

**TEACHERS' EFFORTS TO IMPROVE STUDENTS'
ENGLISH LEARNING OUTCOME**

Thesis

**M.IHZA HUSAINI PUTRA
NIM : 1905180003**



**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF ISLAMIC STUDIES
UNIVERSITY OF MUHAMMADIYAH ACEH
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THESIS APPROVAL

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Name : M.IHZA HUSAINI PUTRA

Student Reg. No. : 1905180003

Study Program : ENGLISH EDUCATION

Banda Aceh, February 7, 2024

Approved by:

Supervisors

Main Supervisors,



Rahmatun Nisa, S.Pd.I., M.Pd.

NIDN. 113108601

Co-Supervisors,



Cut Mawar Helmanda, S.Pd.I., M.Pd.

NIDN. 1324078501

THE APPROVAL OF THE THESIS EXAMINERS

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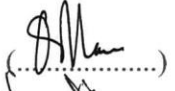
Name : M. IHZA HUSAINI PUTRA
Student Reg. No : 1905180003
Study Program : ENGLISH EDUCATION

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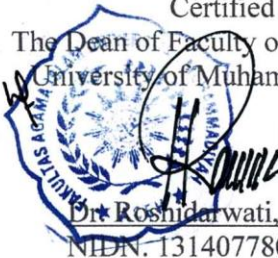
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Friday, February 7, 2024 AD
Rajab 26, 1445 H

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Banda Aceh

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| 1. <u>Rahmatun Nisa, S.Pd.I., M.Pd</u>
NIDN. 113108601 | Chairperson | () |
| 2. <u>Anzarina Anwar, S.Pd.I.</u>
- | Secretary | () |
| 3. <u>Cut Mawar Helmanda, S.Pd.I., M.Pd</u>
NIDN. 1324078501 | Examiner I | () |
| 4. <u>Ika Kana Trisnawati, S.Pd., M.Ed</u>
NIDN. 1310088501 | Examiner II | () |

Certified by,
The Dean of Faculty of Islamic Studies
University of Muhammadiyah Aceh


Dr. Roshidarwati, S.Ag., M.A
NIDN. 1314077801

DECLARATION

I declare that the thesis entitled "*Teachers' efforts to improve students' English learning outcome of Class VIII MTsN 4 West Aceh*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

Banda Aceh, January 24, 2024

Declared by,



M.IHZA HUSAINI PUTRA

Std. Reg. No. 1905180003

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M.Ihza Husaini Putra

ABSTRACT

M. Ihza Husaini Putra (1905180003). Teachers' efforts to improve students' English learning outcome of Class VIII MTsN 4 West Aceh.

The research aims to determine teachers' efforts as well as the problem faced in improving students' English learning outcome, the method used is qualitative. The sampling technique is by interview and observation. In this study, the sample consisted of two people, namely English teachers. Meanwhile, the teachers' efforts is the efforts of educators in educating, teaching, guide, direct, train, assess, facilitate and facilitate invite students to achieve educational goals. And also, in improving the results of students' English learning, teachers' face two problem factors namely internal factors (interest, motivation, and way of learning), and external factors (teacher learning methods, and the environment in the classroom).

Keywords: Teachers' efforts students' English learning outcome

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CHAPTER I

INTRODUCTION

A. Research Background

Education has an important position in order to improve quality human resources. Every human being needs education and learning. This education and learning can be given since he was a child until he grows into children, adolescents and adults. Each of them, will develop according to the experience given to him. Every child is a unique individual, each of them will see the world in their own way. Even seeing one incident at the same time, does not guarantee that several children will report the same thing. Often what becomes a struggle in the world of education is not the problem of 'can children learn?,' but the problem of 'how do they naturally learn in the best way?' Hasbullah (2006).

Hasbullah argues that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and society. and the state according to the formulation of Law no. 20 of 2003 Article 1 paragraph 1.1.

"Education is basically an interaction between educators and students, to achieve educational goals, which takes place in a certain environment Abdul Majid (2008) This interaction is called educational interaction, namely mutual influence between educators and students. In influencing each other, the role of

educators is greater because of their position as people who are more mature, more experienced, have more control over values, knowledge, and skills.

Education is a process of purposeful interaction. Interaction occurs between teachers with students, which aims to improve mental development so become independent and whole. Education functions to help students in self-development, namely the development of all potential, abilities, and His personal characteristics in a positive direction, both for himself and others environment. It can also be said that education is an actions that enable learning and development to occur. The interaction positive influence greatly encourages the learning process and student development. In the family environment, education of children is a duty and the responsibility of their parents, whereas in formal institutions such as schools, education is the responsibility of the teacher. In the process of teaching and learning in teacher school is a very important component in education In schools, teachers are educational staff whose job is to managing learning activities in order to achieve more effective learning for students.

In the learning process the teacher has an important role, namely to teaching, guiding, motivating, and providing learning facilities adequate for students to achieve the expected goals. Teacher have a responsibility towards students to forget everything behavior of students in the classroom in order to assist the process student development. This means that the enthusiast can develop the best study methods and habits. Basically learning is a complex process and occurs to all people, lasting a lifetime, is characterized by behavior within the person and the results obtained are relatively permanent. In the learning process, a

person needs a way that he considers suitable or comfortable with what he lived during the learning process. Convenience in learning is a learning style that is considered suitable by the student.

To achieve learning goals at school, every student will always try so that the learning objectives are achieved by studying diligently. Student learning styles various kinds aim to be able to study comfortably, with students. Thus it is hoped that the learning objectives can be achieved properly. The way of learning that is owned is often referred to as student learning styles. Even though the learning styles are different, the goals are desired achieved remains the same, namely in order to achieve learning objectives and achievements expected performance.

Every human being born into this world is always different from one another. Good physical form, behavior, nature, and various other habits. There isn't any no human being has the same physical form, nature, and behavior even twins. One thing we all need to know is that Every human being has a way of absorbing and processing information Received in different ways from each other, it really depends on learning style. Because everyone is learning style is not the same, this highly dependent on factors that affect the individual itself both in terms of internal or external. Learning style is something that is very decisive for anyone in carrying out their learning tasks both at home, in the community, especially in school. Anyone can learn more easily, when he finds a style learn to suit themselves. It is better for a teacher to be able to understand each other's learning styles students, so that the teaching style is really serious. Not infrequently the failure of students in school is not because of his fault, it could be

because of a mismatch in learning styles between teachers and students. Teachers must realize that every student has different ways of absorbing and learning information.

Whatever method is chosen, the differences in learning styles show the way the fastest and best for each individual can absorb an information from the outside himself. Therefore, if we can understand how the differences in learning styles each of those people, it might be easier for us if someday, for example, we have to guide a person to get the right learning style and give maximum results for him. Of course, before we ourselves forbid it to others, the steps It is best to recognize our own learning style.

This consideration is frequent we forget. In other words, we must experience it ourselves get the right learning style for yourself, before transmitting it on others. There are many reasons and benefits that we can get when we are able to understand a variety of learning styles, including our own. By therefore, "knowing each student's learning style and trying to improve student learning styles that are not good for a teacher is an effort which is very important in the effort to achieve teaching success The existence of different student learning styles causes learning outcomes students at school are also different.

If the student's learning style is good and efficient, then student learning rate is also high. And vice versa, if the learning style students are not good and efficient, then the level of commitment of student learning outcomes in school will decline. "(Alisuf Sabri, 1995) Students include internal factors (factors from

within the student), external factors (factors from outside students), and learning approach factors.

Based on the above thoughts, the authors see that the student's learning style is one of the factors that can affect the improvement of learning outcomes student. Therefore, in this study the author intends to examine and proves that there is a relationship between the learning styles carried out by students the results of their studies at school, by giving the title: "Teachers Efforts to Improve Students English Learning Outcome”.

B. TERMINOLOGY

To define some terms to the readers, the writer explained them is this sub session they are:

1. Teachers Efforts

The teaching and learning process is a process that contain a series of teacher and student activities based on good reciprocal relationships which takes place in an educational situation to achieve certain goals (Supardi, 2013). Teacher effort is a teacher's activity carried out in order guiding, educating, teaching and transferring knowledge to students according to their abilities and professionalism owned. In the teaching and learning process the teacher functions as the main exhibit on the overall educational institutions

2. Students English Learning Outcome

Learning outcome are certain competencies or abilities achieved by students after following the teaching and learning process and include cognitive, affective and psychomotor skills (Wulandari, 2021). the learning outcome are a process for determining student learning values through assessment activities or measuring learning outcome.

C. Research Question

Starting from the background of the problems described above, then the author formulates the problem that is whether there is a teachers efforts to improve students English learning outcomes for class VIII MTSN 4 West Aceh ?

1. what are the efforts done by the teachers to improve students English learning outcome?
2. what problem faced by the teachers in improving students English learning outcome ?

D. Research Aim

Based on the research questions, the writer started some reseach purpose, they are:

1. To find out the teacher efforts to improve students English learning outcome.
2. To find out the problem faced by teacher in improving students English learning outcome.

E. Benefit of Research

The research benefits obtained include the following:

1. For teachers, the results of this study can provide direct experience about the differences in the learning styles of each student, so that teachers can apply the right method to carry out the learning approach according to these differences by being more creative and innovative, especially in learning Indonesian and can improve learning styles in a good class.
2. For students, the results of this study can be used as their learning motivation each according to their learning style. Therefore, it is expected their learning outcomes can be increased by knowing the learning style each. In addition, in order to emulate student learning styles achievement so that they can find a learning style that suits them himself, establish his own learning style, and develop the style learning to be able to excel.
3. For researchers, from the results of this study it will be known whether there is the relationship between learning styles and learning outcomes in Indonesian and as a prospective teacher can cultivate existing learning styles student self.
4. For schools, the results of this study can provide positive input for development of learning Indonesian subjects in particular and other subjects in general and can provide facilities and adequate infrastructure to attract students' learning styles.

CHAPTER II

In this chapter, the author provides several theories about learning styles, learning objectives, learning principles and factors that influence learning.

A. Teacher Efforts

In teaching and learning activities teacher have an important role because it can

Affect the quality of students' learning. Of course teachers have tasks that must be done in order to carry out effective learning for students, namely with effort. Efforts or activity that mobilizes energy and thought for achieving goal. This efforts is an efforts, sense to achieve a goal solve problems and looking for a way out.

According to (Nur Fuadi, 2012) teachers are all people who have authority and develop students, both individually and classically at school and outside school. a teacher is someone who has the task off making a profit educate or teach professionally which includes responsibility responsible, independent, authoritative and disciplined in every word and his action become an example for students and the surrounding community (Muhibbin Syah, 2013). As technology develops and information increases immediately, there needs to be a change in learning process in the classroom.

Teachers are required to be able to guide, facilitate and help student learning process. With this, students Hopefully we can be more active to get everything information obtained in the teaching and learning process. From the definition

above, it can be concluded that the teacher's efforts are the efforts, efforts of educators in educating, teaching, guide, direct, train, assess, facilitate and facilitate invite students to achieve educational goals. As we know teachers are very influential and important for the future of this country one of the most influential is the language teacher

1. Teacher's Role in the Learning Process

The learning process is a process that contains a series of actions teachers and students on the reciprocal relationship that takes place in educational activities for achieve learning goals. Despite this, the teacher has a very dominant role in education in general and learning in particular, because teachers hold important role in the learning process, where the learning process is the core of education as a whole. Brown (2001: 200) divides it into several teacher roles i.e. prime examples, leaders, people with a lot of knowledge, managers, advisors, drivers, and sometimes teachers should also act as friends, trusted people, and old person.

Rusman (2010: 56-62) summarizes it into seven teacher roles related to the teacher's competence which is helping students' difficulties in learning, making Implementation Plans Learning (RPP), implementing the learning process, implementing school administration, as a communicator, develop personal potential, and develop student potential. The teacher diagnoses the student's initial behavior. This means the teacher must be able to help the learning difficulties faced by students in the process learning. Because of that a teacher should be able

to know more about it student personality. The assessment and evaluation process becomes the basis of analysis to find out difficulties faced by students.

2. Teacher's Role in Language Learning

More specifically about the teacher's role in language learning, according to Harmer there is eight roles which are as follows the controller, the teacher is responsible for the progress the learning process in class including if students study in teams (groups); organizer, the teacher organizes the implementation of learning in the class such as providing information, explain the procedure, place students in groups, and finish learning; evaluator, especially in language learning, teachers should be able to give feedback, correction, and evaluation especially in language use; teacher facilitator, teacher act as a guide or facilitator when students have difficulty speaking because hindered in language knowledge, especially in learning English as foreign language; participants, the teacher does not dominate the learning process; resource person, teacher as a source of knowledge for students; tutors, teachers are not only facilitators and resource person, but also as a tutor who provides insight and guidance in learning; and observer, when the teacher becomes an observer, the teacher controls and gives guidance to students in performing their duties (Harmer, 2007: 57-67).

More specifically in language learning, Harold (in Brown) mentions there is nine characteristics of a good language teacher which are (1) have deep competence prepare language lessons based on their level, (2) love English, (3) think critically especially in achieving the goal of language learning, (4) persevere

to developing self-potential, (5) self-subordination or not feeling the best until enabling to continue learning, (6) ready to develop oneself better, (7) adapt to the local culture, (8) work professionally, (9) enthusiastic about each given job. Thus, the teacher's understanding of his role, both in the learning process in general, nor its role in language learning, especially English, should well done. With the aim that the purpose of learning can be achieved well also.

3. Teachers' Efforts to Improve Student Learning Outcomes

Teaching as a professional job requires abilities and special skills in carrying out something commonly called with teacher competence. By mastering the competencies namely competence, it is hoped that the goal can be achieved National Education. Sardiman stated in his book There are several teacher efforts to improve learning outcomes:

- a. Efforts in learning planning Learning planning is an approach that a system that includes learning needs analysis, formulation of learning objectives, development strategies learning, development of open materials and development evaluation in an effort to achieve learning objectives expected. Efforts to make learning plans intended to achieve learning improvements. Through Learning improvements are expected to improve quality learning carried out by learning designers (Hamzah, 2017:87). Learning planning by the teacher starts from arranging syllabus and learning lesson plans.
- b. Efforts in implementing learning

The process or implementation of education is an internal effort realizing educational goals. In the educational process you can know the importance of the ways or methods skills or knowledge will be conveyed to participants educate. In connection with the implementation of teaching, the following: will explain about opening the lesson, delivering material/explaining, using methods, strategies and learning techniques and using learning media and class management and closing lessons.

c. Efforts to motivate students

Motivation is one of the determining factors learning effectiveness. Motivation is the driving force or a trigger that causes behavior in a certain direction specific purpose. Students will study seriously If you have high motivation, in this case teachers are really needed has the ability to arouse student learning motivation so there will be no learning objectives Learning success is achieved if students do not have motivation high learning. Teachers try various ways to encourage students students become motivated to learn (Sumiati, 30 November 2018).

d. Efforts to guide students

According to Sulthon Mashhudi in Bahroin, internal guidance The educational process in schools is the process of providing assistance to students so that they as individuals have an understanding the true will be his personal self and the world around him, taking decisions, facing and solving problems. All in order to achieve a healthy adjustment and for the

sake of it promote mental well-being. In general, guidance programs are implemented with a goal as follows:

1. Helping individuals achieve happiness in life personal.
2. Help individuals achieve effective living and productive in society.
3. Helping individuals achieve their goals and abilities he has.
4. Guidance can be said to be successful if the individual getting guidance was successful in achieving all four goals these together.

e. Efforts in student evaluation

Evaluation is one of the important components that must be done taken by teachers to determine the effectiveness of learning. The results obtained from the evaluation can be used as feedback. for teachers in improving and refining learning programs and activities. In the book Elis and Rusdiana The benefits of educational evaluation results are as follows following:

1. Helps decide balance and sustainability from the learning objectives and use of the material learning.
2. Knowing the level of efficiency and effectiveness of the strategy, learning methods and techniques used.

B. Factors that Cause Learning Problems

Dimiyati and Sudjiono(2010:235)stated that it was problematic Learning comes from two factors, namely internal and external factors.

a. Internal Factors

In learning students experience various problems, if they can solve it then they will not experience problems or difficulty in learning. There are various internal factors within oneself students, namely:

1) Attitude Towards Learning

Attitude is the ability to make judgments about something, which carries itself according to judgment. There is judgment about something, resulting in an attitude accept, reject, or ignore.

2) Motivation to learn

Motivation to learn is a driving mental force the learning process occurs.

3) Study concentration

Learning concentration is the ability to focus attention on lessons.

4) Ability to process learning materials

It is the student's ability to accept content and methods acquisition of teaching so that it becomes meaningful for students. From From the teacher's point of view, it is appropriate to use approaches process, inquiry, or laboratory skills.

5) Ability to store learning outcomes

Saving learning outcomes is an ability save the contents of the message and how to purchase the message. Ability This storage can last for a short time This means that learning outcomes are quickly forgotten, and can last a long time which means the learning outcomes remain with the students.

6) Explore stored learning results

Exploring stored learning results is a process activate messages that have been received. Students will strengthen new messages by way of relearning, or memories with old materials.

7) Ability to achieve

Students show that they have been able to solve the tasks learning tasks or transferring learning results. From everyday experience day at school that there are some students who are not capable perform well.

8) Student self-confidence

In the learning process it is known that performance is stage of proof of "self-realization" which is recognized by the teacher and fellow students.

9) Intelligence and learning success

With low learning outcomes, caused by low intelligence or lack of seriousness in learning, means the creation of a low-quality workforce.

10) Study habits

In daily activities, habits are found to be lacking Good. These study habits include: studying at the end of the semester, studying irregularly, wasting learning opportunities, registration is just for the prestigious, come in style leaders and others.

11) Student aspirations

In the context of developmental tasks, in general every child have aspirations. Goals are intrinsic motivation, however There is no clear picture of a role model for students yet. As a result, students only behave along the way.

b. External Factors

The learning process is driven by students' intrinsic motivation. Apart from that, the learning process can also occur, or increase strong, if encouraged by the student's environment. In other words Learning activities can increase if learning programs are prepared well. Learning programs as teacher education engineering in school is an external factor of learning. Judging from the participant's perspective students, it was found that several external factors had an influence on learning activity. These external factors are as follows:

1) The teacher as a coach for students in learning

As educators, teachers focus on personality students, especially with regard to the awakening of learning. This awakening of learning is a form of self-emancipation learners. As a teacher, he is in charge of managing learning activities students at school. Teachers also grow themselves professional by studying the teaching profession throughout life.

2) Learning facilities and infrastructure

Complete learning facilities and infrastructure are conditions good learning. Complete facilities and infrastructure learning is a condition of good learning. That matter does not mean that complete facilities and infrastructure are determined guarantee the implementation of a good learning process.

3) Policy assessment

Decisions on learning outcomes are the pinnacle of student expectations. Psychologically, students are affected or worried about learning outcomes. Therefore, schools and teachers are asked to apply wise and wise in conveying decisions on participants' learning outcomes educate.

4) The social environment of students at school

Female students at school form a social environment learners. In this social environment, it is found certain positions and roles. Some function as class administrator, class president, student council and so on. In In this life there are interactions such as close relationships, work same, competing, conflict or bad.

5) School Curriculum

The learning program at school is based on something curriculum. The curriculum is structured based on progress demands public.

From the description above, it can be concluded that it is in process Learning has supporting factors both internal and external external use to achieve learning goals.

C. Learning Style

Definition of Learning is a component of the science of education concerned with the purpose and reference material interaction. Learned words already often heard in everyday life because learning is something thatvery necessary in human life. Realized or not, every Individuals certainly have done learning activities, because of activities Learning cannot be separated from one's life from birth until

they reach old age. Learning is a process of change, whereas human life is always changing throughout the ages, so Humans are required to always learn since humans were born. Ngalim Purwanto (1990) in his book says that: "Humans always and always learn whenever and wherever they are" Learning is one of the most important human activities to develop the potentials that exist within the individual it to sustain his life. This human process is carried out a lifetime, from the time he was born until he died, little by little and constantly. The learning process can run well guidance from a teacher or educator. Nonetheless, no it's also likely that studying can be done though without a teacher.

Learning is a process of change that occurs within the individual either in terms of attitude or knowledge. "Someone said experience a learning process when there is a change from not knowing to being know, from not being able to be able to, from not being good to being good." Nana Sudjana (1991) said "learning is a change in behavior that is realized and arises as a result of practice, experience, and practice, not by chance. Learning can also be defined as a process in where a change in behavior as a result of experience." By Therefore, it can be said that learning is a change in behavior behavior that requires processes such as practice, practice, and experience. It is through this process that changes in behavior result from the process new learning will be seen. Therefore, humans in carrying out their lives must always learning, so that people know about good and bad things. Because of the complexity of the notion of learning, the experts put forward study.

According to Thursan Hakim in the book Pupuh Fathurrohman (2007:6) said that learning is a process reserves in the human personality, and these changes shown in the form of increased quality and quantity behavior such as increasing ability, knowledge, attitude, habits, understanding, skills, thinking, and others ability. From some of the notions of learning that have been mentioned above, then can be interpreted that, learning causes a change that relatively fixed, the change is carried out through activities or businesses that moreover, the change basically differentiates the state before the individual is in a learning situation and after doing it. Learning is basically a change in behavior. Change The resulting behavior can be seen in various aspects such as: changes in knowledge, understanding, skills, and personality. "Learning is a process that leads to burning knowledge, skills, and changes in attitudes that reflect deep behavior. (Sudarwan Danim and Khairil, 2010) Learning is a series of activities to acquire changes in behavior as a result of individual experiences in interact with the environment which involves cognitive aspects, affective, and psychomotor.

Starting from the views of different experts, but in between them there is a similarity in the meaning of the notion of learning namely indicates a process of behavioral or personal change a person based on certain practices or experiences. Basic stuff in the sense of learning is learning that brings changes in behavior because of experience and practice, the main change is obtained because of new abilities, and that change occurs because of wisdom.

D. Learning Objectives

One of the keys to success in learning is having goals clear. Goals usually determine the results to be achieved. Objective learning can be interpreted as a condition of changing behavior from individual after the individual carries out the learning process. Through Learning is expected to change (increase) not only on the cognitive aspect, but also on other aspects. Besides that, goals another learning is to obtain learning outcomes and life experience. Learning objectives are a number of learning outcomes that show that students have done learning actions that generally include new knowledge, skills, and attitudes that are expected to be achieved by the students. The process of teaching and learning as a process can contain two understanding, namely the stages in learning something and as a sequence teacher planning activities. The teaching and learning process includes the activities carried out by the teacher starting from planning, implementation of activities, to evaluation, and follow-up programs. Everything takes place in an educative situation to achieve the goal specifically teaching. As a teaching and learning instructional system contains a number of components including: objectives, materials or materials, students, teachers, method, situation, and evaluation. One of these components is study goals. According to (H. Daryanto, 2010),"learning objectives are more proposed at meetings knowledge, provision of concepts and dexterity, and the formation of attitudes. and deeds."

"In an experimental business, learning objectives need to be created a more conducive learning environment (condition) system. System This environment is influenced by various components respectively will influence each

other, for example the learning objectives to be carried out taught, the material to be taught, teachers and students who play position in certain social relations, types of activities carried out, as well as available teaching and learning facilities and infrastructure. in line large, learning objectives can be classified into 3 types, namely: (1) to gain knowledge, (2) understanding concepts and skills, and (3) the formation of attitudes and actions. Thinking knowledge, thinking ability, and factors that related. The ability to think without material knowledge is meaningless anything. Ways that can be done to acquire knowledge is to do a reading assignment. The purpose of learning in our world of education is now better known with educational goals according to Bloom's Taxonomy, namely "goals student learning is directed to achieve three domains namely cognitive, affective, and psychomotor, among others, as follows:

1. Matters of science and knowledge, concepts or facts (cognitive)
2. Personal matters, personality, and attitude (affective)
3. Behavior, skill or appearance (psychomotor).”

E. Learning Principles

According to Alisuf Sabri (2007) one of the teacher’s duties is to teach. In this teaching activity of course it can not be done haphazardly, but you have to use it certain learning theories and principles in order to act appropriately. By Therefore, a teacher needs to learn the theories and principles of learning that are can guide activities in planning and executing.

Although learning theory can not be expected determine the step by step learning procedure, but he can who give priority directions in the teacher's actions. In planning learning, the principle of learning can reveal the limits of possibilities in learning. In carry out learning, knowledge of the principles of learning can help the teacher in choosing the right course of action. Teachers can be spared of actions that look good, but in fact do not work improve student learning process. In addition, with the principle of learning, he possess and develop the attitudes necessary to support increase in student learning. Along with the development of science and technology at this time Today, the principle of learning is a very guiding principle important thing in the learning process. In the learning process there are learning principles that must be adhered to so that the learning activities are well directed. learning principle must be adapted to the characteristics of students and situations and conditions of students and the environment by educators or teachers. In the absence learning principle or one of the learning principles is disturbed or neglected, then the learning process will not run well.

So that the activities carried out by the teacher in the learning process focused on efforts to increase the potential of students in a comprehensive manner, then learning must be developed in accordance with the correct principles, which is the opposite of the student's internal need to learn. The principle of learning points to the important things that must be learned done by the teacher so that the student learning process occurs so that the process learning can achieve the expected results. The principle of learning also provides direction on what should be carried out by the teacher so that students can play an active role in the process

learning. In achieving changes that lead to a good direction, There are learning principles that are used as guidelines or guidelines in the process teaching and learning, so that the goals to be achieved can be realized well. Every teacher or supervisor should be able to compile own learning principles, namely “according to (H. Daryanto, 2005) learning principles that can be implemented in different situations and conditions, and by each student separately individual. Nevertheless,” let us set the principle of study as follows:

1. Based on the prerequisites needed to study

- a.) In learning every student should strive to participate actively, increase interest and guide to achieve goals instructional.
 - b.) Learning must be able to generate reinforcement and motivation strong in students to achieve instructional goals.
 - c.) Learning needs a challenging environment where children can develop the ability to explore and learn effectively.
 - d.) Learning requires interaction between students and their environment. In accordance with the nature of learning
 - e.) Learning is an ongoing process, so it must be done step by step according to progress.
 - f.) Learning is a process of organization, adaptation, exploration, and invention.
- Slameto, Learning and Factors Influencing It, Rineka Cipta, (2003)

2. Appropriate materials or materials that must be studied

- a.) Learning is overall and the material must be owned structure, simple presentation, so students are easy Understand the meaning.

b.) Learning must be able to develop certain abilities accordingly with instructional objectives to be achieved.

3. Terms of learning success

a.) Learning requires sufficient means, so that students can study quietly.

b.) Repetition, in the learning process needs to be repeated many times in order

Understanding/skills/attitudes are profound in students. The learning principle can help students to follow learning process with the aim that students are able to manage time, make a schedule, and concentration in the lesson so will produce maximum results. The above principles are principles that must be adhered to in the process teaching and learning, because if the principle is held, then the goal learning will tend to be more successful.

F. Learning Outcome

By definition, learning is a process that can cause changes in individual behavior. Success This learning process is influenced by various factors, both factors internal or external. As for the factors that can influence Learning among them is maturity or growth. Teaching something new will be successful if the growth rate personal has made it possible and has ripened for it, for example a child who is still in grade 5 of elementary school will not able to understand philosophy. This is caused by mentally immature to accept that lesson. Factor Next is the family situation. The atmosphere and circumstances of each student not all the same. There are those who come from rich families, less so able, harmonious, broken home, and others. family circumstances variety also determines the learning process. Likewise with the facilities provided by the

family at home will also affect learning. Then the teacher and how to teach it. This factor is an important factor. Teacher attitude and personality and how the teacher forbids the lesson, also determines the results learning achieved by students. The attitude of students towards teachers can also be affect learning. "Students who do not like the teacher or The lessons will hamper the smooth learning, as well on the contrary." Ngalim Purwanto, (2002).

The physical and psychological conditions of people who study are also one of them factor. People who study are inseparable from their physical condition, for example things that often happen around us, children who are sick usually have performance decreased. Likewise with psychological conditions, psychic condition unfavorable, for example the home situation, family circumstances, or economy, can be a learning disorder. Therefore, "physical condition and the psychology of the person who is studying needs to be well prepared in order to be able to help the learning process. (Mustaqim and Abdul Wahib, 1991).

Based on the explanation above, it can be concluded that Learning success can be influenced by various factors. If any one of these factors is disturbed, then Learning success will also be disrupted. Otherwise, if all these factors support, then the success of learning will occur achieved.

The Meaning of Learning Outcomes According to Syaiful Bahri Djamarah "learning outcomes are essentially "changes" that occur within a person after the end of a learning activity". Meanwhile, according to Arikunto (2009: 133), "learning outcomes are the results after experiencing the learning process, where

the behavior appears in the form of actions that can be observed and measured". Meanwhile, according to Wulandari (2021), "Learning outcomes are certain competencies or abilities that are achieved by students after participating in the teaching and learning process and include cognitive, affective, and psychomotor skills".

From some of the opinions above, it can be concluded that learning outcomes are the end results after experiencing the teaching and learning process and changes in behavior experienced by someone from their learning experience after going through the learning process in a certain period. The learning outcomes themselves include the cognitive, affective, and psychomotor domains.

Factors That Influence Student Learning Outcomes Student learning outcomes are influenced by several things, namely internal factors (interest, motivation, way of learning) and external factors (teacher teaching methods, class environment). In the following, several internal and external factors that influence student learning outcomes are presented.

a. Internal factors, namely:

- 1) Interest, according to Nasution (2007: 74) "if someone in carrying out the teaching and learning process can without pressure, and can enjoy all kinds of consequences of the learning process then he tends to have better learning outcomes".
- 2) Motivation, according to Sudjana (2016: 62), "Success in learning can be seen in the motivation shown by students when carrying out teaching and learning activities".

- 3) How to learn, which consists of attention to learning and readiness to learn. According to Sudjana (2016: 65) "Student readiness in the learning process can be seen in actively participating in carrying out their learning assignments, being involved in solving problems, and applying what they have obtained in completing assignments".

b. External factors, namely:

- 1) The teacher's method of teaching, the teacher's teaching method is the way of teaching that is carried out by the teacher in the learning process so that students can receive, understand and further develop the lesson material.
- 2) Class environment, According to Supriyadi (2013: 71) states that "The effect of physical facilities on learning success is proven by the inadequate learning outcomes of school students located in disadvantaged areas who practically face problems in providing facilities. In addition to procurement, maintenance of learning facilities, especially those available in schools, must also be encouraged to support the smooth learning process.

From the several opinions above, it can be concluded that learning effectively and supportive internal and external conditions can help students to improve their abilities and learning outcomes, besides that, learning method factors also influence the level of success of the process and student learning outcomes.

CHAPTER III

METODOLOGI RESEARCH

A. Place, Time, and Research Data Sources

1. Place and Time of Research

This research was conducted at MTsN 4 West Aceh which located on jalan Melaboh-Banda Aceh right in the village Suak Timah.

Table 3.1 The indentity of the school

School Name	MTSN 4 West Aceh
Educational Level	SMP
School Status	Public School
Postal code	23652
Village	Suak Timah
Kecamatan	Samatiga

2. Research Data Sources

Teachers are a source of data to complete this research. The researcher collected sources from MTsN 4 West Aceh teachers, totaling 3 teachers. According to Arikunto "the data source is the subject from where data can be obtained.the data source is called the respondent, the respondent name is.

B. Research Methods and Research Design

1. Research Methods

Research can be said to be successful and can be held accountable if the research process uses the same method precise and well systematic. for this

reason, a research method is needed as the basis for its implementation. In this research, method used by researcher is a qualitative method. The definition of Qualitative research is research that addresses business objectives through techniques that allow researchers to provide detailed interpretations of market phenomena without relying on numerical measurements. The focus is on discovering true inner meaning and new insights. In data collection, Gill et. Al. (2008) suggested several types of data collection methods in qualitative research, namely observation, visual analysis, literature study, and interviews (individual or group).

C. Data Collection Techniques

In this field research, the author tries to analyze the existing data in the field, so that the understanding and existing theory can be proven its relevance. To get field data, the writer uses several data collection techniques, namely:

1. Observation

Observation, is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observation can be overt (everyone knows they are being observad) or covert (no one knows they are being observed and the observer is concealed).

2. Interview

The second intrument used by the research is interview. The data collection techniques by holding question and answer regarding learning styles with student learning outcomes between researchers and subjects research

submitted to complete the data. In conducting this research, the interviews done by the author with English subject teachers at Mtsn 4 West Aceh School.

D. Data Analysis Technique

This analysis is carried out to determine whether the action was successful or not carried out in research. This can be seen from the percentage of success achieved by Mtsn 4 West Aceh teachers in improving students' ability in learning English. Data obtained from The field was then analyzed using interactive model qualitative data techniques from Miles and Huberman (1984). There are three methods in qualitative data analysis, namely: data reduction and data presentation,

1.Data reduction

According to B. Miles and Huberman, data reduction is a form analysis that sharpens, categorizes, directs, discards what is not necessary and organize the data in such a way that the conclusions final conclusions can be drawn and verified. Here we will take the data from the analysis and conclusion from all the data we have taken.

2. Presentation of data

In this case Mathew and Huberman (1992:16) limit a "presentation" as an organized set of information that provides a probability of withdrawal conclusions and data that have been reduced and clarified based on group of problems studied, allowing conclusions to be drawn or verification. Verification is the review of review records come back and exchange ideas between colleagues to develop intersubjective agreement, or also extensive efforts to find a copy findings in other

data sets. From data analysis, student learning outcomes are obtained, namely student learning outcomes Based on the instructions for implementing the teaching and learning process, there is completeness individual and classic.

E. Population and sampel

Population is the totality of possible values, measurement results or calculations, qualitative regarding certain characteristics of all members a complete and clear collection whose characteristics you want to study. Example is the part of a population that is considered representative of that population.

The population of this study were all English teachers at MTSN 4 West Aceh. There are 3 teachers. That the sample of this research is 2 English teachers. The author wanted to research the superior class, because the superior class is a class designed for a number of students who have the same abilities, talents, creativity, and extraordinary achievements so that researchers can easily assess how potential English teachers in that school.

3.2 English teacher data

1	Irma Risfika Sari, S.Ag
2	Curniawati, S.Pd
3	Husaini, S.Pd

CHAPTER IV

FINDINGS AND DISCUSSION

A. Analysis Observation

In order to motivate students, educators take several steps to create enthusiasm and motivation to take English lessons as follows:

1. Teacher gave rewards with words of praise, such as good, extraordinary, intelligent and also give stars every time they answer a question correctly. This makes them proud of the awards given by educators during English lessons.
2. Educators also use props that are appropriate to the topic, which can be pictures or objects. Role tools were used to make it easier for students to understand learning. Apart from that, the delivery of learning used the GMT (Grammar Method Translation) method. This method is a traditional method of learning English which is based on analysis of explicit instructions in grammar and translating sentences from English to Indonesian.
3. Educators also played games or games in learning, thereby making students learn while playing. Games often make students more interested in paying attention to learning. If you pay attention, students will be very enthusiastic when the teacher says "now it is game time". On the other hand, students tend to complain when the it is teacher says "try doing the following page of exercises". The games provided during learning make the class atmosphere less tense, students enjoy learning comfortably and

interactively. In this game, competition arises in appreciating the results of the stimulus delivered and students compete to be the best.

4. Educators also always paid attention to appearance or appearance. The educator's appearance was attractive, polite, friendly and greets students. This makes students feel comfortable and happy in receiving learning.
5. Educators were also very interactive and communicative. they were able to handle the learning atmosphere if students feel bored. They were able to know their students well so they can understand students who are unable to listen quickly to learning. It is necessary for an educator to understand student psychology, so that interactions in learning become enjoyable and the learning process becomes enjoyable. In order to communicate well, educators started by breaking the ice, Start by asking students casual questions, for example "have you had breakfast yet", or "what is the breakfast menu this morning", or other questions. These light questions can be conveyed as a joke. This method is quite effective in breaking the tense atmosphere so that students can relax more. A tense and stiff atmosphere is often an obstacle to building students' motivation to learn. In this case, try to be a friend to students. Students' make sure you maintain your authority and get respect from students.

B. Analysis Interview

Based on teacher A dan B answers to the questions that the author asked in the interview, He drew several things that strengthened and weakened students' motivation in learning English, including:

1. Question 1: which is their motivation to become a teacher.

Based on the answers from teacher A and B, what motivated them to become teachers was to share knowledge and shape the future of a better generation.

2. Question 2: The hardest thing or toughest challenge that teachers feel when teaching.

Based on the answers of teacher A and B, the hardest thing or most difficult challenge in becoming a teacher is how the teacher must be able to motivate all students with different characters and backgrounds to want to learn English and like English.

3. Question 3: what teachers do to handle students who have difficulty learning English.

The teachers answered that, the way to handle students who have difficulty learning English or have difficulty understanding what is explained is by paying more attention and explaining what is a problem for them.

4. Question 4: what teachers do to build students' enthusiasm for learning.

Teacher A and B stated that , the teacher's efforts to increase students' enthusiasm for learning are by varying their teaching methods by providing teaching examples that students can use in their daily activities.

5. Question 5: Methods provided for teaching.

based on the answers of teachers A and B, often provide project learning such as making advertisements and procedural text presentations.

6. Question 6: How often does the teacher give exercises/assignments.

Both teacher A and B, responded the question by saying they always give assignments to students so that students are always present in learning activities

7. Question 7: To make the class interesting and not boring, the teacher must provide interesting things.

Based on the answers of teachers A and B, they always give group assignments to give games, make presentations and use props and technology.

8. Question 8: The toughest challenge in teaching English

Based on this question A and B answered that, the lack of vocabulary and pronunciation causes students to lack self-confidence.

9. Question 9: Things that make students enthusiastic when studying

Based on the answers of teachers A and B, students tend to be enthusiastic when the lesson is related to everyday life, such as the use of terms in slang which will definitely be enthusiastic to listen so that they are used when meeting friends.

10. Question 10: Challenges for English teachers

based on the answers of teachers A and B, the hardest thing that English teachers experience is motivating those who are very unfamiliar with

English, lack of confidence in practicing English, lack of vocabulary because in elementary school/MIN they don't learn English.

Based on the results of the interview above, the researcher can conclude that the problem is a lack of interest in English because students are still not familiar with it so they are embarrassed to appear because they realize that their pronunciation or vocabulary is still lacking.

Based on the results of interviews show that the role of the teacher English plays a very important role, especially in terms of language and results teacher observations and interviews have been carry out five roles in the classroom, namely:

a. Teacher as Facilitator

Teacher as facilitator, teacher facilitates students while learning is going well physically or non-physically. That matter in line with what was stated by Safitri & Dafit (2021:1361) that in provide good service directly or indirectly the role of the teacher as a facilitator in the classroom, to carry out the role of facilitator teachers should be able to see and analyze student needs in learning so that it can be made easier the teacher conveys the material easily accepted by students. Another opinion stated that teachers as facilitators have many things meaning that shows itself as a bridge liaison between science and students, teachers should be able to make students become student center so inter-learning peers will be connected, teachers too provide appropriate media and materials in learning to make it easier ongoing learning process (Yus & Sari, 2020:86).

b. Teacher as controller

The teacher as a controller plays a role in control the state of the class as can be master the class both in terms of material and students so that learning can take place effectively, controlling the class for a person teacher including how the teacher controls class atmosphere and responsibility regarding implementation of learning (Ratminingsih, 2017:43). This opinion is in line with The results of the research obtained were that teachers English has carried it as controller. It happens when the teacher can adapt methods or strategies to Character participants are brought up. Teachers can too deliver learning sequentially and in the process the teacher involves students to interact, the teacher provides rules class to students to give emphasis about what is allowed and what is not can be done while studying taking place. in the learning process when The learning atmosphere begins to become saturated and concentrated students decline the teacher invites students to doing icebreaking together and this effective for returning students' focus on learning. provide a brief icebreaker This is in line with what was stated by Fauzan & Aripin (2019:18) is an ice breaker is a short activity carried out in in useful learning for restore learning concentration to students by providing a sense of enthusiasm and cheerfulness to students, so that learning can be achieved walk pleasantly with hope of achieving learning objectives which has been specified.

c. Teachers as Encouragement

The role of the teacher as a driver, namely provide support to students with appreciate the learning efforts made students in class with words that positive like a very good or good job, so students feel that they have been appreciated have a

good impact on the learning process and Finally, effective learning occurs and fun (Sabaniah et al, 2021:43). Another opinion states that giving encouragement and motivation during learning is providing a stimulus to students which will produce a good response on learning, giving encouragement too one of them is to guide students find the right way to learn so Students will easily understand the material currently studying (Ora & Mursalim, 2021:48). Based on the above opinion results research shows that teachers can impose as a driving force on English learning which asks students to “see and write, hear and speak, speak and sing, read and circle” the teacher said firmly as a driver in learning. Teacher encourage students with verbal encouragement positive in learning like remind students to focus and give praise for the efforts made by students. The teacher also provides understanding to students regarding internal objectives learn English to grow strong desire to learn it. The teacher also explains the material with atmosphere in everyday life so that it is easy for students to understand. Apart from that, teacher encourage students to conclude at the end learning session.

d. Teachers as role models

Being a teacher means something take responsibility for student education completely from skill to morals, then the teacher must play a role model for students in learning as well outside of learning because students will see teacher's behavior in actions and He said it would be better if it was a teacher can maintain his behavior in front of students (Lian et al, 2020:928). Another opinion states that teachers in their behavior in educational settings and outside desired educational environment pay attention to every action you want what he does, a

teacher in action must comply with the established norms by society, teachers must be able to calm down in accordance with Pancasila values because of the teacher. It is hoped that it can be an example and role model for students (Wardan, 2019: 181). According to Marjuni & Suban (2020:16) states that teachers play a role as a model in learning not only by showing good actions and a polite but also encompassing word with how the teacher can show his image as a professional teacher deliver material to students and show yourself to be broad-minded with give rise to new thoughts within learning so as to create a learning atmosphere more fun and effective in the communication. The above statement is in line with the results research obtained that language teachers The English has launched it as model well.

e. Teacher as Assessor

Teachers as assessors are teachers who provide evaluation on learning for find out to what extent students can accept the material that has been delivered then the teacher will solve the answers of students who then collected for repair and followed up to find a solution precisely so that the goal is achieved learning (Ratminingsih, 2017:43). Another opinion states that teachers play a role as an assessor functions to collect information regarding the achievement of learning outcomes students, this is done by teachers to find out how many students can understand it material that has been taught in class, so that teachers can determine which actions to take appropriate in solving the problem faced (Normawati et al., 2019:17). Based on the research opinion shows that the teacher has played a role assessor in English language learning. Matter This materializes when the teacher

rotates students directly by giving questions regarding the material provided delivered individually or classically.

From the results of observational research from teachers A and B when they were in class, how the teacher taught and how the class was conducted, the researcher came to the conclusion that:

From the efforts of teacher A, he does a lot of good things with every award for students who answer questions and also his class demeanor is very relaxed and does not put too much pressure on the students so that students are more comfortable when learning and the students' responses are also very good when teacher A teaches in class because of his demeanor and also really understands each student's character. Actually, there were no problems with teacher A, but a few problems occurred with several students who still did not respect the teacher and were noisy during class.

From teacher B, there is not much difference when teaching and giving material, but teacher B tends to be a little more strict and in my opinion, he also doesn't understand the students' character because there are some students when we are strict, they will be tougher on us in terms of more or less the same learning material but in The class demeanor is certainly different because teacher B is more strict in his demeanor.

A. Discussion

Based on the research results, in the English learning process, teachers and students together play an active role learning. Teachers not only act as facilitators but also play other roles such as motivators, creator, mentor, assessor and also as a student learning partner in learning and complete his tasks.

The teacher's role as a facilitator can be seen from the teacher's activities in preparing the process learning. things that need to be prepared such as open materials, media, learning places, environment, and student readiness. Teachers also play a role in providing explanations about learning syllabus at the beginning of the semester, the teacher explains open material, explains regarding learning objectives, directing students in learning, answering every question students, and provide direction and guidance in carrying out their assignments.

The teacher's role as a motivator can be seen from allowing the author to provide encouragement to students, creating a competitive atmosphere in learning, reminding students to study well and seriously, reminding students to do what is explained well, motivate students to continue practicing using English in communication, give encouragement to students to continue practicing using and not using English afraid of being wrong.

The role of the teacher as a coach is a teacher who provides supervision and guidance to students in learning, the teacher provides a clear explanation of the steps involved learning, the teacher provides clear explanations of the steps in

doing the work assignments, and teachers provide intensive guidance for students who have difficulties in Study.

The next role of the teacher is to play an active role in learning together, teacher together invite students to practice English in communicating, The teacher acts as a peer who accompanies students in completing it, Teachers are also flexible, friendly, easy to get along with students. Hence, it creates an atmosphere learning that is familiar, relaxed, familial, and comfortable in learning. Other roles that no less important is the role of the teacher as a good role model for students, for example a role model in being disciplined over time, a role model in being disciplined in using English with fellow teachers, role models in behaving politely to teachers and students, role models to always be praying before and after studying, as well as modeling polite, clean and polite appearance interesting, and exemplary in worship to be punctual.

The final role of the teacher is as an assessor. The teacher plays a role in turning and provide an assessment of student learning outcomes, provide a comprehensive assessment (cognitive, affective, psychomotor, group aspects), the teacher provides feedback on the results student learning, so that students have a complete understanding of the learning material. Apart from the roles mentioned above, the teacher is silent in supervising and participating participate in student discussion activities, conduct seminars as a facilitator for students in understanding concepts that make it easier, and providing feedback at the reflection stage.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research question, there are 2 point that can be concluded by the author they are :

1. Teachers are required to be able to guide, facilitate and help student learning process. With this, students Hopefully we can be more active to get everything information obtained in the teaching and learning process. From the definition above, it can be conclude that the teacher's efforts is the efforts, efforts of educators in educating, teaching, guide, direct, train, assess, facilitate and facilitate invite students to achieve educational goals.

2. The problem faced by teachers when improving students' English learning outcome, namely internal factors (interest, motivation, way of learning) and external factors (teacher teaching methods, class environment).

B. Suggestion

There are several suggestion that the researcher wants to give based on her research, such as:

- a. In order to improve student learning outcome, teacher must increase student learning motivation in following the English learning process so that active learning can be created in the classroom.
- b. The guidance from the teachers to the students is needed to help them recognition and develop their learning style. Besides, the teacher can

applied various activities in learning English as a foreign language to students can explore their strategies.

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