IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS

(A Case Study to the Teacher of SMP Negeri 6 Satap Pinoh Utara)

THESIS

By

MARDANI EKA SAKTI
NIM: 321810037

English Education Study Program

LANGUAGE AND ART EDUCATION FACULTY
INSTITUTE OF TEACHER TRAINING AND EDUCATION
TEACHER ASSOCIATION OF THE REPUBLIC OF INDONESIA
PONTIANAK
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This Thesis was submitted as a condition for taking the exam Bachelor of Education in the English Education Study Program, Language and Art Education Faculty, Institute of Teacher Training and Education Teacher Association of the Republic of Indonesia (IKIP PGRI) Pontianak.

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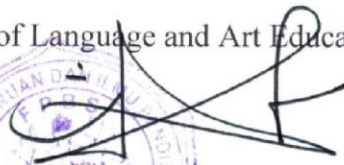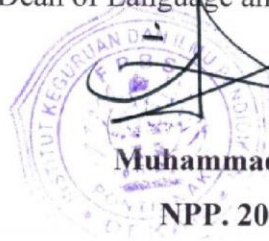**NPP. 202 2011 149**

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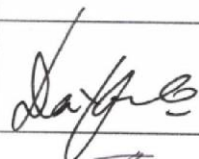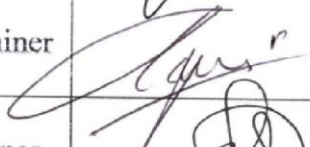
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This Thesis was Examination which was officially held at:
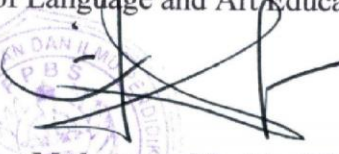
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TITLE   : **IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS** (A Case Study to the Teacher of SMP Negeri 6 Satap Pinoh Utara)

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PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama   : Mardani Eka Sakti

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Program Studi : Pendidikan Bahasa Inggris

      Dengan ini menyatakan bahwa dalam skripsi ini dengan judul: "IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS (A 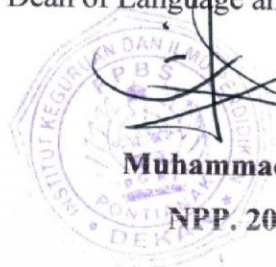Case Study to the Teacher of SMP Negeri 6 Satap Pinoh Utara)" ini beserta isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukan ada pelanggaran terhadap etika keilmuan dalam karya saya ini, atau klaim dari pihak lain terhadap keaslian karya saya ini.

Pontianak, Agustus 2023

Yang membuat pernyataan,

Mardani Eka Sakti

PRONOUNCEMENT

Hereby, I signed below:

Name   : Mardani Eka Sakti

NIM   : 321810037

Study Program   : English Education

        Sincerely pronounce that the thesis entitled: "IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS (A Case Study to the Teacher of SMP Negeri 6 Satap Pinoh Utara)" was written by me, and I do not administer any kind of plagiarism which is connected with the prevailing ethics of science in the scientific community. As the consequence, I will accept any sanction if I have been proven to do a violation of the ethics of science on my work or claim from other parties about the authenticity of my work.

Pontianak,   August 2023

The Researcher,

Mardani Eka Sakti

DEDICATION

This thesis is wholeheartedly dedicated to:

1. My beloved late mother (Siti) and beloved father (Acung) who loved and supported me in becoming whatever I dreamed of,
2. My beloved sister (Cristine Natalia) and her husband as my technical and material support for me,
3. My beloved youngest sister (Magdalena) who always cheer me up and make me smile with her jokes, and
4. My partner (Rossy Ariyani) Thank you for fighting together and providing support for writing this thesis.

MOTTO

Don't waste your time!

ACKNOWLEDGEMENT

In the name of the Lord Jesus Christ. Praise and thank you for the love and guidance so that researcher can complete the Thesis with the title "Implementation of Teaching-Learning English by Non-English Teachers". This thesis was submitted to fulfill one of the requirements for graduation in the Thesis course in English education study program at IKIP PGRI PONTIANAK.

The researcher realizes that in the completion of this thesis many people have helped, therefore on this opportunity the researcher would like to express gratitude to:

1. Desi Sri Astuti, M.Pd as the main supervisor and secretary of the English education study program for her understanding, support, motivation, and wise suggestions during the writing of this thesis.
2. Tri Kurniawati, M.Pd as the assistant supervisor and researcher's academic supervisor who has guided, assisted, supported, and give some advice during the researcher's study.
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4. Muhammad Lahir, M.Pd as the Dean of the Faculty of Languages and Arts for his discretion allowed the researcher to carry out this thesis.
5. Sahrawi, M.Pd as the Head of Department of English Education for his guidance and approval of this thesis.
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8. All of my best friends, thanks for your support, kindness, and the great wonderful friendship. Thank you for always being there.

9. All of my comrade-in-arms A Afternoon who have given me much happiness, thank you for your cooperation and support.

In the end, the researcher realizes that the thesis is still far from perfect. Furthermore, the critics and suggestions are open for all the readers to make this research will be better than before. The researcher also hopes that this research will be beneficial for both academic and non-academic needs.

Pontianak, July 2023

Researcher

ABSTRACT

Sakti, Mardani Eka. (2023). Implementation of Teaching-Learning English by Non-English Teachers (A Case Study to the Teacher of SMP Negeri 6 Satap Pinoh Utara). Main Supervisor: Desi Sri Astuti, M.Pd. Assistant Supervisor: Tri Kurniawati, M.Pd.

This study aims to execute the Implementation of Teaching-Learning English from Non-English teachers at SMP Negeri 6 Satap Pinoh Utara. The research problem that was answered in this research namely: How is the Implementation of Teaching-Learning English applied by non- English teachers at SMP Negeri 6 Satap Pinoh Utara? The subject in this study were two Non-English teachers at the school, where the two teachers are not from English education study program.

This type of research is descriptive qualitative with case study method, the data were collected through interviews, observation, and documentation. The data analysis applying three qualitative analysis data by Ary, *et al*. (2010). Interviews were conducted by two Non-English teachers, and observation were made by involving the teacher and students in the class when the learning took place, while documentation to support and add to the trust and evidence of a case.

From the results of interviews, the problem-solving that used by the teachers has advantages and disadvantages based on circumstances and environmental situation and usage. The observation results proved the statement by the teachers during the previous interview which the teachers could make the class environment enjoyable and comfortable to learn.

The researcher concluded that implementation of teaching-learning English by Non-English Teachers at SMP Negeri 6 Satap Pinoh Utara in general have been carried out quite well where the teachers have the same teaching methods and have the same goals in delivering each material to students.

Keywords: *Teaching-Learning English, Non-English Teachers, Case Study*

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CHAPTER I

INTRODUCTION

A. Research Background

Learning is a process that involves teaching and learning activities that also affect how well students learn. From the learning process, there will be reciprocal interactions between teachers and students throughout the learning process to achieve better goals. The appropriate learning process to Rooijakkers (1991: 114): "The learning process is a teaching and learning activity that involves teacher actions, student activities, patterns and processes of interaction between teachers and students, and learning resources in a learning environment to practice educational programs."

As it is known, a teacher is a person who teaches students in a learning environment, such as a school or other place. (Rindu & Ariyanti, 2017) Claimed that every educational institution's primary component is its teachers. It is possible to say that teachers make a significant contribution to learning. Due to the scarcity of English teachers from the English Education department, non-English teachers also contribute to teaching English. As a result, non-English teachers serve as substitutes. In addition, this causes people to consider the proficiency of non-English teachers in teaching English. They concluded that these non-English teachers are much inferior to English teachers who teach according to their majors.

Several field studies have examined what happens when English has taught as a local content subject in the curriculum (Hawanti, 2014), explore the knowledge and perspectives of primary school teachers regarding English in Indonesian educational programs with a focus on pedagogical knowledge and how it influences how teachers teach English. This study shows that the curriculum should make knowledge and ideas that already exist when there is no formal teacher, as Indonesian teachers frequently have inadequate knowledge and undeveloped beliefs. Teachers rely on textbooks when there is no curriculum to direct their instruction. They believe that because school books contain information on themes, teaching objectives, materials, and exercises, they can use

as a substitute for curriculum. Similar to Hawanti's research, this study explores the perspectives of 23 teachers, 14 teacher educators, and 3 principals on the effectiveness of in-service professional development (PD) in preparing Basic English teachers. The survey results show that the shortage of qualified educators contributes to the failure to develop service professionalism (PD). In addition, further research highlights the need to enable teacher educators to contribute to the much-needed transformation of PD services (Zein, 2016).

Hawanti's article and Zein's article do not provide information about the Implementation of Teaching-Learning English by non-English teachers. These articles only reveal how to prepare for teaching English in elementary schools, where English teachers in elementary schools are not from the Department of English Education. This research is different from the two articles above because the subjects in this study are two non-English teachers from SMP Negeri 6 Satap Pinoh Utara who must teach English in class because there are no teachers from English education study program.

The problems that have arisen have inspired researcher to find out how implementation of Teaching-Learning English in junior high schools. From the data obtained, expected to be able to explain clearly the implementation of Teaching-Learning English already running, so that it can be a reference for the development of activities Teaching-Learning English at SMP Negeri 6 Satap Pinoh Utara in a better direction. The current research has some existing problems that need to be limited to keep the research focused on a particular problem. Therefore, this research will only focus on the implementation of Teaching-Learning English that apply by non-English teachers in English classes.

B. Research Problem

The researcher formulates the research problem:

How is the Implementation of Teaching-Learning English applied by non- English teachers at SMP Negeri 6 Satap Pinoh Utara?

C. Research Purposes

The aims of the research based on the research problem is:

To explore the Implementation of Teaching-Learning English that applies by non-English teachers at SMP Negeri 6 Satap Pinoh Utara.

D. Research Significances

There are two significances of the research as a follow:

1. Theoretical Significance

The finding of the research is expect to add beneficial theory and give a better understanding of Teaching-Learning English that applied by non-English teachers and inform the new teacher how Teaching-Learning English that applied by non-English teachers in English classes.

2. Practical Significance

The finding of this research are expect to give helpful information and give a positive contribution relate to the process of teaching and learning English. This research also might become one of the references for all aspects who want to be a good and better teacher in the future. From these findings, it is hoped that this research in particular can make a valuable contribution to teachers, other researchers, and researcher.

1) To Teachers

This research is very useful for teachers because the finding in this research can be used as reference to be able to choose the right English learning process.

2) To other Researchers

In this research, the researcher really hope that this research can help other researchers in order to explore more ideas, to expand variables and help other improve their critical thinking for a plan.

3) To Researcher

This research is vastly important for the author to increase the understanding of how English Learning is use in terms of improving learning for students, as well as how to deal with challenges where the writer can be better in the future.

E. Scope of the Research

1. Research Variable

According to Kerlinger (1973) in Sugiyono (2013:55), the variable is a construct characteristic that is well studied. Based on the explanation above, this research has only a single variable because the research focuses on the Implementation of Teaching-Learning English by Non-English Teachers.

2. Terminology

a) Teaching-Learning English

Teaching-Learning English is a process of interaction between students, teachers, and teaching materials in the classroom to develop the ability to speak English in a contextual and acceptable manner in accordance with the context and conditions of learning English.

b) Non-English teachers

Non-English teachers is a teacher who has not gotten English teaching certification, Non-English teachers exist because the lack of adequate educational staff causes teachers to teach outside their expertise, so the teaching process becomes less than ideal.

c) SMP Negeri 6 Satap Pinoh Utara

SMP Negeri 6 Satap Pinoh Utara is located in Jl.Pendidikan, Desa Engkurai, Kec. Pinoh utara, Kab. Melawi, Prov. Kalimantan Barat.

CHAPTER II
LITERATURE REVIEW

A. Teaching-Learning English
1. Definition of Teaching-Learning English

Teaching-Learning is a process of educational interaction that occurs between teachers and students in the classroom. In teaching-learning English, there are two activities namely the learning process and the teaching process. That means in the learning process there has been a process of interaction between two human elements, namely the student's side as the learners and the teacher's side as educators.

Teaching is part of a series of complex activities or activities carried out by the teacher to convey knowledge to students, resulting in a learning process. The complex of activities in question is to organize student learning activities, take advantage of the environment, both in class and outside the classroom, as well as provide stimulus, guidance, direction, and encouragement to students. According to Nana Sudjana (1989)," In essence, teaching is a process of organizing and organizing the environment around students so that it can grow and encourage students to carry out the teaching and learning process". In addition Usman (1994), in principle, teaching is guiding students in teaching and learning activities or implies that teaching is an attempt to organize the environment in relation to students and teaching materials that give rise to the learning process.

Learning English holds prominent functions in many aspects of human life. O'Brien (2004) states that more people learning English today in the history of the world because English an important role in human life communication. In addition, Richards (2015), learning English means essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Pointedly, learning English is learned very seriously by many people, and realizing that English is important many people want to study because English it will be easy to communicate with other people in the world.

2. The Purpose of Teaching-Learning English

Based on the Education Unit Level Curriculum (KTSP), one of the objectives of learning English in junior high school is to develop the ability to communicate in English in spoken and written form. These communication skills include speaking, listening, reading, and writing. By using several types of text (genre) such as transactional, interpersonal, narrative, descriptive, recount, discussion etc.

According to the Ministry of National Education in Kepmendiknas No. 22 of 2006: English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture using that language. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts that are realized in the four language skills, namely listening, speaking, reading and writing. These four skills are used to respond to or create discourse in social life. Therefore, the English subject is directed at developing these skills so that graduates are able to communicate and have discourse in English at a certain level of literacy. In line with this, Suyanto (2009: 15) explains that one of the important goals of learning English at school is to foster children's interest in learning English. To be able to achieve these goals we need to understand the characteristics of children so that they can choose the right learning methods and materials for them.

3. Implementation of Teaching-Learning English

The implementation of Teaching-Learning English, according to M. Saekhan Munchit (2008), is a very important component in realizing the quality of educational outputs. Therefore, the implementation of teaching-learning English must be done ideally and proportionally. One thing that must be done by the teacher is that the teacher must be able to implement theories related to learning theory into the actual learning reality and how the teacher can master the class situation to create a pleasant learning atmosphere, then the teacher must apply the method of learning following student characteristics.

In addition, the implementation of teaching-learning English includes class management where class management according to Abdul Majid (2010), is an effort to optimally utilize the existing class potential to support the process of educative interaction to achieve learning objectives. Regarding classroom management, there are at least seven things that must be considered namely the study room, arrangement of learning facilities, seating arrangement, lighting, temperature, and warm-up before entering the material to be studied (formation and development of competence), and building an atmosphere in learning.

4. Aspects of Teaching-Learning English

The aspects that need to be considered in teaching-learning English is classroom management where these aspects are the nature of the class, the driving force of the class, the class situations, selective and creative actions (Johnson, 1997). There are some activities that must be done in classroom management as an element of aspects of classroom management, it can be seen in the Director General of Primary and Secondary Education (2000): a. checking student attendance, b. collecting student work, checking and evaluating the results of the work, c. distributing materials and tools, d. collecting student information, recording archival maintenance data, e. delivering learning material and, f. giving assignments.

Gunawan (2019) states that the basic concepts that need to be examined in classroom management are the placement of individuals, groups, schools, and environmental factors that influence it. Besides the nature of the class, the roles and motives of individuals in the group, the characteristics of the group, the adjustments that occur in collective behavior, and the teacher's views in teaching. In addition, several aspects must be considered by a teacher in managing the class, are:

a. Educational Innovating in the classroom

Every fresh concept, one that has never been thought of before or even published, is considered an innovation. According to Ibrahim (1998), innovation is a finding that can take the shape of an idea, object, event, or procedure that is perceived as new by an individual or a group of people (the

community). Planned innovation programs are frequently rejected, and these rejections are often the result of differing viewpoints and strained communications. Gunawan (2019) states that to avoid this rejection, several main factors that need to be considered in educational innovation are the teacher, students, curriculum and facilities, and the program and its objectives. These factors determine the implementation and success of educational innovation programs.

b. Class problem

In managing a class, a teacher cannot be separated from class problems, class management problems can be grouped into two categories, namely individual problems and group problems (Entang and Joni, 1983). Classroom management actions carried out by the teacher will be effective if the teacher can identify the problems that arise and precisely the nature of the problems that occur. The emergence of individual problems is based on the basic assumption that all individual behavior is an effort to achieve certain goals, namely fulfilling the need to be accepted by the group and to achieve self-esteem so that if these needs can no longer be met through reasonable means, then the individual concerned will try to achieve them in other ways, such as acting in a bad way (Gunawan, 2019).

c. Enjoyable and comfortable class

Class is a learning park for students. Class is a place for students to grow and develop their intellectual and emotional potential (Gunawan, 2019). Keeping in mind these few things, the class should be very well managed, so that it becomes a comfortable and enjoyable learning park for students.

B. Non-English Teachers

The definition of a teacher according to Muhammad Ali as stated by Nazarudin (2007: 161), is a central role holder in the teaching and learning process. Teachers who deal directly with students every day include the characteristics and teaching problems they face related to the teaching and learning process. Mochtar Buchori (1994:4) states that what will improve the educational situation ultimately returns to the teachers who work in the field daily. From the opinion above, it can be said that a teacher is a person by nature a human being who plays an important role in the teaching and learning process and participates fully in providing education.

In the learning process, a teacher must have competency standards so that the teaching and learning process is carried out properly. Teacher competence is a combination of personal, technological, social, and spiritual abilities that broadly form standard teacher competencies, which include mastery of the material, understanding of students, educational learning, personal development, and professionalism (Mulyasa, 2012: 27). Meanwhile, the competencies that must be possessed by teachers are based on Law Number 14 of 2005 concerning Teachers and Lecturers in chapter IV article 10 (paragraph 91), which states that "teacher competencies include: pedagogical competence, personal competence, social competence and professional competence acquired through professional education."

Related to this research, many educators who teach replace teachers who are not from the field they have studied so far. This usually happens in areas such as villages where this is not balanced with the knowledge of educators because they have to teach beyond their expertise. This has an impact and effect on students, students do not understand and master the subjects given by educators, and changes in learning methods tend to only pay attention but students do not understand what is conveyed by educators. From the perspective of social change, a good teacher must not only be able to carry out his professional duties in the classroom but must also play a role in carrying out learning tasks outside the

classroom or in the community. This also follows from its position as an agent of change acting as an innovator, motivator, and facilitator of progress and renewal.

C. Previous Study

Several studies have been conducted related to this research. Previous studies that were used as references in writing this research are as follows:

The first is Santhy Hawanti (2014) with the title "Implementing Indonesia's English language teaching policy in primary schools: The role of teachers' knowledge and beliefs". Many studies have been conducted to investigate teachers' knowledge and beliefs and they confirmed that knowledge and beliefs are an influential factor in teachers' decision making in the classroom. However, little research has been undertaken to investigate how teachers' knowledge and beliefs in influence the implementation of language policy. This study aims at investigating primary school teachers' knowledge and beliefs about the English program in primary schools in Indonesia, focusing on their pedagogical knowledge and how it influences the way they teach English when English is positioned as a local content subject in the curriculum. The study reveals that in the absence of official curriculum teachers are required to draw on their existing knowledge and beliefs but the existing knowledge and beliefs of teachers in Indonesia are often not well developed.

Secondly is Subhan Zein (2016) with the title "Factors affecting the professional development of Elementary English teachers". The poor classroom practices of English teachers at elementary level in Indonesia have been attributed to the inadequacy of pre-service education. Yet, whether in-service professional development (PD) also plays a role is unknown. This study investigated the perspectives of 23 teachers, 14 teacher educators and 3 school principals regarding the efficacy of in-service PD in preparing elementary English teachers. The results demonstrate that the shortage of quality teacher educators contributed to the inadequacy of in-service PD. While this study calls for more systematic efforts to tackle the shortage of quality teacher educators, it also highlights the needs for PD of teacher educators. Furthermore, the intrusion of educational administrators

adversely affected the design and administration of teacher preparation programs, resulting in the poor training management and the ambiguous selection of training participants. The study further asserts the necessity for empowerment of teacher educators in order to enable them to contribute to the much-needed transformation of in-service PD.

The next is Dini Handayani (2020) with the title "Improving EFL Non-English Teachers in Teacher talk Ability through Teachers' Training at SD Tunas Global". Phenomena often appeared from the observation where teachers often used the mother-tongue language, Bahasa Indonesia. They tend to translate Bahasa Indonesia into English without knowing whether to speech was proper English to use in teaching. The data were taken from the interview, observation, and the result of this research employed qualitative and quantitative method.

Based on the results of several previous studies there is not provide information about the implementation of teaching-learning English by non-English teachers. These previous studies only reveal how to prepare for teaching English in elementary schools, where English teachers in elementary schools are not from the English education study program. The Researcher is interested in conducting research because this research is different from the previous studies in which the subjects in this study were non-English teachers from SMP Negeri 6 Satap Pinoh Utara who taught English in class with a teacher's background, not from the English education study program.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research design is an important thing in research. It is used by the researcher based on the objective of the research, the characteristic of the research, and some possible alternatives are used. So, the characteristics of the research were based on the characteristic of history research, development research, and so on.

This form of research is used in research to direct the researcher's course of action. A study with questions to be answered or hypotheses to test is avoided in qualitative research since it is thought that the process of gathering data should produce the questions themselves rather than preconceived notions. In this research, the researcher uses descriptive qualitative with case study method. Case studies are defined by Tellis (1997) as a research method that has a unit of analysis that refers more to the actions of individuals or institutions than to the individuals or institutions themselves. It can be said that case studies focus more on the resulting actions or behaviors. So as to avoid bias in the self-assessment of certain individuals or institutions that are the subject of research. In addition, the unit of analysis can be different and varies for each individual and institution. The interesting thing about a case study is that the emphasis is on the exploration and description of a phenomenon that is the object of research. According to Hartley (1994: 208), the case study method is increasing with the increasing confidence case study is a rigorous research strategy in its own right. Here, a case study is a study that uses a strictly descriptive explanation of a case. So, a descriptive approach will be applied because the data analysis is presented descriptively.

This study's main objective is to describe the conditions or variables that exist in a given environment. The researcher in this case must give as much information as they can about the object, which could be a person, a specific condition, or a significant phenomenon. This means that the researcher must describe the object and discover anything that is still concealed within the

research. The learning process used in the classroom by effective non-English teachers must be described as thoroughly as possible by researchers.

B. Subject of the Research

The subjects of this research are two non-English teachers at SMP Negeri 6 Satap Pinoh Utara. The subjects had been selected based on the characteristics or criteria of non-English teachers.

C. Technique of Data Collection

The technique of Data Collection that used in this research were observation, direct communication technique, and documentations. Creswell (2012) stated that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The observation method is divided into two types based on the researcher's role. Wahyuni (2012) defines two types of observation as direct observation (participant) and indirect observation (non-participant). In this case, the researcher act as a non-participant observer stated by Creswell (2012). A non-participant observer is watching and recording the situation under study without involvement with the participant or the current setting. Therefore, the researcher conducted non-participant observation to build natural classroom activities.

Direct communication is a technique of collecting data by holding direct or face-to-face relationships with respondents. According to Zuldafrial (2009:32), direct communication is a method of collecting data where researchers directly deal with research participants to obtain data or information needed through interviews with respondents.

The documentation method is one of the data collection methods use in social research methodology. In essence the documentary method is used to trace historical data by Mukhamad Saeken (2010). Documents can be in the form of writing, pictures, or monumental works of person. Document study is a complement to the use of observation and interview methods in qualitative research. This method is in the form of information that comes from important records either from institutions or organizations or from individuals. The use of

this documentation method strengthens and supports the information obtained from observations and interviews.

D. Tools of Data Collection

To obtain the data effectively, the researcher also needs some tools that can support the techniques used in collecting data, such as observation sheet, interviews and documentations. These tools can help researchers to gather information related to problems in the study, so that the results of the data obtained are more accurate and systematic (Zuldafrial, 2012). The data was collected about 3 meetings in a week. However, the researcher use the tools relevant to the techniques of data collection use in this study such as observation sheet, interview and documentation which are described as below:

a. Observation Sheet

Observation sheets are called systematic or structured observation, which involves a coding system or checklist prepared before (Creswell, 2013: 239). In carrying out observations, the researcher can observe directly by joining the class where the teacher teaches and making an observation checklist, such as the teachers and student's interaction and activities in class.

b. Interview

The interview is a question and answer activity by two or more people to get information. According to Sugiyono (2015:317) an interview is a meeting of two people to exchange information and ideas through questions and answers to construct meaning in a particular topic. So Interview is a dialogue conducted by the interviewer to obtain information from the interviewee. The interviewees in this research are non-English teachers. For collecting the data, the researcher use the aspect of classroom management as the guide for interviewing the subject.

c. Documentation

Documentation in research is carried out as a support in data collection by compiling documents that can support research data. In other words, documentation is a complement to the use of interview and observation method. The documentation study in this research was carried out by

collecting the data needed in the research problem and then intensely examined so that it can support and add the trust and evidence of a case. The result of interviews and observations will be more reliable if they are supported by documentation related to the research problem.

E. Research Instruments

The research instruments is a tool used to measure observed natural and social phenomena. Specifically all off these phenomena called research variables (Sugiyono, 2013:148). The research instrument is tools or facilities used by researcher in collecting data in order the job is easier and the result is better. Instruments used to measure the variable implementation of Teaching-Learning English are interview guide, observation sheets and documentation. Interview guidelines were used to obtained data of all indicators of variables, while observation sheet is only used to observe only a few indicators, and documentation only to strengthen research evidence. This observation is necessary carried out so that the data obtained from these indicators can be disclosed wider and more complete. Because these indicators cannot be measured by interviews and need to be observed directly by researchers or observers. Interview guidelines and observation sheets are prepared based on indicators contained in the instrument grid.

For the preparation of instruments in this study based on the theory, and the opinions of experts in the study of the theory that explains the research variables so that indicators are obtained to make questions based on aspects of classroom management in terms of educational innovation, class problems, enjoyable and comfortable class.

F. Validation Test

Instruments trials were conducted to find out whether the measuring instruments that had been prepared were truly good and adequate instruments. Whether the instruments is good or bad will affect whether the data obtained is correct or not. This greatly determines the quality of research. A good instruments must be valid as an important requirements.

Validity is a measure that shows the levels of validity or validity of an instruments (Suharsimi Arikunto, 2006:158). Validity is used to determine whether an item is valid or not in the instrument that has been made. The instrument is said to be valid if the instrument has accuracy on the aspect to be measured.

The validity test used in this research is construct validity which is obtained by means of validity testing by experts (expert's judgment). This method is used to systematically analyze and evaluate whether the instruments items meet what is to be measured. The stage of testing the validity of the instrument is the measurement of the interview question and observation guideline points. The interview question and observation guideline items were compiled and tested for validity whether the items were valid or invalid. If there are invalid items, then the interview questions and/or observation guidelines are invalid and not used. On the validation test of this study has been tested on one experts and declared worthy of use.

G. Technique of Data Analysis

In data analysis, the researcher analyzed all the data obtained. The data analysis technique is qualitative data based on a description of the results of research on how is the implementation of Teaching-Learning English by Non-English teachers. To analyze the data, the researcher used qualitative data analysis by Ary, *et al*. (2010: 481), the data obtained from interviews, observation and documentation as supporting data are then processed, described which takes three steps, namely organizing and familiarizing, coding and reducing, and interpreting and representing.

a. Organizing and familiarizing

The first stage in analyzing qualitative data involves familiarization and organization in order for the data can be easily retrieved. In this part, the researcher got the data from the interview and observation the researcher transcribed.

b. Coding and reducing

In this process, the researcher read and reread all the data and sorted those by coding the data based on the aspect and category used in the interview and observation. The researcher did the reduction process by selecting the main file and data, focusing on important points, finding the pattern, and separating the unnecessary data. Data had been sharpened, sorted, focused, discarded, and become organized.

c. Interpreting and representing

Interpretation is about bringing out meaning, telling the story, providing an explanation, and developing plausible explanation. In this step, the researcher brought up the theoretical review and made a connection with the present data from the data that have been gotten from the interview and observation. In the end, the researcher concluded and make a conclusion from the data finding in this research.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

Data from current participants that involved two teachers at SMP Negeri 6 Satap Pinoh Utara have been collected, all the participants were involved in the instrument that consisted of interviews and observations. The researcher showed and described the results of data analysis below.

1. Interview

The interviews provide information about the implementation of teaching-learning English by non-English teachers. The interview was conducted after school hours ended. There are three themes that the researchers used in the interviews that are theme 1 (educational innovation), theme 2 (class problems), theme 3 (enjoyable and comfortable class).

A theme has several categories, where each category contains the same information from one or several questions. Categories describe the information that researchers used to answer research questions. In addition, the first teacher and second teacher used Indonesian in the interview.

a. Theme 1 (Educational Innovation)

In category 1 the first teacher and the second teacher have the same answers related to the questions.

(T1: *Ya selama saya mengajar Bahasa inggris disini, ya karena keterbatasan alat kami tidak menggunakan media jadi media utama untuk kami mengajarkan siswa siswi itu menggunakan buku paket saja.*)

(T2: *Baik kalau di mata pelajaran Bahasa inggris ini kita jarang menggunkan media karena pengetahuan dan kemampuan kita dibidang mata pelajaran ini memang kurang jadi kita mengajar apa yang bisa kita laksakanlah saya kira begitu.*)

It is showed that both teacher have the same style in teaching, the first teacher and the second teacher do not use any media to teach except

books. In category 2 the answers of the first teacher and the second teacher are contradictive.

(T1: *Ya kadang-kadang ada.*)

(T2: *Ya kita memang saya sampaikan tadi kita tidak menggunakan media teknik tapi kita disini lebih kepada menggunakan metode ataupun media yang memang sudah ada dilingkungan kira-kira media yang memanfaatkan lingkunganlah kira-kira seperti itu.*)

The first teacher made innovations in the teaching and learning process to improve the quality of learning while the second teacher used existing methods and adapted them to conditions or situations at school. In category 3 the first teacher said during the lesson he often used English, while the second teacher explained he used English at the opening, then in the learning process he used Indonesian.

(T1: *Selama pelajaran saya sering menggunakan Bahasa inggris dan bahkan mengajak anak-anak untuk belajar berbahasa inggris seperti itu.*)

(T2: *Ya kadang-kadang kalau memang seperti pembukaan ya itu kita mengganakan Bahasa inggris tapi setelah itu setelah dimata pelajaran lebih banyak menggunakan Bahasa indonesia karena keterbatasan tadi yang saya sampaikan.*)

In category 4 the first teacher and the second teacher have the same answer about the media or techniques can improve student achievement in English.

(T1: *Ya sebenarnya betul media ya merupakan penunjang yang paling baik sekali untuk melatih mereka mengingat mereka supaya mereka lebih efektif dalam belajar ya sehingga mereka lebih mudah memahami dengan menggunakan media tetapi karena keterbatasan itu sendiri jadi ya kita menggunakan teknik belajar mengajar seperti biasanya saja yaitu menjelaskan kita menggunakan contoih-contoh meskipun tidak ada mereka paham dengan contoh apa yang kita sampaikan.*)

(T2: *Iya sebenarnya itu sangat sangatlah meningkatkan sebenarnya kalau memang tersedia sangat meningkatkan apalagi media ataupun ini lebih merangsang pikiran siswa ini supaya lebih giat dalam belajar lebih semangat ya belajar kalau menggunakan teknik atau media ini.*)

Due to the limitations of the learning media that have a less impact on the teaching and learning process so that it becomes slow and less effective in increasing student achievement. Moreover, the school where the researcher conducted the research was included in the 3T area.

b. **Theme 2 (Class Problems)**

In category 1 the answers of first teacher and second teacher are related and complementary to the problems that occur in class during learning.

(T1: *Ya betul sekali permasalahan utama adalah karena kita bukan bidang guru Bahasa inggris tetapi ya karena tidak ada guru jadi kita yang menangani. masalah utama itu adalah cara membaca juga ya meskipun guru ya tetapi cara membaca mungkin masih ada yang salah ya kemudian cara menyusun ini tense to be nya dan lain-lain itu sangat sekali menjadi kendala ya tetapi kami sama-sama belajar untuk membahas supaya mendapat hasil yang lebih baik.*)

(T2: *Iya sering sekali kita menghadapi masalah di kelas itu pertama karena memang bukan basicnya kedua lagi didukung oleh teknologi ataupun sumber teknologinya seperti kita disini tidak memiliki listrik tidak memiliki jaringan jadi untuk update dengan situasi terkini memanfaatkan teknologi itu mengaitkan dengan pelajaran jadi kita kurang sekali itu mungkin kira-kira.*)

The problem faced by the teacher is teaching subjects that are not expertise and also the teacher has difficulty motivating students to learn because of the limitations that exist in school. In category 2 it explains how the teacher deals with problems that occur in class, the first teacher and the second teacher have their own way of dealing with problems that occur.

(T1: *Ya masalah yang terjadi dikelas kita sebagai guru harus profesional ya dalam kita meningkatkan kenyamanan dan memberikan kualitas siswa yang lebih baik, tentunya bisa mengatasi masalah yang terjadi didalam kelas.*)

(T2: *Iya sering ni kita jumpai permasalahan dikelas ya bagaimana misalnya guru itu bisa mengelola kelas tadi contohnya dengan memanfaatkan lingkungan sekitarlah sebagai media belajar sumber belajar segala macam jadi itu bisa kita gunakan supaya proses belajar mengajar dikelas itu lebih bisa lebih baiklah kira-kira.*)

The first teacher overcame the problem by being professional in increasing comfort in the classroom. The second teacher overcomes the problem by utilizing the surrounding environment as a learning media and learning resource. In category 3 showed the effectiveness of the teacher's technique in solve the problems.

(T1: *Susah juga untuk dijelaskan mengenai seberapa efektifnya yang jelas ketika ada masalah kami itu sangat profesional sekali untuk memecahkan masalah dalam proses belajar mengajar itu saja.*)

(T2: *Iya cukup efektif karena selama ini belum pernah ada keluhan apalagi kita sekarang sudah menggunakan kurikulum merdeka apalagi anak-anak juga ibaratanya dengan peraturan sekarang itu tidak boleh tidak ada yang naik kelas harusnya kan harus naik kelas jadi misalnya kalau ada siswa yang nilainya rendah dibawah kkm segala macam ya kita adakan kita laksanakan remedial pengulangan materi lagi supaya anak itu menjadi lebih paham dan lebih kepada penyesuaian kemampuan persiswa.*)

It can be seen that the technique used by the first teacher and the second teacher has differences. The first teacher cannot explain the effectiveness of the technique but when there is a problem it will be resolved professionally. The technique used by the second teacher was quite effective because there had never been any complaints because the second teacher followed merdeka curriculum.

c. **Theme 3 (Enjoyable and Comfortable Class)**

In the category 1 the first teacher and the second teacher answer are opposite in making the class enjoyable and comfortable for learning

(T1: *Ya biasanya dalam proses belajar mengajar kami menggunakan teknik berkelompok atau diskusi kelompok ya ataupun juga mencari siswa-siswa yang paling aktif untuk dijadikan media biasanya ya supaya mereka ini tidak ngantuk atau tidak bosan ya dengan materi yang ada sehingga mereka itu sebagai medialah ya untuk dalam proses belajar mengajar supaya efektif dan menyenangkan seperti itu.*)

(T2: *Ya kira-kira dengan memberikan penyegaran ice breakinglah kira-kira jadi dengan mengajak siswa bermain dalam selang-selang belajar jadi siswa yang ngantuk tu bisa semangat lagi kira-kira kalau belajar.*)

The first teacher makes group discussion in learning while the second teacher sometimes uses ice breaking to make students excited in learning English. In category 2 the teacher gives his opinion on how enjoyable and comfortable class can affect student achievement

(T1: *ya betul kalau kelas itu nyaman aman ya mereka nyaman juga ya dalam mengikuti proses belajar mengajar jadi intinya ya pastilah mereka itu berprestasilah intinya ya kalau mereka menikmati suasana kelas yang enak seperti itu.*)

(T2: *iya sangat-sangat berpengaruh ya dengan kelasnya nyaman siswanya nyaman menyenangkan jadi itu sangat-sangatlah berkaitan dengan prestasi siswa kenapa saya sampaikan begitu karena pada saat kembali lagi kekurikulum yang baru ini pada saat guru tidak boleh lagi terlalu*

dominan didalam kelas harus siswa yang lebih dominan dan sekarang tidak kontekstual lagilah kira-kira mengajar guru hanya berfokus pada guru tetapi juga berfokus kepada siswa harusnya sekarang.)

It showed that the first and second teachers agree that a comfortable and enjoyable class can affect student learning achievement, which also indirectly affects them. The first teacher said the most important thing is the comfort of students in learning. The second teacher stated that a comfortable class can help students to understand learning better, especially now that it is the students who are dominant, not the teacher anymore.

From the results of the interview it could be seen that the problem solving method used by the teachers has advantages and disadvantages based on circumstance and situations of the environment as well as the use.

2. Observation

Observations data obtained was not in accordance with the plans made by the researcher at the beginning of the research preparation. Data that should have been collected in three meetings could be collected but for the teacher who taught only one because it was entering a new semester so the English subject was only taught by one teacher. Observations were made by involving teachers and students in classroom which was carried out three times in a week.

Data from observation are used to confirm the results of interviews data that have been conducted before, synchronizing the answers from the teacher with direct conditions in class. This is to help researchers support the trustworthiness to be able to answer the research questions that have been formulated. The observations were made by involving only one teacher in a different class. There are 6 aspects that were used in the observation checklist, that are: Checking attendance, collecting the student's work, distributing of materials and equipment, explain the learning material, gathering the information from students and provide feedback, giving the task or homework.

In the first aspect in all classes the teacher invite to pray together and checks student attendance before starting the lesson. The second aspect, in the second grade the teacher collects student work and checks student work, in the third grade the teacher does not collect student work but invites student to correct student work in the previous meeting together, and in the first grade the teacher also does the same as in the third grade. In the third aspect the teacher distributes material fairly to students.

In the fourth aspect, the teacher collects information from students by having light conversations with students about the lesson in the previous meeting, then the teacher explains the material to be studied. In the fifth aspect the teacher asks if there are any problems or difficulties in the subject matter then tries to explain again. In the last aspect of giving assignments or homework to students, in the first grade the teacher gives task to students after learning ends and will be collected at the next meeting, and for second grade and third grade teacher does not giving task or homework to students.

The observation results proved the statement by the teachers during the previous interview. Teachers could make the class environment enjoyable and comfortable to learn, it is proved in the observation doing.

B. Discussion

Teaching-learning refers to knowledge delivery activities carried out by educators and students. This process can be carried out formally or informally, according to existing conditions and circumstances. And teaching-learning is an activity that is guided by educators (teachers) as instructors, class leaders, environmental regulators, mentors, participants, planners, supervisors, evaluators and counselors. A teacher's lesson plans and supplies can be excellent. Successful learning, on the other hand, will not occur if a teacher is unable to handle the class.

In this research the Implementation of Teaching-Learning English by Non-English Teachers at SMP Negeri 6 Satap Pinoh Utara has been found. From the finding of the research, it is found that the way teachers ran and organized the class in the learning process takes place. The result of the research are contradictive with the previous study.

The teachers have described the way they run or organized the class when the learning process take place in three themes questions in several categories. In the first theme the teachers have been described the way teachers did the innovation in learning process and teaching media or technique. It is explained that the first teacher did not use any media or techniques for teaching and learning but the first teacher made innovations in the teaching and learning process, while it is explained that the second teacher did not made any innovation but used existing methods that already and adjust to needs.

In the second theme the teacher explains the problems faced by the teacher in class. The problem faced by the two teachers is teaching subjects that are not their expertise and also the teacher has difficulty motivating students to learn because of the limitations that exist in school. The first teacher said the problem that most often occurs in class is how to read less then how to compose the tense to be, in overcoming problems the teacher solves problems professionally but cannot explain its effectiveness. The second teacher stated that the problem that often occurs in class is the lack of technological support or technological resources so that to update with the latest situation utilizing technology and linking it to lessons is becoming less. The solution is to utilize the surrounding environment as a learning media.

In the third theme the teacher explains how the teacher makes the class enjoyable and comfortable for the teaching and learning process then how the teachers' opinion of a comfortable and enjoyable class can affect student achievement. The first teacher invites to have group discussions or look for students who are active as learning media so that learning becomes fun, according to the first teacher comfortable class can improve student achievement. Meanwhile, the second teacher used ice breaking in class to invite students to play in intervals of learning so that sleepy students can be enthusiastic again, so that the learning process can run well and according to the second teacher a comfortable and enjoyable class can affect student achievement.

In the last finding, the observations showed that only one teacher. That are the second teacher, did the same thing as described in the interviews conducted

before the observations were made. For the first teacher did not make observations because he did not teach English and only replaced the second teacher if the second teacher was absent. The teacher's answers are in sync with the interview data from each aspect and the question items posed by the researcher to the teacher.

There are some differences in this research finding with the previous study, previous research found that in the absence of an official curriculum, teachers are required to utilize existing knowledge and beliefs, but the knowledge and beliefs of teachers in Indonesia are often not well developed. The second previous study was more about the teacher preparation program. Meanwhile, this research found how teachers make students comfortable and enjoy the class, how teachers handle and solve problems in class during the teaching and learning process.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

The data of this study had been collected within three meetings, it was concluded that the results in the implementation of teaching-learning English at SMP Negeri 6 Satap Pinoh Utara in general have been carried out quite well where the teachers have the same teaching methods and have the same goals in delivering each material to students. From the results of the interview and observation, it could be seen that the problem solving method used by the teachers has advantages and disadvantages based on circumstance and situations of the environment as well as the use. It can be said that problems in class cannot be avoided and the possibility of teachers having difficulty overcoming them can be said to be something that commonplace happens. The observation results proved the statement by the teachers. Teachers could make the class environment enjoyable and comfortable to learn, it is proved in the observation doing.

Compared to the previous study, the results obtained from the research were more towards how the teachers in the class provided comfort in the learning that was carried out, and how the teachers dealt with problems in class during the teaching and learning process.

B. Suggestions

The findings of the research were expected to give beneficial for individual or institutional constitutions. Here are the suggestion concerned to ones who are associated. The researcher strongly suggest to the teachers to use other media or technique except book in teaching learning process because it could make interesting more in learning English, the researcher also suggest that the teacher use ice breaking during the learning process. For the students should take learning and classroom activities seriously because what the teacher teaches can give many benefits and could help students develop their potential, especially increasing student's knowledge in good English and the benefits they can fully understand

English. For the future researcher, researcher hopes that the future research who want to conduct the same field of the study can find another case in batter situations and conditions with a batter finding of research.

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Appendix I

OBSERVATION LIST

"IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY
NON-ENGLISH TEACHERS"

Nama Guru :

Mata Pelajaran :

Waktu Observasi :

Aspek yang diamati :

No	Item	First Grade		Second Grade		Third Grade		Noted
		YES	NO	YES	NO	YES	NO	
A	**Checking attendance**							
1	Pray before starting the lesson							
2	Teacher checks the students attendance list							
B	**Collecting the student's work**							
3	Teacher collects the results of students work							
4	Teacher check the results of students work							

5	Teacher gives score to the students work						
C	**Distributing of materials and equipment**						
6	Teacher distributes the tool and material fairly						
D	**Explain the learning material**						
7	Teacher gives information and explain about the learning material						
8	Teacher can work together and show the friendship						
9	Teacher can share the attention toward the activity that is occur in the same time						
10	Teacher asks the students to keep practice, report and give respond based on the activities given						
E	**Gathering the information from**						

	students and provide feedback							
11	Teacher controls students' behavior who have problem and difficulties							
12	Teacher handles the students' behavior and try to find the solution							
F	**Giving the task or homework**							
13	Teacher gives task							
14	Teacher gives homework							
	Total							

Adapted by Marmoah and Denmar (2017)

Appendix II

THE RESULT OF OBSERVATION CHECKLIST

ASPECT	T1	T2
Checking attendance	**-**	**YES**
Collecting the student's work	**-**	**YES**
Distributing of materials and equipment	**-**	**YES**
Explain the learning material	**-**	**YES**
Gathering the information from students and provide feedback	**-**	**YES**
Giving the task or homework	**-**	**YES**

Appendix III

INDICATORS OF INTERVIEW

"IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS"

Aspect/Theme	Description	Category of Theme	Item Number
Educational Innovation	Teacher's innovation in run the class, the technique or the media, or strategies in teaching.	1	1,2
		2	3,4
		3	5
		4	6
Class Problem	What kind of problems that teachers' have to face while them teaching or run the class, and how teachers' solve the problem.	1	7,8,9
		2	10,11
		3	12
Enjoyable and Comfortable Class	What kind of classroom atmosphere that teachers and students feel in the class, how comfortable or uncomfortable they are.	1	13,14,15
		2	16,17,18

Appendix IV

INTERVIEW GUIDE

"IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY

NON-ENGLISH TEACHERS"

Aspect	Question
Educational Innovation	1. Apakah Anda menggunakan media atau teknik untuk mengajar? 2. Media atau teknik apa yang Anda gunakan? 3. Apakah Anda melakukan inovasi dalam media atau teknik pengajaran Anda? 4. Apakah Anda menggunakan media atau teknik yang berbeda pada tahun yang berbeda dengan materi yang sama? 5. Seberapa sering anda berbicara menggunakan Bahasa inggris di kelas? 6. Apakah menurut Anda media atau teknik dapat meningkatkan prestasi siswa dalam bahasa Inggris?
Class Problem	7. Apakah Anda menghadapi masalah saat mengajar? 8. Masalah apa yang paling sering terjadi di kelas? 9. Faktor apa saja yang menyebabkan terjadinya masalah kelas? 10. Bisakah anda memecahkan masalah yang terjadi di kelas? 11. Bagaimana cara anda mengatasi masalah yang terjadi di kelas anda? 12. Seberapa efektif teknik Anda dalam memecahkan masalah di kelas?
Enjoyable and Comfortable Class	13. Bagaimana Anda membuat kelas menjadi menyenangkan dan nyaman untuk belajar? 14. Apakah Anda menggunakan ice breaking? 15. Ice breaking seperti apa yang Anda gunakan? 16. Apakah kelas yang menyenangkan dan nyaman dapat mempengaruhi prestasi siswa? 17. (Jika berdampak) bagaimana kelas yang menyenangkan dan nyaman berdampak pada prestasi siswa? 18. (Jika tidak berdampak) faktor apa yang paling mempengaruhi prestasi belajar siswa?

Appendix V

TRANSCRIPTS OF INTERVIEW

THEME 1 (Educational Innovation)

CAT 1 (The use of technique or media in teaching learning process)	T1: Ya selama saya mengajar Bahasa inggris disini, ya karena keterbatasan alat kami tidak menggunakan media jadi media utama untuk kami mengajarkan siswa siswi itu menggunakan buku paket saja. T2: Baik kalau di mata pelajaran Bahasa inggris ini kita jarang menggunkan media karena pengetahuan dan kemampuan kita dibidang mata pelajaran ini memang kurang jadi kita mengajar apa yang bisa kita laksakanlah saya kira begitu.
CAT 2 (The innovation that is used or made by teacher in teaching learning process)	T1: Ya kadang-kadang ada. T2: Ya kita memang saya sampaikan tadi kita tidak menggunakan media teknik tapi kita disini lebih kepada menggunakan metode ataupun media yang memang sudah ada dilingkungan kira-kira media yang memanfaatkan lingkunganlah kira-kira seperti itu.
CAT 3 (How often uses English in class)	T1: Selama pelajaran saya sering menggunakan Bahasa inggris dan bahkan mengajak anak-anak untuk belajar berbahasa inggris seperti itu. T2: Ya kadang-kadang kalau memang seperti pembukaan ya itu kita mengganakan Bahasa inggris tapi setelah itu setelah dimata pelajaran lebih banyak menggunakan Bahasa indonesia karena keterbatasan tadi yang saya sampaikan.
CAT 4	T1: Ya sebenarnya betul media ya merupakan penunjang yang paling baik sekali untuk melatih mereka mengingat mereka supaya mereka lebih efektif dalam belajar ya sehingga mereka

(The influence of media or technique in student achievement)	lebih mudah memahami dengan menggunakan media tetapi karena keterbatasan itu sendiri jadi ya kita menggunakan teknik belajar mengajar seperti biasanya saja yaitu menjelaskan kita menggunakan contoih-contoh meskipun tidak ada mereka paham dengan contoh apa yang kita sampaikan. T2: Iya sebenarnya itu sangat sangatlah meningkatkan sebenarnya kalau memang tersedia sangat meningkatkan apalagi media ataupun ini lebih meransang pikiran siswa ini supaya lebih giat dalam belajar lebih semangat ya belajar kalau menggunakan teknik atau media ini.

THEME 2 (Class Problem)

CAT 1 (The problem in class)	T1: Ya betul sekali permasalahan utama adalah karena kita bukan bidang guru Bahasa inggris tetapi ya karena tidak ada guru jadi kita yang menangani. Masalah utama itu adalah cara membaca juga ya meskipun guru ya tetapi cara membaca mungkin masih ada yang salah ya kemudian cara menyusun ini tense to be nya dan lain-lain itu sangat sekali menjadi kendala ya tetapi kami sama-sama belajar untuk membahas supaya mendapat hasil yang lebih baik. T2: Iya sering sekali kita menghadapi masalah di kelas itu pertama karena memang bukan basicnya kedua lagi didukung oleh teknologi ataupun sumber teknologinya seperti kita disini tidak memiliki listrik tidak memiliki jaringan jadi untuk update dengan situasi terkini memanfaatkan teknologi itu mengaitkan dengan pelajaran jadi kita kurang sekali itu mungkin kira-kira.
CAT 2 (How teachers solve the problem)	T1: Ya masalah yang terjadi dikelas kita sebagai guru harus profesional ya dalam kita meningkatkan kenyamanan dan

	memberikan kualitas siswa yang lebih baik tentunya bisa mengatasi masalah yang terjadi didalam kelas. T2: Iya sering ni kita jumpai permasalahan dikelas ya bagaimana misalnya guru itu bisa mengelola kelas tadi contohnya dengan memanfaatkan lingkungan sekitarlah sebagai media belajar sumber belajar segala macam jadi itu bisa kita gunakan supaya proses belajar mengajar dikelas itu lebih bisa lebih baiklah kira-kira.
CAT 3 (The effective of teacher technique to solve the problem)	T1: Susah juga untuk dijelaskan mengenai seberapa efektifnya yang jelas ketika ada masalah kami itu sangat profesioanl sekali untuk memecahkan masalah dalam proses belajar mengajar itu saja. T2: Iya cukup efektif karena selama ini belum pernah ada keluhan apalagi kita sekarang sudah menggunakan kurikulum merdeka apalagi anak-anak juga ibaratanya dengan peraturan sekarang itu tidak boleh tidak ada yang naik kelas harusnya kan harus naik kelas jadi misalnya kalau ada siswa yang nilainya rendah dibawah kkm segala macam ya kita adakan kita laksanakan remedial pengulangan materi lagi supaya anak itu menjadi lebih paham dan lebih kepada penyesuaian kemampuan persiswa.

THEME 3 (Enjoyable and Comfortable Class)

CAT 1 (The use of ice breaking in the class)	T1: Ya biasanya dalam proses belajar mengajar kami menggunakan teknik berkelompok atau diskusi kelompok ya ataupun juga mencari siswa-siswa yang paling aktif untuk dijadikan media biasanya ya supaya mereka ini tidak ngantuk atau tidak bosan ya dengan materi yang ada sehingga mereka itu sebagai medialah ya untuk dalam proses belajar mengajar supaya efektif dan menyenangkan seperti itu. T2: Ya kira-kira dengan memberikan penyegaran ice breakinglah kira-kira jadi dengan mengajak siswa bermain dalam selang-selang belajar jadi siswa yang ngantuk tu bisa semangat lagi kira-kira kalau belajar
CAT 2 (How enjoyable and comfortable class)	T1: ya betul kalau kelas itu nyaman aman ya mereka nyaman juga ya dalam mengikuti proses belajar mengajar jadi intinya ya pastilah mereka itu berprestasilah intinya ya kalau mereka menikmati suasana kelas yang enak seperti itu. T2: iya sangat-sangat berpengaruh ya dengan kelasnya nyaman siswanya nyaman menyenangkan jadi itu sangat-sangatlah berkaitan dengan prestasi siswa kenapa saya sampaikan begitu karena pada saat kembali lagi kekurikulum yang baru ini pada saat guru tidak boleh lagi terlalu dominan didalam kelas harus siswa yang lebih dominan dan sekarang tidak kontekstual lagilah kira-kira mengajar guru hanya berfokus pada guru tetapi juga berfokus kepada siswa harusnya sekarang

Appendix VI

DOCUMENTATION

The nameplate of the state junior high school 6 Satap Pinoh Utara

Pre-activity before starting class lessons

Teacher and students correct the work that has been done

Group discussion

VALIDATION SHEET

OBSERVATION GUIDELINES AND INTERVIEW GUIDELINES

(Implementation of Teaching-Learning English by Non-English Teachers)

Nama   : Desi Sri Astuti, M.Pd

Pekerjaan   : Dosen

Bidang Keahlian : Bahasa Inggris

A. Petunjuk Pengisian

1. Berdasarkan pendapat Bapak/Ibu, berilah checlist (√) pada kolom yang sesuai dengan kriteria.

2. Isi kelayakan pada baris terbawah dengan ketentuan:

   L: Layak

   R: Layak digunakan dengan revisi

   T: Tidak layak digunakan

3. Beri saran (jika ada) dan kesimpulan

No	Aspek/Indikator	Kriteria		
		L	R	T
1	Format pedoman wawancara dan pedoman observasi	√		
2	Kesesuaian petunjuk penilaian pada pedoman wawancara dan observasi	√		
3	Kejelasan huruf	√		
4	Istilah yang digunakan tepat dan mudah dipahami	√		

Saran:

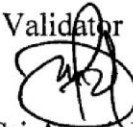- Tambahan Judul agar lebih jelas pada apa yang ingin diteliti.
- Tambahkan Kelas

Kesimpulan:

Layak untuk di gunakan

Pontianak, Februari 2023

Validator

Desi Sri Astuti, M.Pd

FAKULTAS PENDIDIKAN BAHASA DAN SENI
IKIP-PGRI PONTIANAK
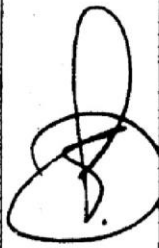
Gedung Rektorat Lt III, Jl. Ampera No. 88 Telp. 0561-748219 Fax. 0561-6589855 Ptk

PROGRAM STUDI

....

IDENTITAS MAHASISWA

Nama Mahasiswa	:	Mardani Eka Sakti
N I M	:	321810037
Nomor Telp	:	082253826535
Alamat di Pontianak	:	Jl. Ampera, Gg 8 Dewa

DOSEN PEMBIMBING

Pembimbing I	:	Desi Sri Astuti, M.Pd
Telp/HP	:	0856 29 40 829
Pembimbing II	:	Tri Kurniawati, M.Pd
Telp/HP		085787977743

Judul Skripsi:

IMPLEMENTATION OF TEACHING LEARNING ENGLISH
BY NON-ENGLISH TEACHERS

CATATAN

- ❖ BUKU BIMBINGAN INI HARUS DIBAWA SETIAP KALI KONSULTASI DENGAN PEMBIMBING.
- ❖ BUKU BIMBINGAN INI BERLAKU SELAMA BIMBINGAN.
- ❖ BUKU BIMBINGAN TIDAK BOLEH HILANG.
- ❖ BUKU BIMBINGAN INI WAJIB DITANDATANGANI OLEH PEMBIMBING SETIAP KALI BIMBINGAN.

CATATAN KONSULTASI
SEMINAR DAN SKRIPSI

PEMBIMBING PERTAMA
NAMA   :
NIP/NPP :

No	TGL	CATATAN PEMBIMBING	PARAF
1.	28/11 -22	- Ubah judul ! - Grammar	
2.	30/11 -22	- Research Background - Technique of data Collection - tools of data Collection	
3.	1/12 -22	- Tambahkan adopsi pada research instrument / - Jangan ada link pada bibliography	

CATATAN KONSULTASI
SEMINAR DAN SKRIPSI

PEMBIMBING PERTAMA
NAMA :
NIP/NPP :

No	TGL	CATATAN PEMBIMBING	PARAF
4.	15/5 -23	- Konsistensi bahasa inggris - Hasil validasi dicantumkan - Kesimpulan observasi dan interview - previous study pada discussion	
	8/6 -23	Kerunutan / Reformat tulisan pada Kat. Gunnut	
	15/6 -23	Acc	

CATATAN KONSULTASI
SEMINAR DAN SKRIPSI

PEMBIMBING KEDUA

NAMA :

NIP/NPP :

No	TGL	CATATAN PEMBIMBING	PARAF
1	18/11-22	- Background - Grammar	
2.	23/11-22	- Grammar - Penjelasan teori pada interpretasi - tambahkan penjelasan kompetensi guru	
3.	2/12-22	- Apa perbedaan penelitian dgn Previous study - Research instrument - Ubah table of specification	

CATATAN KONSULTASI
SEMINAR DAN SKRIPSi

PEMBIMBING KEDUA

NAMA :

NIP/NPP :

No	TGL	CATATAN PEMBIMBING	PARAF
4.	2/5 -23	- penjelasan media penggunaan bahasa - Contohkan aspek yang diamati - Validity test	
5.	10/5 -23	- Discussion	
6.	12/5 -23	- Tujuan simpulan jawaban dari research problem	

Nomor	:	L.202 / 2143 / D1.IP / TU / 2023	Pontianak, 18 Februari 2023
Perihal	:	**Izin Penelitian**	

Kepada Yth.

Dinas Pendidikan Dan Kebudayaan Kab. Melawi

Di -

Tempat

Dengan Hormat,

Dalam rangka penyusunan Skripsi guna menempuh ujian Sarjana Pendidikan IKIP PGRI Pontianak, dapatlah kiranya Bapak / Ibu memberi izin penelitian kepada:

Nama	:	MARDANI EKA SAKTI
Nim	:	321810037
Prodi	:	PENDIDIKAN BAHASA INGGRIS
Fakultas	:	PENDIDIKAN BAHASA DAN SENI
Judul Penelitian	:	

IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS

Demikian permohonan izin penelitian ini kami sampaikan kepada Bapak/Ibu untuk dapat di ketahui sebagaimana mestinya. Atas kerjasama yang baik diucapkan terimakasih.

An.Rektor
Kabag Administrai Umum

Adi Jumaryadi, ST

Nomor	:	L.202 / 2143 / D1.IP / TU / 2023	Pontianak, 18 Februari 2023
Perihal	:	**Izin Penelitian**	

Kepada Yth.

SMP Negeri 6 Satap Pinoh Utara

Di -

Tempat

Dengan Hormat,

Dalam rangka penyusunan Skripsi guna menempuh ujian Sarjana Pendidikan IKIP PGRI Pontianak, dapatlah kiranya Bapak / Ibu memberi izin penelitian kapada:

Nama	:	MARDANI EKA SAKTI
Nim	:	321810037
Prodi	:	PENDIDIKAN BAHASA INGGRIS
Fakultas	:	PENDIDIKAN BAHASA DAN SENI
Judul Penelitian	:	

IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS

Demikian permohonan izin penelitian ini kami sampaikan kepada Bapak/Ibu untuk dapat di ketahui sebagaimana mestinya. Atas kerjasama yang baik diucapkan terimakasih.

An.Rektor
Kabag Administrai Umum

Adi Jumaryadi, ST

KEPUTUSAN REKTOR IKIP PGRI PONTIANAK
Nomor : 3076/L.202/SK-PP/2022
Tentang
PEMBIMBING PENYUSUNAN SKRIPSI
REKTOR IKIP PGRI PONTIANAK

| Menimbang | : | a. | Bahwa dalam rangka penyusunan Skripsi bagi mahasiswa IKIP PGRI Pontianak, dipandang perlu menunjuk Dosen Pembimbing Utama dan Dosen Pembimbing Pembantu |
| | | b. | Bahwa Untuk Melaksanakan maksud huruf a di atas perlu ditetapkan dengan suatu surat keputusan |

Mengingat	:	1.	Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi
		2.	Peraturan Pemerintah Nomor 04 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Pendidikan Tinggi.
		3.	Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia No. 6 Tahun 2022 Tentang Ijazah, Sertifikat Kompetensi, Sertifikat Profesi, Gelar, dan Kesetaraan Ijazah Perguruan Tinggi Negara Lain.
		4.	Surat Keputusan Mendikbud RI No. 055/P/2014, tanggal 27 Februari 2014 tentang perubahan bentuk STKIP-PGRI Pontianak menjadi IKIP PGRI Pontianak
		5.	Surat Keputusan YPLP SPT PGRI Kalimantan Barat No.040/AI/Kep/YPLP-SPT-PGRI/KALBAR/V/2022 tentang Pemberhentian Rektor IKIP PGRI Pontianak Masa Jabatan 2018-2022 dan Pengangkatan Rektor IKIP PGRI Pontianak Masa Jabatan 2022-2026.
		6.	Keputusan Mendikbud Nomor 0217/U/1995 tentang Kurikulum Program Studi Sarjana Pendidikan
		7.	Surat Keputusan YPLP SPT PGRI Kalimantan Barat Nomor : 012.F5/YPLP SPT-PGRI/KAL-BAR/II/2022 tanggal 18 Februari 2022 tentang Statuta IKIP PGRI Pontianak.
		8.	Pedoman Akademik IKIP PGRI Pontianak.

| Memperhatikan | : | 1. | Surat Permohonan Pengangkatan Pembimbing Penyusunan Skripsi dari Saudara : MARDANI EKA SAKTI |
| | | 2. | Usul / Saran Ketua Program Studi PENDIDIKAN BAHASA INGGRIS tanggal 07 December 2022 |

MEMUTUSKAN

Menetapkan :

Pertama : Mengangkat Dosen sebagaimana tersebut di bawah ini :

NO	NAMA PEMBIMBING	JABATAN FUNGSIONAL	KETERANGAN
1	DESI SRI ASTUTI,M.Pd	LEKTOR	PEMB. UTAMA
2	TRI KURNIAWATI,M.Pd	LEKTOR	PEMB. PENDAMPING

Sebagai Pembimbing dalam penyusunan Skripsi bagi mahasiswa IKIP PGRI Pontianak atas nama :

Nama	:	MARDANI EKA SAKTI
Nim	:	321810037
Fakultas	:	PENDIDIKAN BAHASA DAN SENI
Prodi	:	PENDIDIKAN BAHASA INGGRIS
Dengan Judul Skripsi	:	

IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS

Kedua	:	Pembimbing Penyusunan Skripsi melaksanakan tugas bimbingan dengan sebaik-baiknya, dan bertanggung jawab kepada Rektor IKIP PGRI Pontianak
Ketiga	:	Biaya yang timbul karena pelaksanaan Keputusan ini dibebankan pada dana yang tersedia untuk itu dan akan dibayarkan setelah mahasiswa lulus ujian Skripsi
Keempat	:	Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diperbaiki sebagaimana perlunya apabila dalam keputusan ini terdapat kekeliruan dalam penetapannya

Ditetapkan di Pontianak

Pada Tanggal : 07 Desember 2022

Dekan,

Muhammad Lahir, M.Pd
NIDN. 1105057304

Disampaikan Kepada :
1. Yth. Dosen Pembimbing dari mahasiswa Yang Bersangkutan
2. Yth. Ketua Prodi
3. Mahasiswa Yang Bersangkutan

KEPUTUSAN REKTOR IKIP PGRI PONTIANAK
Nomor : L.202 / 3076 / PP / 2023
Tentang
PANITIA PENGUJI UJIAN SKRIPSI PROGRAM SARJANA (S.1)
INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA (IKIP PGRI) PONTIANAK

REKTOR IKIP PGRI PONTIANAK

Menimbang	:	1. Bahwa untuk menilai kemampuan mahasiswa yang akan mengakhiri studi jenjang Sarjana/Strata Satu (S.1) di lingkungan Institut Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia (IKIP PGRI) Pontianak dipandang perlu pembentukan Panitia Penguji.
		2. Bahwa untuk kepentingan seperti tersebut pada butir 1 di atas, perlu ditetapkan dengan Keputusan Rektor IKIP PGRI Pontianak.
Mengingat	:	1. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi
		2. Peraturan Pemerintah Nomor 04 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Pendidikan Tinggi.
		3. Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia No. 6 Tahun 2022 Tentang Ijazah, Sertifikat Kompetensi, Sertifikat Profesi, Gelar, dan Kesetaraan Ijazah Perguruan Tinggi Negara Lain.
		4. Surat Keputusan Mendikbud RI No. 055/P/2014, tanggal 27 Februari 2014 tentang perubahan bentuk STKIP-PGRI Pontianak menjadi IKIP PGRI Pontianak
		5. Surat Keputusan YPLP SPT PGRI Kalimantan Barat No.040/AI/Kep/YPLP-SPT-PGRI/KALBAR/V/2022 tentang Pemberhentian Rektor IKIP PGRI Pontianak Masa Jabatan 2018-2022 dan Pengangkatan Rektor IKIP PGRI Pontianak Masa Jabatan 2022-2026.
		6. Keputusan Mendikbud Nomor 0217/U/1995 tentang Kurikulum Program Studi Sarjana Pendidikan
		7. Surat Keputusan YPLP SPT PGRI Kalimantan Barat Nomor : 012.F5/YPLP SPT-PGRI/KAL-BAR/II/2022 tanggal 18 Februari 2022 tentang Statuta IKIP PGRI Pontianak.
		8. Pedoman Akademik IKIP PGRI Pontianak.
Memperhatikan	:	Penunjukan Panitia Penguji pada Ujian Skripsi Mahasiswa di lingkungan IKIP PGRI Pontianak.

MEMUTUSKAN

Menetapkan	:	
Pertama	:	Mengangkat Dosen sebagaimana tersebut di bawah ini :

Nama : MARDANI EKA SAKTI
Nim : 321810037
Prodi : PENDIDIKAN BAHASA INGGRIS

Kedua : Mengangkat atau menunjuk Saudara yang nama dan jabatan tercantum dibawah ini:

NO	NAMA PEMBIMBING	JABATAN	KETERANGAN
1	DESI SRI ASTUTI,M.Pd	Ketua	Pembimbing Utama / Penguji III
2	TRI KURNIAWATI,M.Pd	Sekretaris	Pembimbing Pendamping / Penguji IV
3	Dr. DAYAT,M.Pd	Anggota	Penguji I
4	AGEUNG DARAJAT,M.Pd	Anggota	Penguji II

Ketiga	:	a. Panitia Penguji dalam melaksanakan ujian Skripsi dapat dilaksanakan apabila dihadiri sekurang-kurangnya oleh tiga penguji.
	:	b. Setiap ujian Skripsi dilaksanakan harus ditetapkan hasilnya, yang dicantumkan dalam berita acara ujian Skripsi kemudian ditandatangani oleh Panitia Penguji.
Keempat	:	Bahwa apabila dalam jangka waktu tiga bulan setelah ujian Skripsi dilaksanakan, ternyata mahasiswa yang bersangkutan belum menyerahkan Skripsi yang seharusnya diperbaiki dan telah dipanggil dan diperingatkan, maka Skripsi mahasiswa tersebut akan diuji kembali
Kelima	:	Biaya yang diakibatkan oleh Keputusan ini dibebankan kepada Anggaran IKIP PGRI Pontianak yang tersedia untuk itu.
Keenam	:	Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan dan disampaikan kepada yang bersangkutan untuk diindahkan dan dilaksanakan dengan ketentuan bahwa apabila dikemudian hari ternyata terdapat kekeliruan, maka segala sesuatunya akan ditinjau serta diperbaiki sebagaimana mestinya.

Ditetapkan di Pontianak
Pada Tanggal : 26 Juli 2023
Dekan,

Muhammad Lahir, M.Pd
NIDN. 1105057304

BERITA ACARA

YUDISIUM SARJANA PADA INSTITUT KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
SEMESTER GENAP TAHUN AKADEMIK 2022/2023

Pada hari ini RABU tanggal 26 Juli 2023 telah menghadap saudara / i **MARDANI EKA SAKTI NIM** : 321810037 Fakultas **PENDIDIKAN BAHASA DAN SENI**
Program Studi : **PENDIDIKAN BAHASA INGGRIS**

Yang bersangkutan telah menyusun dan mempertahankan SKRIPSI yang diwajibkan padanya dengan judul

IMPLEMENTATION OF TEACHING-LEARNING ENGLISH BY NON-ENGLISH TEACHERS

Dihadapan Tim Penguji yang terdiri dari :

1. Desi Sri Astuti,M.Pd   Sebagai Pembimbing Utama Merangkap Ketua
2. Tri Kurniawati,M.Pd   Sebagai Pembimbing Pembantu Merangkap Sekretaris
3. Dr. Dayat,M.Pd   Sebagai Penguji I
4. Ageung Darajat,M.Pd   Sebagai Penguji II

Dengan Nilai Ujian Skripsi   : **81**

Keputusan   : Lulus / ~~Tidak Lulus~~ dengan kategori : **A**

Keterangan Lain-lain   :

IP Komulatif setelah yang bersangkutan dinyatakan lulus sebagai berikut :

a. Jumlah SKS yang telah ditempuh X NILAI : **468**

b. IP Komulatif = **492** : 144 = **3.42**

c. Dengan Yudisium : **Predikat Sangat Memuaskan**

d. Yang Bersangkutan Berhak untuk Menyandang Gelar Sarjana Pendidikan Disingkat : **S.Pd**

Pontianak, 26 Juli 2023

PANITIA UJIAN

Penguji I

Dr. Dayat, M.Pd

Penguji III

Desi Sri Astuti, M.Pd

Penguji II

Ageung Darajat, M.Pd

Penguji IV

Tri Kurniawati, M.Pd

MENGETAHUI

Dekan

Muhammad Lahir, M.Pd
NIDN. 1105057304

Wakil Dekan I

Al Ashadi Alimin, M.Pd
NIDN. 1104048702

Nama	:	MARDANI EKA SAKTI
NIM	:	321810037
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Tanggal Ujian	:	26 Juli 2023

No.	Nilai Ujian Skripsi	IPK	Yudisium
1.	A	492 : 144 = 3.42	Predikat Sangat Memuaskan
2.	B	486 : 144 = 3.38	Predikat Sangat Memuaskan
3.	C	480 : 144 = 3.33	Predikat Sangat Memuaskan

Keterangan Penilaian Skripsi :

IPK : 2,00 - 2,75 (Lulus Tanpa Predikat)

IPK : 2,76 - 3,00 (Predikat Memuaskan)

IPK : 3,01 - 3,60 (Predikat Sangat Memuaskan)

IPK : 3,61 - 4,00 (Predikat Cum Laude)

Catatan :

1. Penilaian Predikat Cum Laude harus memperhatikan Nilai Skripsi, masa studi dan jumlah nilai C dan D yang diperoleh mahasiswa yang bersangkutan.

2. Masa Studi Mahasiswa = 4 Tahun 10 Bulan 2 Hari

3. Mahasiswa yang bersangkutan memiliki Nilai C sebanyak = 6 dan Nilai D = 0