku panduan, buku cetak atau kamus dalam mempelajari bahasa inggris?	Teaching Aids and Facilities
A 09	Ya, ada	-
Q 10	Bagaimana dengan gurumu? Apakah mereka juga menggunakan buku tertentu dalam mengajar?	-
A 10	Ya guru juga memiliki buku panduan yang sama sperti yang dimiliki oleh murid	-
Q 11	Menurutmu, apakah guru bahasa inggris, menarik dalam mengajar?	The Application of English Learning Process/ Teaching Classroom Management-Method and Strategies
A 11	Ya cukup menarik	-
Q 12	Alasananya?	-
A 12	kerena ia selalu bercakap-cakap dengan kita dengan menggunakan bahasa inggris	Teaching Classroom Management-Method and Strategies
Q 13	Menurut pendapatmu, apakah guru bahasa inggrismu mempunyai kempuan dalam mengajar?	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process
A 13	Ya guru kami mempunyai kemampuan dalam mengajar	-
Q 14	Kira-kira latar belakang pendidikan guru bahasa inggris anda	-
A 14	Kurang tahu, mungkin sarjana pendidikan bahasa inggris	-
Q 15	Apakah guru bahasa ingris anda selalu menggunakana bahasa inggris dalam mengajar?	-
A 15	Ya	The Application of English

		Learning Process/ Classroom Situation
Q 16	Adakah bahasa Indonesia atau tidak?	-
A 16	Ada tapi lebih banyak menggunakan bahasa inggris	-
Q 17	Kenapa dia menggunakan bahasa Indonesia begitu?	The Application of English Learning Process
A 17	Karena masih banyak murid yang belum mengerti apa yang guru sampaikan	-
Q 18	jadi kalau pak guru menggunakan bahasa inggris masih banyak yang belum mengerti?	Learning Goals
A 18	Iya, karena masih banyak kosa kata yang belum paham	-
Q 19	Jika dalam proses belajar kamu menemukan kesulitan, apa yang biasa kamu lakukan, bertanya ke teman atau ke guru?	Student Roles
A 19	Bertanya kepada guru	-
Q 20	Apa alasannya?	-
A 20	karena menurut saya guru lebih bisa menjelaskan kesulitan apa yang kita rasakan, kesulitan apa yang kita rasakan	-
Q 21	Tapi ketika misalnya guru tidak ada lalu anda mempunyai kesulitan dalam mengerjakan tugas atau ada hal-hal dalam bahasa inggris yang anda tidak mengerti kira-kira siapa yang bisa membantu anda	Learning Goals
A 21	Biasa kepada teman juga belajar kelompok	-
Q 22	Menurutmu, apakah penjelasan dari gurumu sangat membantukmu untuk mengerti?	Teac-hing Classroom Management-Method and Strategies
A 22	Ya sangat membantu	-
Q 23	Sebelum pelajaran dimulai, apa yang biasanyadilakukan oleh guru bahasa inggrismu?	-
A 23	Guru menyapa dalam bahasa inggris	The Applicationof English Learning Process/ Classroom Situation
Q 24	Lalu apa respon dari siswa?	-
A 24	Membalas sapa guru	-
Q 25	Apakah kamu disuruh mengingat dan mengulang pelajaran-pelajaran yang diberikan pada hari-hari sebelumnya?	The Application of English Learning Process/

		Teaching Classroom Management-Method and Strategies
A 25	Ya kami disuruh untuk mengulang mengingat dan mempelajarinya ulang dirumah.	-
Q 26	Apa alasanya guru bertanya atau mengingatkan pelajaran yang telah dipelajari?	Teaching Classroom Management-Method and Strategies
A 26	Agar kita tidak lupa pelajaran yang telah kita pelajari karena bahasa inggris banyak kosakatanya sehingga jika kita tidak mengulanginya, maka kita akan lupa	Learning Goals/← Teaching Classroom Management-Method and Strategies
Q 27	Apakah kamu selalu mendapatkan tugas-tugas/ pekerjaan rumah sebelum proses pembelajang bahasa inggris selesai?	-
A 27	Ya kami sering mendapatkan tugas-tugas, PR begitu setiap akhir dari pembelajaran	-
Q 28	Sejauh anda mengerjakan pr dirumah, anda menemukan kesulitan-kesulitan	-
A 28	Ya	-
Q 29	Lalu pr itu diselesaikan pada waktunya atau tidak?	Learning Goals
A 29	Pada waktunya	-
Q 30	Ketika esok harinya anda tampil dikelas pr sudah selesai?	-
A 30	Ya	-
Q 31	Jika kamu diberikan pekerjaan rumah (PR), apakah kamu mengerjakanya atau membiarkan begitu saja?	-
A 31	Ya memgerjakanya	-
Q 32	Sendiri atau berkelompok?	Teaching Classroom Management-Method and Strategies/ Learning Goals
A 32	Jika saya masih mengerjakanya sendiri saya mengerjakanya sendiri tapi kalau sangat sulit, kami berkerjasama, berkelompoksalim membantu Saya mengerjakannya dengan tepat waktu dan apabila saya menemukan kesulitan	Student Roles

	makan saya mengerjakannya dengan cara berkelompok	
Q 33	Menurutmu, apakah kamu merasa mendapatkan manfaat dari tugas-tugas tersebut?	-
A 33	Ya sangat membantu karena kami bisa mendapat banyak kosakata dengan tugas-tugas yang diberikan dan peguasaan bahasa ingris yang lebih baik lagi	Learning Goals
Q 34	manfaat seperti apa yang kamu dapatkan?	-
A 34	Manfaatnya adalah kemampuan berbahasa inggris kami yang semakin meningkat	-
Q 35	Apakah kamu ingin bisa berbahasa inggris?	-
A 35	Ya saya ingin berbahasa inggris	Student Motivation
Q 36	Alasanya?	-
A 36	Karena bahasa inggris sekarang menjadi bahasa international dipaka dimana mana jadi jika sekarang kita tidak bisa berbahasa inggriskan kita tidak bisa mendapatkan perkerjaan yang bagus	-
Q 37	Apa yang memotivasi kamu ingin berbahasa inggris?	-
A 37	Karena saya ingin bisa menjelajahi dunia bisa bicara dengan orang-orang asing	-
Q 38	Jika kamu diminta untuk memberikan saran-saran untuk kebaikan proses pembelajaran bahasa inggris, apa yang ingin kamu sarankan?	The Application of English Learning Process/ Student Motivation
A 38	Ingin dibentu klub klub bahasa inggris begitu untuk saling membantu agar apa yang kami tidak bisa bisa saling berbagi begitu sehingga dalam klub-klub bahasa inggris itu kita bercakap cakap dengan bahasa inggris sehingga membantu kami untuk meningkatkan kemampuan berbahasa inggris	-
Q 39	Jika kamu sebagai guru bahasa inggris, apa yang kamu akan lakukan agar murid-muridmu mau belajar?	Teachin Aids Facilities
A 39	Saya ingin selalu member motivasi kepada anak-anak murid dan selalu memberikan manfaat apa yang bisa diberikan bahasa inggris itu. Kemampuan yang kita miliki dalam bahas inggris itu dapat memberikan manfaat apa saja dan mengajak murid-murid itu.	-
Q 40	Jika murid-muridmu tidak mempunyai keinginan yang kuat dalam belajar, apa yang akam kamu lalukan?	Student Motivation

A 40	Aku akan terus memotivasi anak-anak itu	-
Q 41	Selain motivasi apa lagi?	-
A 41	Selalu mengajak mereka berbahasa inggris	-
Q 42	Sebagai orang papua, apa pesan dan kesanmu terhadap pendidikan secarah umum? Dan khusus di kaimana ?	The Application of English Learning Process
A 42	Kesannya masih agak kurang karena keinginan dari anak-anak sendiri masih sangat kurang karena mungkin kurang didorong dari prasarananya kurang mungkin kurang jadi anak anak masih belum bersemangat dalam belajar	Learning Goals
Q 43	Bagaimana kesanmu terhadapap pendidikan bahasa inggris sendiri di kamana	-
A 43	Kabupaten kaimana kesanya sudah mulai berkembang hanya belum banyak macam anak anak yang belum mengetahui manfaat dari bahasa inggris	Student Motivation

Participant 4

Name : Tio agnes siregar
School : SMA Negeri 1 Kaimana Papua Barat
Class : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, siapa namamu?	Student Personal Data
A 01	Tio Agnes Siregar	-
Q 02	Apa nama sekolahmu?	-
A 02	SMA negeri 1 kaimana	-
Q 03	Sekarang kamu duduk di kelas berapa?	-
A 03	Kelas IX IPA	-
Q 04	Apa pelajaran yang paling kamu senangi?	Student Motivation
A 04	Matematika	-
Q 05	Jika semua pelajaran yang kamu pelajari disekolah ini diurutakan, pelajaran bahasa inggris ada diurutan keberapa?	-
A 05	Kedua	-
Q 06	Alasanmu?	-
A 06	karena bahasa inggris itu menyenangkan terus bisa senang begitu belajar bahasa asing terus gurunya juga baik jadinya tidak bosan belajar bahasa inggris	Teaching Classroom Management-Method and Strategies/

		Students' Motivation
Q 07	Menurutmu, jumlah murid, susunan tempat duduk dan pencahayaan sesuai atau tidak? Alasan?	Classroom Situation
A 07	Sudah sesuai	-
Q 08	Apa alasanya	-
A 08	Ya kelasnya luas terus	-
Q 09	Berapa jumlah siswa yang ada dikelas anda?	-
A 09	Muridnya sekitar 20 an	-
Q 10	Apakah kamu mempunyai semacam buku panduan, buku cetak, kamus?	Teaching Aids and Facilities
A 10	Ya, ada kamus terus buku kosa kata seperti buka yang saya tulis dari kosakata yang saya tidak tahu	-
Q 11	Lalu guru menggunakan apa?	-
A 11	Guru menggunakan buku tertentu milik mereka sendiri nanti kita memphoto copy	-
Q 12	Sekolah ada meemberikan buku teks sebagai buku pengangan siswa?	-
A 12	Mungkin bisanya pinjam diperpus biasanya ada	-
Q 13	Menurutmu, apakah guru bahasa inggrismu mempuyai kemampuan dalam mengajar?	The Application of English Learning Process
A 13	Ya	-
Q 14	Bagaimana caranya menjelaskan?	-
A 14	Menjelaskanya ya biasanya pakai bahasa inggris terus nanti ditranslate ke dalam bahasa Indonesia terus belajarnya tidak membosankan kadang kasih pertanyaaan kadang juga kita yang Tanya ke pak guru	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process
Q 15	Jika dalam proses belajar kamu menemukan kesulitan, apa yang biasa kamu lakukan, bertanya ke teman atau ke guru?	Student Roles
A 15	Biasanya bertanya ke teman yang lebih tahu dulu kalau teman tidak tahu baru ke guru	-
Q 16	Lalu apakah anda puas dengan pertanyaaan guru?	Teaching Classroom Management-Method and Strategies
A 16	Ya	
Q 17	Menurutmu, apakah penjelasan dari gurumu sangat membantukmu untuk mengerti?	Learning Goals

A 17	Ya sangat membantu	-
Q 18	Sebelum pelajaran dimulai, apa yang biasanyadilakukan oleh guru bahasa inggrismu ?	Teaching Classroom Management-Method and Strategies
A 18	Biasa gurunya masuk terus kasih motivasi begitu baru pejaran dimulai	-
Q 19	Ada member salam?	-
A 19	Salam dulu, motivasi baru masuk ke pelajaran	Teaching Classroom Management-Method and Strategies/ Student Motivation
Q 20	Apakah kamu disuruh mengingat dan mengulang pelajaran-pelajaran yang diberikan pada hari-hari sebelumnya?	Student Roles
A 20	Iya, biasanya diberikan pertanyaan tentang pelajaran-pelajaran sebelumnya	Student Roles← Teaching Classroom Management-Method and Strategies
Q 21	Apa alasanya? Kenapa harus guru bertanya kembali?	-
A 21	Supaya kita tidak lupa pelajaran- pelajaran supaya ulangan bisa lebih bagus	-
Q 22	Apakah kamu selalu mendapatkan tugas-tugas/ pekerjaan rumah sebelum proses pembelajang bahasa inggris selesai?	Student Roles
A 22	Iya	-
Q 23	Apa alas an guru memberikan tugas?	-
A 23	Supaya dirumah ada perkeraan	-
Q 24	Selain dirumah ada pekerjaan, apa lagi?	-
A 24	Mungkin agar tidak lupa pekajaran yang diberikan disekolah	-
Q 25	Jika kamu diberikan pekerjaan rumah (PR), apakah kamu mengerjakanya atau membiarkan begitu saja?	-
A 25	Ya saya mengerjakan	-
Q 26	Jika dalam anda mengerkan pr itu, siapa yang anda minta tolong?	-
A 26	Biasanya kakak	-
Q 27	Selain kakak?	-
A 27	Biasanya google translate	-

Q 28	Kalau googlenya tidak bagus?	-
A 28	Biasanya hubungi pak guru langsung	-
Q 29	Menurutmu, apakah kamu merasa mendapatkan manfaat dari tugas-tugas tersebut?	The Application of English Learning Process
A 29	Ya saya merasakan. Manfaatnya ya dirumah tu bisa mengingat kembali tentang pelanjaran bahasa inggris yang tadi dipelajari disekolah terus biar waktunya tidak terbuang buang dipakai untuk kerjakan pr saja	Learning Goals
Q 30	Apakah kamu ingin bisa berbahasa inggris?	Student Motivation
A 30	ingin sekali	-
Q 31	Alasanya?	-
A 31	Ya supanya bisa… kan sekarang bahasa inggris bahasa yang sudah tidak asing lagi toh semua orang pengen belajar bahasa inggris terus orang asing juga banyak dinegara kita kebanyakan orang asing itu juga pakai bahasa ingris jadi terus kalau kita kemana-mana tidak susah berbicara pakai bahasa inggris	-
Q 32	Selain bahasa inggris sebagai alat komunikasi, apa kira-kira manfaat bahasa inggris untuk tujuan anda, misanya anda tamat SMA?	-
A 32	Tidak ada	-
Q 33	Apa yang memotivasi kamu ingin bisa berbahasa inggris?	-
A 33	Teman-teman yang sekolah diluar kan bahasa inggrisnya lebih bagus toh jadi saya termotivasi untuk belajar bahasa inggris Agar selain ingin berbahasa inggris dengan baik saya juga ingin berinteraksi dengan orang luar	-
Q 34	Jika kamu diminta untuk memberikan saran-saran untuk kebaikan proses pembelajaran bahasa inggris, apa yang ingin kamu sarankan?	-
A 34	Mungkin gurunya diperbanyak terus sekolahnya apa begitu, diberi peklatihan terus diberi sarana kayak apa radio begitu biar bisa mendengarkan film-film dsb	The Application of English Learning Process
Q 35	Jika kamu sebagai guru bahasa inggris, apa yang kamu akan lakukan agar murid-muridmu mau belajar?	-
A 35	Terus memotivasi mereka terus mencerikan hal-hal yang baik tentang bahasa inggris	Teaching Classroom Management-Method and Strategies
Q 36	Jika murid-muridmu tidak mempunyai	Student

		Motivation
	keinginan yang kuat dalam belajar, apa yang akam kamu lalukan?	Motivation
A 36	Dipisahkan lalu diberikan bimbingan belajar tersendiri	-
Q 37	Sebagai orang Papua, apa pesan dan kesanmu terhadap pendidikan secarah umum? Dan khusus di kaimana ?	-
A 37	Kalau kesanya sih mungkin ya pendidikan pendidikan bahasa inggris di papua kurang dari kota-kota lain di indonesa kalau pesannya mungkin guru-gurunya lebih ditambah lagi mungkin bisa dari luar, luar begeri supanya pendidikan dari luar bisa lebih maju lagi	Teching Aids Facilities

Participant 5

Name : Frits
School : SMA Yapis Kaimana Papua Barat
Class   : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, siapa namamu?	Student Personal Data
A 01	Frits	-
Q 02	Apa nama sekolahmu?	-
A 02	SMA Yapis kaimana papua barat	-
Q 03	Sekarang kamu duduk di kelas berapa?	-
A 03	XI IPA	-
Q 04	Apa pelajaran yang paling kamu senangi?	Student Motivation
A 04	Biologi	-
Q 05	Jika semua pelajaran yang kamu pelajari disekolah ini diurutakan, pelajaran bahasa inggris ada diurutan keberapa? Alasanmu?	-
A 05	Di urutan ke-2 alasan: bahasa inggris menurut saya penting demi kemajuan kedepannya dalam berbahasa dan juga bisa berkenalan dengan orang luar negeri	-
Q 06	Menurutmu, jumlah murid, susunan tempat duduk dan pencahayaan sesuai atau tidak? Alasan?	Classroom Situation
A 06	Lumayan, jumlah siswa yang sedikit dengan ukuran ruangan yang tidak terlalu besar	-
Q 07	Apakah kamu mempunyai semacam buku panduan, buku cetak, kamus dsb.?	Teaching Aids and Facilities

A 07	Mempunyai, sebagian dari sekolah dan sebagian dari milik sendiri	-
Q 08	Bagaimana dengan gurumu? Apakah mereka juga menggunakan buku tertentu dalam mengajar?	-
A 08	Ada beberapa guru yang menggunakan buku panduan saat mengajar ada juga yang tidak mengggunakan buku panduan saat mengajar	-
Q 09	Menurutmu, apakah guru bahasa inggris, menarik dalam mengajar?	The Application of English Learning Process
A 09	Ya menarik	-
Q 10	Menurut pendapatmu, apakah guru bahasa inggrismu mempunyai kempuan dalam mengajar?	Teaching Classroom Management-Method and Strategies
A 10	Ya ia mempunyai kemampuan dalam mengajar ini dilihat dari cara ia berbahasa inggris	-
Q 11	Apakah dia (guru bahasa inggris) selalu menggunakana bahasa inggris dalam mengajar?	The Application of English Learning Process
A 11	Ya ia selalu menggunakan bahasa inggris dalam mengajar namun terkadang ia menggunakan bahasa indonesia agar muridnya lebih memahami	-
Q 12	Jika dalam proses belajar kamu menemukan kesulitan, apa yang biasa kamu lakukan, bertanya ke teman atau ke guru?	Student Roles
A 12	Bertanya ke guru terlebih dahulu	-
Q 13	Menurutmu, apakah penjelasan dari gurumu sangat membantukmu untuk mengerti?	Teaching Classroom Management-Method and Strategies→Learning Goals
A 13	Ya sangan membantu namun terkadang kurang jelas tentang materi yang di sampaikan	-
Q 14	Sebelum pelajaran dimulai, apa yang biasanyadilakukan oleh guru bahasa inggrismu ?	Teaching Classroom Management-Method and Strategies
A 14	Selalu menanyakan kabar dengan menggunakan bahasa inggris dan juga menyapa para murid lalu murid juga merespon dengan membalas salam mengunakan bahasa inggris	-
Q 15	Apakah kamu disuruh mengingat dan	Student Roles

	mengulang pelajaran-pelajaran yang diberikan pada hari-hari sebelumnya?	
A 15	Ya kami disuruh untuk mengingat kembali	-
Q 16	Apakah kamu selalu mendapatkan tugas-tugas/ pekerjaan rumah sebelum proses pembelajang bahasa inggris selesai?	The Application of English Learning Process
A 16	Ya selalu, yaitu tugas dalam bentuk kelompok dan tugas dalam bentuk individu	-
Q 17	Jika kamu diberikan pekerjaan rumah (PR), apakah kamu mengerjakanya atau membiarkan begitu saja?	Student Roles
A 17	Saya mengerjakan, karena jika di berikan tugas maka berarti saya di berikan tanggung jawab oleh guru yang arus saya selesaikan	-
Q 18	Menurutmu, apakah kamu merasa mendapatkan manfaat dari tugas-tugas tersebut?	Learning Goals
A 18	Ya saya mendapatkan	-
Q 19	Jika iya, manfaat seperti apa yang kamu dapatkan?	-
A 19	Manfaatnya adalah mempermudah wawasan dalam belajar	-
Q 20	Apakah kamu ingin bisa berbahasa inggris?	-
A 20	Ya ingin sekali	-
Q 21	Apa yang memotivasi kamu ingin bisa berbahasa inggris?	-
A 21	Karena bahasa inggris adalah bahasa yang di gunakan dalam era globalisasi, jadi kita dapat terbantu di era globalisasi	-
Q 22	Jika kamu diminta untuk memberikan saran-saran untuk kebaikan proses pembelajaran bahasa inggris, apa yang ingin kamu sarankan?	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process→Learnin Goals
A 22	Rajin berkomujikasi menggunakan bahasa inggris dapat membantu proses pembelajaran bahasa inggris yang ada dan juga tidak lupa agar rajin menghafal kosa kata baru.	The Application of English Learning Process
Q 23	Jika kamu sebagai guru bahasa inggris, apa yang kamu akan lakukan agar murid-muridmu mau belajar?	Student Motivation
A 23	harus selalu memberikan motivasi kepada para murid untuk punya keinginan untuk beajar bahasa inggris	-

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 24	Jika murid-muridmu tidak mempunyai keinginan yang kuat dalam belajar, apa yang akam kamu lalukan?	-
A 24	-	-
Q 25	Sebagai orang papua, apa pesan dan kesanmu terhadap pendidikan secarah umum? Dan khusus di kaimana ?	-
A 25	Pemerintah sudah memperhatikan pendidikan di papua khususnya bagi siswa asli papua dan saya berharap semoga pemerintah daerah membangun sekolah yang khusus mempelajari bahasa inggris di papua agar memajukan pendidikan bahasa inggris di tanah papua khususnya di kabupaten kaimana	Student Motivation/ Learning Goals/ Teaching Aids and Facilities

Participant 6

Name : Retno
School : SMA Yafis Kaimana Kaimana Papua Barat
Class : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, siapa namamu?	Student Personal Data
A 01	Retno	-
Q 02	Apa nama sekolahmu?	-
A 02	SMA yapis kaimana papua barat	-
Q 03	Sekarang kamu duduk di kelas berapa?	-
A 03	Sekarang saya duduk di kelas IX IPA	-
Q 04	Apa pelajaran yang paling kamu senangi?	Student Motivation
A 04	Matematika	-
Q 05	Jika semua pelajaran yang kamu pelajari disekolah ini diurutakan, pelajaran bahasa inggris ada diurutan keberapa? Alasanmu?	-
A 05	Bahasa inggris ada di urutan ke-3, karena pelajaran matematika itu adalah pelajaran yang kadangan-kadang bikin sulit dan kadang-kadang juga tidak.	-
Q 06	Menurutmu, jumlah murid, susunan tempat duduk dan pencahayaan sesuai atau tidak? Alasan?	Classroom Situation
A 06	Sesuai, jumlah murid yang ada di kelas saya ada 25.	-
Q 07	Apakah kamu mempunyai semacam buku	Teaching Aids

	panduan, buku cetak, kamus dsb.?	and Facilities
A 07	Tidak punya, tapi sekolah juga ada menyediakan buku-buku, ada matematika, agama, b. Inggris, ppkn, ekonomi, tik, sejarah, geografi.	-
Q 08	Bagaimana dengan gurumu? Apakah mereka juga menggunakan buku tertentu dalam mengajar?	-
A 08	Ia mamakai	-
Q 09	Menurutmu, apakah guru bahasa inggris, menarik dalam mengajar?	The Application of English Learning Process
A 09	Menarik, alasannya karena dia mengajarkan dengan caranya sendiri terus, cara menjelaskannya juga sangat baik	Teaching Classroom Management-Method and Strategies
Q 10	Menurut pendapatmu, apakah guru bahasa inggrismu mempunyai kempuan dalam mengajar?	The Application of English Learning Process
A 10	Mempunyai.	-
Q 11	Apakah dia (guru bahasa inggris) selalu menggunakana bahasa inggris dalam mengjar?	-
A 11	Tidak selalu juga, kadang-kadang (terkadang menggunakan bahasa inggris dan terkadang menggunakan bahasa indonesia).	-
Q 12	Jika dalam proses belajar kamu menemukan kesulitan, apa yang biasa kamu lakukan, bertanya ke teman atau ke guru?	Student Roles
A 12	Bertanya kepada guru, alasanya biar lebih jelas lagi,karena kalo tanya sama juga kadang-kadang tidak mengerti.	-
Q 13	Menurutmu, apakah penjelasan dari gurumu sangat membantukmu untuk mengerti?	Teaching Classroom Management-Method and Strategies
A 13	Iya sangan membantu.	-
Q 14	Sebelum pelajaran dimulai, apa yang biasanyadilakukan oleh guru bahasa inggrismu ?	-
A 14		-
Q 15	Apakah kamu disuruh mengingat dan mengulang pelajaran-pelajaran yang diberikan pada hari-hari sebelumnya?	Student Roles
A 15	Iya, karena biasanya juga kadang kadang teman-teman juga kurang mengerti jadi, kadang ibu mengulangi lagi soal atau pelajaran minggu	Teaching Classroom Management-

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		Method and Strategies/ The Application of English Learning Process
Q 16	Apakah kamu selalu mendapatkan tugas-tugas/ pekerjaan rumah sebelum proses pembelajaran bahasa inggris selesai?	The Application of English Learning Process
A 16	Iya sering	-
Q 17	Jika kamu diberikan pekerjaan rumah (PR), apakah kamu mengerjakanya atau membiarkan begitu saja?	Student Roles
A 17	Mengerjakan, tapi tidak semuanya di kerjakan.	-
Q 18	Menurutmu, apakah kamu merasa mendapatkan manfaat dari tugas-tugas tersebut?	Learning Goals
A 18	Mendapatkan	-
Q 19	Jika iya, manfaat seperti apa yang kamu dapatkan?	-
A 19	Manfaatnya, seperti tambah lebih mengerti supaya kalo mengulangi lagi bisa di ingat tidak dilupa supaya bisa mengeti terus.	-
Q 20	Apakah kamu ingin bisa berbahasa inggris?	Student Motivation
A 20	Ingin, alasan karena jaman sekarang ini juga sering menggunakan bahasa inggris, jadi kepengen bisa berbahasa inggris juga.	-
Q 21	Apa yang memotivasi kamu ingin bisa berbahasa inggris?	-
A 21	Supaya bisa mengerti lagi bahasa-bahasa dari luar.	-
Q 22	Jika kamu diminta untuk memberikan saran-saran untuk kebaikan proses pembelajaran bahasa inggris, apa yang ingin kamu sarankan?	Teaching Classroom Management-Method and Strategies
A 22	Cara menjelaskannya mungkin agak di perjelas, trus tidak terlalu terburu-buru dalam menjelaskan	-
Q 23	Jika kamu sebagai guru bahasa inggris, apa yang kamu akan lakukan agar murid-muridmu mau belajar?	Student Motivation
A 23	Perlu motivasi dan di berikan paham tentang pelajaran bahasa inggris seperi apa, supaya anak-anak itu tertarik dengan bahasa inggirs.	-
Q 24	Jika murid-muridmu tidak mempunyai keinginan yang kuat dalam belajar, apa yang akam kamu lalukan?	-

A 24	Kasi pemahaman tau kasi motivasi untuk bisa lebih giat belajar lagi	-
Q 25	Sebagai orang papua, apa pesan dan kesanmu terhadap pendidikan secarah umum? Dan khusus di kaimana ?	-
A 25	Penidikan bahasa inggris yang ada di papua ini harus di perketat lagi dan jangan membiarkan anak-anak terlalu bebas, khusus di kabupaten kaimana pelajaran bahasa inggris itu kurang diminati. Untuk pendidikan yang ada di seluruh papaua itu masih sangat terbelakang di banding dengan daerah-daerah lain.	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process

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APPENDIX 2
INTERVIEW DATA (ENGLISH VERSION)

Participant 1

Name : Bernadus Aristokawe
School : SMA St. Thomas Aquino Kaimana Papua Barat
Class   : IX IPS

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, what is your name?	Student Personal Data
A 01	Bernadus Aristokawe	-
Q 02	Where do you school?	-
A 02	SMA Santo Thomas Aquino Kaimana.	-
Q 03	What grade are you?	-
A 03	Grade 11 social 1	-
Q 04	What is your favorite subject?	Student Motivation
A 04	Geography and English	-
Q 05	Why do you like those subjects?	-
A 05	I was being motivated to learn Geography and English. In addition, English is an international language which enables us to face an 'international' situation easily.	-
Q 06	Well, if all of your subjects are organized in a series, what series is the English?	-
A 06	The English is in the second	-
Q 07	What is your reason?	-
A 07	Because, I want to learn the foreign language, a language owned by another country.	-
Q 08	Well, based on your opinion, are the arrangement of seats and the lighting of the class appropriate and well supporting?	Classroom Situation
A 08	The lighting is well enough. The total of the students in a class should be small because the large class will make the teachers difficult in controlling the class. I do not agree with the arrangement of the seat because in the class, the girl students are grouped with another girl student, while the boy students are grouped with the other student. Based on my opinion, the boys and the girls should be arranged at intervals.	-
Q 09	Well, do you have a guide book such as printed book, dictionary and etc?	Teaching Aids and Facilities

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A 09	Yeah, I have.	-
Q 10	What is about your teacher?	-
A 10	He is educated, kind and calm.	-
Q 11	Do they have a certain book to use in teaching?	-
A 11	The students use the same book with the teachers use	-
Q 12	Is there another books used by the teacher in learning?	-
A 12	Yeah	-
Q 13	Can mention it?	-
A 13	English sky, one of them…	-
Q 14	Well, are you interested in your English teacher's way in teaching?	The Application of English Learning Process
A 14	She is an attractive teacher, calm and not strained but sometime becomes angry when we have guiltiness.	Teaching Classroom Management- Method and Strategies
Q 15	Based on your opinion, does your English teacher has good quality in teaching English?	Teaching Classroom Management- Method and Strategies/ The Application of English Learning Process
A 15	She has good comprehension.	-
Q 16	Is the explanation given by your teacher easy to understand?	-
A 16	Yeah, definitely…	-
Q 17	Well, does your English always use English in teaching?	The Application of English Learning Process
A 17	No, she does not. She uses English and sometime, she uses Bahasa Indonesia because not all students can speak English.	Teaching Classroom Management- Method and Strategies/ The Application of English Learning Process
Q 18	If you find the difficulties in learning process, what you do usually? Ask the teacher or ask your classmate?	SR/ Student Motivation
A 18	I ask the teacher because I suppose that the teacher know it more...	-

Q 19	Are all the questions you ask can be answered by your teacher easily? Or are there some questions not answered?	The Application of English Learning Process
A 19	up till now, the teacher can answer all the questions	-
Q 20	Based on your opinion, is the explanation given by your teacher can be understood easily?	-
A 20	Of course, actually, I have a little bit problems with English but since the teacher taught me, I've felt improved.	Learning Goals
Q 21	Before the classroom is begun, what activates does your English teacher give?	The Application of English Learning Process
A 21	She check the students' attendance check the tasks and begin the teaching and learning process.	Learning Goals
Q 22	Before checking the students' attendance, does she begin the class by greeting you (the students) or not?	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process
A 22	Yeah…	-
Q 23	Are you asked to remember and review all the subjects given previously?	-
A 23	Yeah, the teacher always calls it (the lessons given in previous class) up and tests them. Those are what the teacher does.	-
Q 24	Can you answer them easily and do those all or ask the teacher?	Learning Goals
A 24	As far as I know. Some of which can I answer...	
Q 25	Well, are you always given by your teacher homework after class?	Teaching Classroom Management-Method and Strategies/ Learning Goals
A 25	Yeah, five or ten minutes before the class end, the teacher always gives the homework.	-
Q 26	The teacher always gives it after the class.	Teaching Classroom Management-Method and Strategies
A 26	Yeah	-
Q 27	Can you do all the tasks or homework?	Learning Goals

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A 27	Not all of which can I. there are one or two questions that I can not answer.	-
Q 28	If you were given homework, do you do it or not?	Student Roles
A 28	I will do them as far as I know but if I could not answer it, I will ask it the teacher...	-
Q 29	Based on your opinion, do you have any advantages from the tasks or homework?	Learning Goals
A 29	It teaches me how to be responsible.	-
Q 30	Besides being responsible on the tasks given, what advantages exactly you get from what you learn?	-
A 30	It helps me…	-
Q 31	Well, if it is so, what advantages do you get?	-
A 31	I have English sources and vocabularies	-
Q 32	Do you have your vocabularies improved? Besides vocabularies, what advantages do you get from the tasks given and is your comprehension in English improved?	-
A 32	Yeah	-
Q 33	Can you speak English?	Student Motivation
A 33	I hope that I can speak English.	-
Q 34	Why?	-
A 34	English is international language. Using English, we do not get any stressed wherever we go because we can communicate with any foreigners easily because we have good English basic experience to communicate with them.	-
Q 35	Do you use English to communicate with your classmate? According to you, what advantages are English for you? If you had already graduated from this school, will you take English as your majors?	-
A 35	I prefer to take English as my majors rather than geography. English is as a supporting subject for Geography.	-
Q 36	Well, what motivation makes you being motivated to learning English?	-
A 36	The most thing make me being motivated is that I am jealous of my sister and friends' attainment. They can speak English while I can not. I want to be better rather then they are.	-
Q 37	Do you have any suggestion for the beneficence of English learning process?	Teaching Classroom Management- Method and

		Strategies/ The Application of English Learning Process
A 37	The teacher should understand the students' character to achieve the goal of learning because the goal of learning is possible if the teacher understands the students.	The Application of English Learning Process
Q 38	What do you think if the teacher can not do it in good manner?	Teaching Classroom Management-Method and Strategies
A 38	it will give the students any difficulties in understanding the lesson and it is such as fatuity situation (if is happen)	
Q 39	If you were an English teacher, how do you ask your student to study?	Teaching Classroom Management-Method and Strategies/ Student Motivation
A 39	I hold a relaxed and unstained class and I have to know the students' character so that a good process of English learning is possible to attain.	-
Q 40	Roughly speaking, what matters do you hope to have from your teacher?	Teaching Classroom Management-Method and Strategies
A 40	The teacher should focus on creating the situation of learning because the strained situation of learning process will effect on the students' comprehension in achieving the material but the most the teacher relax in teaching, the most the teacher feel easy in having the material given. A class should be supported by a humorous situation.	-
Q 41	Well, what will you do if your students do not have spirit in learning?	-
A 41	I will try to resolve it by identifying the students' problems by way of coming to 'their life' and bring them out to 'our life' such as what has been done by counseling teacher (BK).	-
Q 42	In your opinion, what can you do to make your students being motivated in learning English?	Teaching Classroom Management-

		Method and Strategies/ Student Motivation
A 42	First of all is by way of teaching. I mean the teacher should not only say *let's study* but also do an action like ask them in a group and give them heart to heart advise.	Student Motivation
Q 43	What will you do if your students do not have good capability in learning?	-
A 43	I will try to know and understand the reasons whereas learning is important for the next week.	-
Q 44	What motivation is it?	-
A 44	Characteristic is a principal case to consider getting the goal of learning because the students definitely need a motivating teacher to have a good spirit.	-
Q 45	Does it mean that it can be any factors! Do you detail description about it?	-
A 45	I will ask them to study together.	-
Q 46	As a Papuan, what is your order and impression about the education in Papua generally and in Kaimana notably?	The Application of English Learning Process
A 46	Based on my opinion, the English in Kaimana is indeed left behind. It has never been upgraded. So if I were permitted to give suggestion, the teachers who are given right to teach should upgrade their ability in teaching so that they have some methods and strategies in teaching such as step by step communicating in English with the students, giving them any knowledge about English.	Teaching Classroom Management- Method and Strategies/ The Application of English Learning Process
Q 47	Does it mean that English should not be only learnt in a school but also implemented in out of school?	Student Motivation/Learning Goals
A 47	Yeah	-
Q 48	Besides learning English in a classroom, do you need any motivation from your family and society or environment?	Learning Goals
A 48	Yeah, if we want to have any progression in learning English, we have to improve ourselves by way of ask not only our classmate but also the teachers or we ask our neighbor who has good knowledge in that materials.	-

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Participant 2

Name : Frederika Tresiana Womsiwor
School : SMA St. Thomas Aquino Kaimana Papua Barat
Class : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, What is your name?	Student Personal Data
A 01	Nama saya Frederika Tresiana Womsiwor	-
Q 02	What is the name of your school?	-
A 02	SMA YPPK St Thomas Aquino Kaimana	-
Q 03	What class are you in now?	-
A 03	Kls IX IPA	-
Q 04	What lesson do you most wan?	Student Motivation
A 04	Mateatics	-
Q 05	If all the lesson you learned in school is sorted, there is asequence of English lessons? What is your reason?	-
A 05	Fourth	-
Q 06	What is your reason?	-
A 06	Based on my opinion, studying English is difficult.	-
Q 07	In what field?	-
A 07	I don't understand.	-
Q 08	Why you do not understand?	Teaching Classroom Management- Method and Strategies
A 08	-	-
Q 09	Is it difficult or do not have desire to learn?	-
A 09	Difficult	-
Q 10	What can make you feel difficult?	-
A 10	May be, I have less vocabulary	-
Q 11	Is it because of less vocabulary or you had never studied it before?	Student Motivation
A 11	Yes it is because of less vocabulary.	-
Q 12	are the number of student, seating arrangement and lighting appropriate or not?	Classroom Situation
A 12	Appropriate.	-
Q 13	Reason?	-
A 13	Appropriate, the number of the student small, good arrangement and lighting.	-
Q 14	Does teacher open the door and the window	-

	during teaching lerning process.	
A 14	Open the door and the window.	-
Q 15	Do they open and close the window?	-
A 15	No. The teacher only open curtain.	-
Q 16	Yes, I see.	-
A 16	Do not turn light	-
Q 17	Okey, Do you have guidebook, dictionary, in learning English?	Teaching Aids and Facilities
A 17	Yes, I have dictionary but do not have guidebook and textbook.	-
Q 18	For the teacher?	-
A 18	There is	-
Q 19	Student	-
A 19	There is no textbook for students.	-
Q 20	How is about the teaqcher ? Do they use a certain books to teach?	-
A 20	Yes, they use certain books.	-
Q 21	They use geuidebook in the teaching learning process.	-
A 21	Yes	-
Q 22	Why the students do not use it?	-
A 22	I suppose that the has limited stock book.	-
Q 23	Do you get textbook?	-
A 23	Can not….	-
Q 24	Do you think your English teacher interesting in teaching English?	The Application of English Learning Process
A 24	Yes, interesting, because she has given me important information/	Student Motivation
Q 25	What are the new things given by the teachers?	The Application of English Learning Process
A 25	The English teacher greeting me by using English.	-
Q 26	Greeting us and gives important information from news papers in English. Only that?	-
A 26	Yes	-
Q 27	He has good ability.	Teaching Classroom Management- Method and Strategies/ The Application of English Learning Process
A 27	Yes	-
Q 28	How could you that your English teacher has a	Teaching

		Classroom Management- Method and Strategies
A 28	From the way he teaches and greets.	-
Q 29	Are your English teacher always using English in teaching?	The Application of English Learning Process
A 29	Yes	-
Q 30	Are your English teacher using English all the time in the classroom?	-
A 30	No. Often.	-
Q 31	Sometimes the teacher sue English and Indonesian.	-
A 31	Bahasa Indonesia	-
Q 32	Why	-
A 32	Because the students do not quite understand.	-
Q 33	If the teacher use English all the time the students	-
A 33	-	-
Q 34	If in the process of learning the students encounter difficulty, what you have done, ask to your friends or teacher?	Student Roles
A 34	Usually ask to my friends who know better but if my friends do not know i ask to the teacher.	-
Q 35	And directly ask to the teacher?	Teaching Classroom Management- Method and Strategies
A 35	The teacher will explain more detail and can be understood by me.	-
Q 36	Oke, based on your opinion it is very helpful you to understand?	-
A 36	Ya	-
Q 37	What is the explanation given by the English can be understood ? teacher?	-
A 37	No	-
Q 38	Why	-
A 38	The teacher should explain again and again so that i can understand.	-
Q 39	The teacher should explain again.	The Application of English Learning Process
A 39	-	-
Q 40	What does your teacher usually do before staring the class?	-

A 40	The English teacher usually greets us and tell us ….	-
Q 41	Does your teacher greet you in English?	-
A 41	In English	-
Q 42	Are you asked to recall what you have learnt in previous class?	-
A 42	Yeah	-
Q 43	Why?	-
A 43	to remember what we have learnt	Learning Goals
Q 44	Are you always given tasks or homework's by your teacher by the end of the class?	Student Roles
A 44	Yeah	-
Q 45	How much time does your teacher give a tasks?	Teaching Classroom Management- Method and Strategies
A 45	Once in a week. Usually, he gives us tasks to accomplish in the school but if it could not be accomplished, the teacher will let to take them home.	SR
Q 46	If you were given a tasks or homework's by your teacher, will you accomplish them or leave them...	-
A 46	Accomplish them	-
Q 47	Accomplish them in time or not?	-
A 47	No, I usually get surfeited so if I can not do them, I leave them.	-
Q 48	Why do you leave them?	-
A 48	Because it is too difficult	-
Q 49	According to you, do you have any advantages on the tasks?	Learning Goals
A 49	Yeah	-
Q 50	What advantages do you have?	-
A 50	I have any progression in vocabularies and insight of learning English.	Student Motivation
Q 51	Do you want to be able to speak English?	-
A 51	Yeah	-
Q 52	Why?	-
A 52	I want to be like my English teacher.	-
Q 53	What make you being motivated in learning English?	-
A 53	I want to speak English like my English teacher and I hope that I can speak English with my friend.	-
Q 54	If you were asked to give suggestion to create the besetment of English learning process, what	-

	are you going to suggest?	
A 54	The school should give the student guidance in learning English.	Student Motivation/ The Application of English Learning Process
Q 55	If you were an English teacher, what will you do to make your teacher willing to study?	-
A 55	I will motivate my students in order to be willing in learning English.	Student Motivation
Q 56	What kind motivation?	-
A 56	I will give them an approbation (award) to make them enthusiastic in learning.	-
Q 57	As a Papuan, what is your suggestion and impression in learning English in Papua generally and Kaimana specially?	-
A 57	The education in Papua generally and Kaimana specially should be improved. The government has indeed given the students attention such matriculation program nevertheless it has not yet been enough so it should be improved.	Teaching Aids and Facilities/ Learning Goals
Q 58	So, how is English in Kaimana, by the way?	-
A 58	Based on my observation, it should be improved. It can be understood when the teacher greet the student, they can respond him by only saying *yes* and *no*…	Learning Goals

Participant 3

Name : Zeth H
School : SMA Negeri 1 Kaimana Papua Barat
Class : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, What is your name?	Student Personal Data
A 01	Zeth H	-
Q 02	What is the name of your school?	-
A 02	SMA Negeri 1 Kaimana	-
Q 03	What class are you in now?	-
A 03	PhysicsXI IPA	-
Q 04	What lesson do you most want?	Student Motivation
A 04	Physics	-
Q 05	Besides physics?	-

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A 05	English and mathematics	-
Q 06	If all the lessons you learned in school is sorted, there is sequence of English lessons how,? What is your reason?	-
A 06	Second	-
Q 07	What is your reason?	-
A 07	Because with the English language I think is very important and interesting to learn English because it can go nowhere.	-
Q 08	According to you, the number of students, the seating arrangement and the lighting is appropriate or not? What is the reason?	Classroom Situation
A 08	I think it is not appropriate for the number of the student is too much for cramped classroom.	-
Q 09	Do you have some kind of guide books, textbooks, dictionaries and so on?	Teaching Aids and Facilities
A 09	Yes, there is.	-
Q 10	What about the teacher? Do they also use certain books in teaching?	-
A 10	Yes, they also have the same as owned by students.	-
Q 11	In your opinion, what is your English teacher has the ability to teach?	The Application of English Learning Process/ Teaching Classroom Management- Method and Strategies
A 11	Yes, quite interesting.	-
Q 12	What is the reason?	-
A 12	Because he always chatted with us using English.	Teaching Classroom Management- Method and Strategies
Q 13	In your opinion, what is your English teacher has the ability to teach?	Teaching Classroom Management- Method and Strategies/ The Application of English Learning Process
A 13	Yes, our teachers have the ability to teach.	-
Q 14	What is the educational background of your English teacher?	-

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A 14	I suppose that, he is schoolar of education.	-
Q 15	Is English teacher always used English in teaching?	-
A 15	Yes	The Application of English Learning Process/ Classroom Situation
Q 16	Indonesian is there or not?	-
A 16	Not, but more use of English.	-
Q 17	Why he is using Bahasa Indonesia?	The Application of English Learning Process
A 17	Because there are many students who do not undestand what the teacher says.	-
Q 18	Yes, if the teacher uses English, many students can not understand him.	Learning Goals
A 18	Yes, because there are many students who do not undestand what the teacher says.	-
Q 19	If in the process of learning you encounter difficulty, what you have always done, ask a friend or a teacher	Student Roles
A 19	Asked the eacher.	-
Q 20	What is the reason.	-
A 20	Because i think teahers are better explain what difficulies we face or feeling.	-
Q 21	When, for example the teacher then you have no difficulty in working in the English language you do not understand, who can help you?	Learning Goals
A 21	Can asked to a friend or discussed in group.	-
Q 22	Do you think of your teachers' explanation is very helpful to understand?	Teaching Classroom Management-Method and Strategies
A 22	Yes, very helpful.	-
Q 23	-	-
A 23	The teacher say hello in Englsh.	The Application of English Learning Process/ Classroom Situation
Q 24	What is the response from studentd?	-
A 24	Reply teachers' greeting.	-
Q 25	Are you asked to remember and repeat the lessons given in the days before?	The Application of English Learning Process/

		Teaching Classroom Management- Method and Strategies
A 25	Yes, we were ordered to recall.	-
Q 26	What is the reason teacher ask or remember students again lesson given.	Teaching Classroom Management- Method and Strategies
26	So that the students do not forget lessons given by the teacher.	Learning Goals ← Teaching Classroom Management- Method and Strategies
Q 27	Are you always given homework by your teacher? At the end of the class?	-
27	Yes, we often gethomework from teacher by the end of the class.	-
Q 28	Do you have any difficulties in doing your homework?	-
A 28	Yes	-
Q 29	Do you finish your homework have on time?	Learning Goals
A 29	On time	-
Q 30	When tommorrow, the homework has alrady finished and submited.	-
A 30	Yes.	-
Q 31	If you are given homework whether you do it or keep silent.	-
A 31	Yes, i do it.	-
Q 32	Do yourselve or in group?	Teaching Classroom Management- Method and Strategies/ Learning Goals
A 32	Usually, I do it by my self but if I can not accomplish it by myself. I will do it in a group because in a group we can do and accomplish it in time.	Student Roles
Q 33	Based on your opinion, do the tasks or homework give you any advantages?	-
A 33	Yes, very helpful becuse we get many vocabularies from the task given by teacher.	Learning Goals
Q 34	What kind of adventages do you get?	-

A 34	Increase the ability in English.	-
Q 35	Do you want to speak English?	-
A 35	Yes, I want to speak English.	Student Motivation
Q 36	What is your reason?	-
A 36	Because English is an international language can be spoken everywhere so that we can easy to get a good job.	-
Q 37	What can motivate you to speak English?	-
A 37	Because I want to tour around the world.	-
Q 38	If you were asked to give any suggestion to the betterment of English learning process, what will you suggest?	The Application of English Learning Process/ Student Motivation
A 38	I want to make an English Club to help the students know what they have not yet known so that it can help us to improve our capability in English.	-
Q 39	If you as an English teacher, what afre you going to do to your students want to learn?	Teaching Aids and Facilities
A 39	I want to give the students motivation and explain them the adventages of studying English.	-
Q 40	If your students do not have a strong motivation to learn, what would you do?	Student Motivation
A 40	I will motivate the students.	-
Q 41	Besides motivation what else?	-
A 41	Always invite them to speak English.	-
Q 42	As the people of papua, what is your message and impression to education in general and specialized in Kaimana?	The Application of English Learning Process
A 42	The impression is still less because of the desire of the students themselves is still lacking and the lack of understanding of what the true meaning of education.	Learning Goals
Q 43	What is your impression of English learning in Kaimana?	-
A 43	Regency, the impression has begun to evolve just not a lot of students who do not know the benefits of English.	Student Motivation

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Participant 4

Name : Tio agnes siregar
School : SMA Negeri 1 Kaimana Papua Barat
Class   : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, What is your name?	Student Personal Data
A 01	Tio Agnes Siregar	-
Q 02	What is the name of your school?	-
A 02	SMA negeri 1 Kaimana	-
Q 03	What class are you in now?	-
A 03	Kelas IX IPA	-
Q 04	What lesson do you most want?	Student Motivation
A 04	Matematics	-
Q 05	If all the lessons you learned in school is sorted, there is sequence of English lessons how,? What is your reason?	-
A 05	The second.	-
Q 06	What is your reason?	-
A 06	Because the English is fun, continues to be pleased to learn a foreign language continues to point too, the teacher is also better it will not get tired of learning English.	-
Q 07	According to you, the number of students, the seating arrangement and the lighting is appropriate or not ? What is the reason?	Classroom Situation
A 07	Already completed.	-
Q 08	What is your reason?	-
A 08	Yes, comprehensiveclass.	-
Q 09	How many students are in your class?	-
A 09	Around twenty students.	-
Q 10	Do you have some kind of guide books, textbooks, dictionaries and so on?	Teaching Aids and Facilities
A 10	Yes, there is a dictionary and a vocabulary notebook as I wrote the words that I do not know.	-
Q 11	What about the teacher? Do they also use certain books in teaching?	-
A 11	Teachers use their own particular book, then we photocopy.	-
Q 12	Whether schools providetextbooks as a handbook?	-
A 12	May typically borrow at the library.	-

Q 13	In your opinion, what is your English teacher has the ability to teach?	The Application of English Learning Process
A 13	Yes	-
Q 14	Is English teacher always used English in teaching?	-
A 14	Usually explained by the English and then were translated into Indonesian, learning is not boring and frequently asked questions among teachers and students.	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process
Q 15	If in the process of learning you encounter difficulty, what you have always done, ask a friend or a teacher?	Student Roles
A 15	Usually ask for my friend who know more and then ask to the teacher.	-
Q 16	Then, are you satisfied with the teachers' answers?	Teaching Classroom Management-Method and Strategies
A 16	Yes	
Q 17	Do you think of your teacher 's' explanation is very helpful to understand?	Learning Goals
A 17	Yes, very helpful.	-
Q 18	Before starting the lesson, what does your teacher usually do?	Teaching Classroom Management-Method and Strategies
A 18	The teacher get into the classroom and give motivation and then start the lesson.	-
Q 19	Is there greeting from the teacher?	-
A 19	Greet first and then give motivation and start lesson.	Teaching Classroom Management-Method and Strategies/ Student Motivation
Q 20	Do you remember and repeat the lesson given by the teacher?	Student Roles
A 20	Yes, usually the teacher ask several guestion about lesson has given.	Student Roles← Teaching Classroom

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		Management-Method and Strategies
Q 21	What is your reason? why the teacher should ask again?	-
A 21	So that we do not forget the lesson.	-
Q 22	Do you always have an assignment or homework by the end of the class?	Student Roles
A 22	Yes	-
Q 23	What is your teacher reason to give you an assignment?	-
A 23	To make students busy with lesson	-
Q 24	Any else?	-
A 24	To make the students not forget what the teacher has taught at school.	-
Q 25	If you were given assignment by your teacher, ill you accomplish it on time?	-
A 25	Yeah	-
Q 26	Who help you in accomplishing your homework?	-
A 26	My sister	-
Q 27	Who else?	-
A 27	google translate	-
Q 28	If it does not run well?	-
A 28	I usually ask my teacher.	-
Q 29	Do you have any advantages from the tasks?	The Application of English Learning Process
A 29	Yes, very helpful. Remember again what has given in the classroom and do not wasting time at home.	Learning Goals
Q 30	Can you speak English?	Student Motivation
A 30	I do hope.	-
Q 31	Why?	-
A 31	To master the English. As you know, English is as an international language and everyone want to learn it even more, many foreigners are in Indonesia use English so it enables us to go somewhere.	-
Q 32	Besides English as a tool of communication, what do you hope furthermore?	-
A 32	There is no.	-
Q 33	What can motivate you want to speak English?	-
A 33	My friends who are studying outside Papua their Englsih is better then us so that motivates me to study English.	-

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Q 34	If you are asked to provide suggestions for the better of the process of learning English, what would you like to suggest?	-
A 34	The government should add the total of the teacher and give them training and give them some facilities to support the learning process such type and movies.	The Application of English Learning Process
Q 35	If you as an English teacher, what are you going to do to your students want to learn?	-
A 35	Continue to motivate them and give a positive impact on English learning.	Teaching Classroom Management-Method and Strategies
Q 36	If your students do not have a strong motivation to learn, what would you do?	Student Motivation
A 36	Separated and given a separate tutoring.	-
Q 37	As the people of Papua, what is your message and impression to education in general and specialized in Kaimana?	-
A 37	My impression that. Englih education in Papua is less compared to other cities in Indonesia therefore brought in teachers from outside who have the competence to teach our students, in order to progress like other regions.	Teaching Aids and Facilities

Participant 5

Name : Frits
School : SMA Yapis Kaimana Papua Barat
Class : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, What is your name?	Student Personal Data
A 01	Frits	-
Q 02	What is the of your school?	-
A 02	SMA Yapis kaimana papua barat	-
Q 03	What class are you in now?	-
A 03	XI IPA	-
Q 04	What lesson do you most want?	Student Motivation
A 04	Biology	-
Q 05	If all the lessons you learned in school is sorted, there is sequence of English lessons how? What	-

	is your reason?	
A 05	In the second. English, in my opinion is important for our future life and by using English; we can make a friend with the foreigners.	-
Q 06	According to you, the number of students, the seating arrangement and the lighting is appropriate or not ? What is the reason?	Classroom Situation
A 06	Appropriately, the numbers of the students with class size, not too small.	-
Q 07	Do you have some kind of guide books, textbooks, dictionaries and so on?	Teaching Aids and Facilities
A 07	Have, as part of the school and some of their own.	-
Q 08	What about the teacher? Do they also use certain books in teaching?	-
A 08	There are some teachers who use a guide book while teaching, some are not using a guide book while teaching.	-
Q 09	Do you think English teachers interesting in teaching ?	The Application of English Learning Process
A 09	Yes, Interesting.	-
Q 10	In your opinion, what is your English teacher has the ability to teach ?	Teaching Classroom Management-Method and Strategies
A 10	Yes, he has the ability to teach is seen in the way he speaks English.	-
Q 11	Is English teacher always used English in teaching ? Apakah dia (guru bahasa inggris)	The Application of English Learning Process
A 11	Yes, he was always using English in teaching, but sometimes he uses his Indonesian in order to better understand.	-
Q 12	What will you do if you have any difficulties in learning English?	Student Roles
A 12	Asked the teacher beforehand.	-
Q 13	Do you think of your teacher 's explanation is very helpful to understand?	Teaching Classroom Management-Method and Strategies→ Learning Goals
A 13	Yes, very helpful, but sometimes less clear about the material presented.	

Q 14	Before the lesson begins, what is usally done by your English teacher ?	Teaching Classroom Management-Method and Strategies
A 14	Always ask bout news and the use of the English language and also greeted the students and the students also responded to the greeting in English.	-
Q 15	Are you asked to remember and repeat the lessons given in the days before ?	Student Roles
A 15	Yes, we were ordered to recall.	-
Q 16	Do you always get an assignment or homework before the English learning process is completed ?	The Application of English Learning Process
A 16	Yes, always, namely the task in the form of group and individual assignments.	-
Q 17	If you are given homework (PR), whether you do it or keep silent.	Student Roles
A 17	Yes, I do, because if given the task, then it means i was given the responsibility by the teacher that i have finished.	-
Q 18	Do you think, do feel getting benefit from these tasks ?	Learning Goals
A 18	Yes, I get.	-
Q 19	If so, what benefits do you get ?	-
A 19	The benefit is added to our knowledge in learning.	-
Q 20	What motivates you want to speak English?	-
A 20	Yes, eager.	-
Q 21	What motivates you want to speak English?	-
A 21	Because English is the language used in the era of globalization, and we can communicate in this era globalization.	-
Q 22	If you are asked to provide suggestions for the better in the process of learning English, what would you like to suggest ?	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process→ Learning Goals
A 22	Diligent communicates using the English language in orde to help the process of learning English there and also do not forget to memorize new vocabulary.	The Application of English Learning Process

Q 23	If you as an English reacher, what are you going to do to your students want to learn?	Student Motivation
A 23	Should always provide motivation for students to have the desire to learn English.	-
Q 24	If your students do not have a strong motivation to learn, what would you do?	-
A 24	-	-
Q 25	As the people of Papua, what is your message and impression to education in general and specialized in Kaimana.	-
A 25	The government has already noticed education in Papua, especially sons and daughters of indigenous Papuan and I hope that the local government to build a special school English in Kaimana.	Student Motivation/ Learning Goals / Teaching Aids and Facilities

Participant 6

Name : Retno
School : SMA Yafis Kaimana Kaimana Papua Barat
Class : IX IPA

QUESTIONS & ANSWERS	QUESTIONS AND RESPONSES	CODING
Q 01	Hi, What is your name?	Student Personal Data
A 01	Retno	-
Q 02	What is the name of your school?	-
A 02	SMA yapis kaimana papua barat	-
Q 03	What class are you in now?	-
A 03	I' m in grade eleven.	-
Q 04	What lesson do you most want?	Student Motivation
A 04	Mathematics.	-
Q 05	If all the lessons you learned in school is sorted, there is sequence of English lessons how,? What is your reason?	-
A 05	English is the third sorted. Because mathematics is a difficult subject.	-
Q 06	According to you, the number of students, the seating arrangement and the lighting is appropriate or not? What is the reason?	Classroom Situation
A 06	Accordingly, the number of the students in my class.	-
Q 07	Do you have some kind of guide books, textbooks, dictionaries and so on?	Teacing Aids and Facilities

A 07	I do not have, but the school provides them.	-
Q 08	What about the teacher? Do they also use certain books in teaching?	-
A 08	Yes, he uses a certain book.	-
Q 09	Do you think English teachers interesting in teaching ?	The Application of English Learning Process
A 09	Do you think English teachers interesting in teaching ?	Teaching Classroom Management-Method and Strategies
Q 10	In your opinion, what is your English teacher has the ability to teach?	The Application of English Learning Process
A 10	Yes, he has ability.	-
Q 11	Is English teacher always used English in teaching?	-
A 11	Not always well, sometimes using both English and Indonesian.	-
Q 12	If in the process of learning you encounter difficulty, what you have always done, ask a friend or a teacher	Student Roles
A 12	Asked the teacher for clarity.	-
Q 13	Do you think of your teacher' s explanation is very helpful to understand?	Teaching Classroom Management-Method and Strategies
A 13	Yes, very helpful.	-
Q 14	Before the lesson begins, what is usually done by your English teacher?	-
A 14	The teacher greeting and started lessons.	-
Q 15	Are you asked to remember and repeat the lessons given in the days before?	Student Roles
A 15	Yes, because often my friends also do not understand , so our teacher repeat again the subject.	Teaching Classroom Management-Method and Strategies/ The Application of English Learning Process
Q 16	Do you always get an assignment or homework before the English learning process is completed?	The Application of English Learning Process
A 16	Yes, often.	-

Q 17	If you are given homework (PR), whether you do it or keep silent.	Student Roles
A 17	We do, but not at all.	-
Q 18	Do you think, do you feel getting benefit from these tasks?	Learning Goals
A 18	I get	-
Q 19	If so, what benefits do you get?	-
A 19	Benefit such as better understand if repeated again the subject.	-
Q 20	Do you want to be able to speak English?	Student Motivation
A 20	Yes, wish to todays' frequent use of English, so I would like also speak English.	-
Q 21	What motivates you want to speak English?	-
A 21	In order to understand a foreign language.	-
Q 22	If you are asked to provide suggestions for the better in the process of learning English, what would you like to suggest?	Teaching Classroom Management- Method and Strategies
A 22	How should explain more clearly and in no hurry.	-
Q 23	If you as an English reacher, what are you going to do to your students want to learn?	Student Motivation
A 23	Need motivation and given an understanding of English lessons so that students were more interested in English.	-
Q 24	If your students do not have a strong motivation to learn, what would you do?	-
A 24	Provide insight and motivation for more active learning.	-
Q 25	As the people of Papua, what is your message and impression to education in general and specialized in Kaimana.	-
A 25	The government has already noticed education in Papua, especially sons and daughters of indigenous Papuan and I hope that the local government to build a special English school in Kaimana.	Teaching Classroom Management- Method and Strategies/ The Application of English Learning Process

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APPENDIX 3

DISTRIBUTED QUESTIONNAIRE AND QUESTIONNAIRE DATA

5 = sangat setuju;   4 = setuju;   3 = tidak tahu;   2 = kurang seteju;   1 = sangat tidak setuju

No	Pertanyaan	Alternatif Jawaban				
		1	2	3	4	5
1	Guru menggunakan fasilitas (buku, kamus, alat-alat peraga, dsb.) yang lengkap dalam mengajar.					
2	Guru sering mengelompokan siswa-siswa kedalam beberapa kelompok dalam proses pembelajaran.					
3	Dalam proses pembelajaran, guru selalu menutup pintu serta menghidupkan lampu ruangan.					
4	Dalam proses pembelajaran, guru membiarkan pintu atau jendela terbuka atau tertutup (tidak mempermasalahkan terbukanya pintu/ jendela dalam proses pembelajaran)					
5	Dalam peroses belajar mengajar, guru selalu menggunakan bahasa inggris dan mencoba berinteraksi dengan siswa menggunakan bahasa inggris.					
6	Guru berinteraksi dengan siswa dalam menyelesaikan tugas-tugas bahasa Inggris.					
7	Jika dalam proses belajar mengajar saya tidak tahu beberapa kosakata, saya selalu bertanya kepada guru.					
8	Guru berinteraksi dengan saya dalam menyelesaikan tatabahasa (susunan kalimat) yang sulit dalam bahasa inggris.					
9	Jika ada tugas yang diberikan, guru selalu menjelaskan bagaimana cara menyelesaikannya sehingga saya tahu bagaimana menyelesaikan soal tersebut.					
10	Penjelasan yang diberikan oleh guru, sangat membantu saya dalam menyelesaikan tugas.					
11	Instruksi yang diberikan guru bahasa inggris mudah saya pahami.					
12	Jika teman-teman saya ribut, saya selalu menegur mereka.					
13	Saya suka belajar bahasa inggris.					
14	Setelah mempelajar bahasa inggris, saya merasa bahwa kemampuan bahasa inggris saya meningkat.					

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15	Guru bahasa inggris saya mampu memberikan pengaruh yang besar terhadap kempuan saya.					
16	Menurut saya bahasa inggris menarik di pelajari.					
17	Guru memberikan tugas-tugas yang membagun kemampuan berbahasa saya.					
18	Saya mengerti dengan materi-materi yang disampaikan oleh guru.					
19	Saya suka cara guru mengajarkan saya bahasa inggris.					
20	Saya menikmati belajar bahasa inggris.					
21	Pembelajaran bahasa inggris yang diberikan disekolah berhubungan /relevan dengan kehidupan saya.					
22	Setelah belajar bahasa inggris disekolah, saya merasa mempunyai kemampuan untuk menggunakan bahasa inggris dengan guru dan wisatawan-wisatanwan asing yang datang ke kota saya.					
23	Saya belajar sangat hati-hati dalam menemukan arti-arti yang sulit dalam bahasa inggris.					
24	Saya selalu menyelesaikan tugas tepat pada waktunya.					
25	Jika saya tidak mengerti pelajaran yang diberikan oleh guru, saya bertanya.					
26	Saya merasa memiliki kepercayaan diri yang kuat untuk menyelsaikan tugas tugas dalam bahasa inggris.					
27	Saya frustasi dengan tugas-tugas yang diberikan guru bahasa inggris.					
28	Saya mendapatkan teknik yang baik dan mudah dimengerti dalam mempelajari bahasa inggris.					
29	Pengalaman belajar dalam kelas bahasa inggris membatu saya meninkgkat semangat untuk lebih giat lagi belajar.					
30	Saya menjadi frutasi dalam belajar bahasa inggris.					

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NO	THE RAW RESULT OF THE SEVEN TESTED COMPONENTS																													
	TAF	TCM-MS	CS	CS	CS	AELP	AELP	AELP	AELP	TCM-MS	TCM-MS	SR	SM	GL	SM	SM	GL	GL	TCM-MS	SM	GL	SR	SR	SR	SR	TCM-MS	TCM-MS	SM	TCM-MS	TCM-MS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	5	4	2	3	2	4	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	5	3	2	3	2	4	4	4	4	5	4	3	5	3	4	1	5	4	4	5	3	3	3	4	3	3	3	4	4	2
3	5	4	3	4	4	4	5	5	5	4	3	4	3	3	4	3	4	3	3	3	3	4	5	3	1	4	3	4	3	3
4	5	4	4	4	4	4	4	5	4	4	2	2	2	2	2	4	4	2	2	2	2	2	2	2	2	2	3	3	3	3
5	5	2	2	2	4	1	5	2	4	4	2	4	4	4	4	2	5	2	2	4	4	5	4	4	1	4	1	3	4	2
6	5	4	1	5	4	4	4	4	5	4	3	4	3	3	3	3	4	4	4	4	3	3	3	3	1	4	2	4	4	3
7	5	1	2	5	4	1	5	4	2	5	5	4	4	4	4	1	5	3	4	4	4	3	4	4	1	4	1	4	4	1
8	5	4	3	5	4	1	5	5	4	4	4	2	4	3	2	1	4	4	4	4	4	3	4	4	3	4	2	3	3	3
9	2	4	2	5	2	2	4	4	5	4	2	4	4	4	4	2	4	4	2	4	4	2	4	4	1	4	2	4	4	2
10	1	2	1	1	5	3	4	3	5	4	3	5	4	3	3	1	4	3	4	4	5	3	5	4	4	3	3	4	4	3
11	4	2	2	3	2	2	5	5	5	4	2	4	5	5	2	4	5	2	5	4	5	5	2	2	2	2	2	4	2	2
12	4	2	4	2	4	5	5	4	4	5	4	4	4	4	4	1	4	4	5	3	4	2	4	2	1	4	1	2	4	1
13	3	4	2	5	3	3	1	5	5	4	2	5	2	4	3	1	3	1	4	4	5	4	5	2	2	4	3	3	4	3
14	4	2	2	2	4	2	5	5	5	4	2	4	4	4	3	1	4	2	2	2	4	2	4	2	1	2	2	2	2	2
15	2	5	1	5	3	3	4	5	4	4	4	2	4	2	4	1	3	2	4	4	4	5	2	2	4	2	2	4	4	2
16	2	5	1	4	1	5	4	2	4	2	1	5	2	2	2	5	4	2	1	2	1	2	5	2	1	2	2	2	5	2
17	4	4	1	5	1	4	4	2	5	5	4	2	2	3	4	1	4	4	4	4	5	4	4	2	1	4	2	5	2	2
18	2	5	5	1	2	4	4	4	4	2	2	2	4	2	2	1	2	2	2	2	2	2	2	2	2	4	1	2	3	1
19	2	1	2	1	2	2	1	1	1	2	1	4	1	1	3	5	1	1	1	1	1	1	1	2	2	1	2	2	1	2
20	4	2	1	4	2	4	4	4	4	4	2	2	5	4	2	1	4	2	2	4	1	1	4	4	5	4	1	2	3	5
21	1	5	2	4	2	4	5	4	4	1	2	4	5	5	1	1	2	1	1	4	5	5	5	5	1	5	5	5	5	2
22	5	4	4	4	1	1	4	5	5	5	4	5	4	4	3	1	5	2	2	4	5	5	4	4	1	5	1	5	5	1

23	4	4	2	5	2	4	3	4	4	5	3	4	5	4	4	5	2	3	5	3	4	2	5	2	2	4	1	2	5	3
24	4	4	2	5	2	5	4	5	5	5	4	2	5	4	4	1	4	4	4	5	4	2	4	2	1	4	1	4	5	1
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26	1	3	2	1	1	5	3	5	2	2	1	4	2	3	2	3	4	5	5	4	3	4	3	4	1	2	3	3	3	2
27	3	4	2	5	4	1	4	5	5	4	5	2	5	5	3	1	4	5	4	5	2	1	2	5	4	4	1	5	4	1
28	2	5	3	5	5	5	3	5	5	2	5	5	5	4	5	4	5	2	5	5	5	2	1	1	5	5	5	3	5	4
29	4	4	1	2	2	2	4	4	4	4	4	2	4	2	3	1	2	4	4	4	4	2	4	2	2	2	2	4	4	1
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142

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NO	THE ANALYZED RESULT OF THE SEVEN TESTED COMPONENTS																													
	TAF	TCM-MS	CS	CS	CS	AELP	AELP	AELP	AELP	TCM-MS	TCM-MS	SR	SM	GL	SM	SM	GL	GL	TCM-MS	SM	GL	SR	SR	SR	SR	TCM-MS	TCM-MS	SM	TCM-MS	TCM-MS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	2	1	-1	0	-1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	2	0	-1	0	-1	1	1	1	1	2	1	0	2	0	1	-2	2	1	1	2	0	0	0	1	0	0	0	1	1	-1
3	2	1	0	1	1	1	2	2	2	1	0	1	0	0	1	0	1	0	0	0	0	1	2	0	-2	1	0	1	0	0
4	2	1	1	1	1	1	1	2	1	-1	-1	-1	-1	-1	1	1	-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	0	0	0	0
5	2	-1	-1	-1	1	-2	2	-1	1	1	-1	1	1	1	1	-1	2	-1	-1	1	1	2	1	1	-2	1	-2	0	1	-1
6	2	1	-2	2	1	1	1	1	2	1	0	1	0	0	0	0	1	1	1	1	0	0	0	0	-2	1	-1	1	1	0
7	2	-2	-1	2	1	-2	2	1	-1	2	2	1	1	1	1	-2	2	0	1	1	1	0	1	1	-2	1	-2	1	1	-2
8	2	1	0	2	1	-2	2	2	1	1	1	-1	0	0	-1	-2	1	1	1	1	1	0	1	1	0	1	-1	0	0	0
9	-1	1	-1	2	-1	-1	1	1	2	1	-1	1	1	1	1	-1	1	1	1	1	-1	1	1	1	-2	1	-1	1	1	-1
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11	1	-1	-1	0	-1	-1	2	2	2	1	-1	1	2	2	-1	1	2	-1	2	1	2	2	-1	-1	-1	-1	-1	1	-1	-1
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13	0	1	-1	2	0	0	-2	2	2	1	-1	2	-1	1	0	-2	0	-2	1	1	2	1	2	-1	-1	1	0	0	1	0
14	1	-1	-1	-1	1	-1	2	2	2	1	-1	1	1	1	0	-2	1	-1	-1	-1	1	-1	1	-1	-2	-1	-1	-1	-1	-1
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19	-1	-2	-1	-2	-1	-1	-2	-2	-2	-1	-2	1	-2	-2	0	2	-2	-2	-2	-2	-2	-2	-2	-1	-1	-2	-1	-1	-2	-1
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145

22	2	1	1	1	-2	-2	1	2	2	2	1	2	1	1	0	-2	2	-1	-1	1	2	2	1	1	-2	2	-2	2	2	-2
23	1	1	-1	2	-1	1	0	1	1	2	0	1	2	1	1	2	-1	0	2	0	1	-1	2	-1	-1	1	-2	-1	2	0
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149