

## THE INFLUENCE OF TEACHER FACTORS IN TEACHING ENGLISH AT SMA XAVERIUS LUBUKLINGGAU

JANNETA RUWANI TRI AYU PALINGGA  
STKIP PGRI Lubuklinggau, Indonesia  
Email : [jannetaminbrain@gmail.com](mailto:jannetaminbrain@gmail.com)

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### ABSTRACT

The problem of this reasearch were what is the teachers factors and how the teachers' factorsin influencing successfulness on English teaching learning of SMA Xaverius Lubuklinggau. This research was Descriptive qualitative. The subjects of this research were the English teachers of tenth, eleventh, and twelfth grade in SMA Xaverius Lubuklinggau. Observation, and Interview were used. In observations, this research used observation sheet which consist of 2 aspects with 24 indicators, and Field notes. For interview it was consisted of 13 questions from 2 aspects. In analyzing the data, case study is applied and obtained the research by adjusting the fieldnotes then crosscheck the data from voice recorder when as the result of interviewing the subject and the data checklist of observation sheet. The teachers factors in teaching English is : teacher should be able to manage their classroom, because good vibes in classroom can help the english teacher to conduct their teaching process, then a teacher should have good skills in mastering English for making good comprehension, a nice teacher should memorize students' name, smile often, giving motivation, and doing assessment. There were 2 factors in influencing the successfulness on English teaching learning as the characteristics of teacher there were ; skills and qualifications means should have good comprehension about practical knoeledge, content knowledge, contextual knowledge, and pedagogical knowledge, then support for the teachers such as ; orientation, adequate material, course guides, division of responsibilities, futher training, teaching release, mentors, feedback, rewards, help lines, and review. There are factors that influencing English Teaching Learning ; Institutional Factors, Teacher Factors, Teacher Factors, Teaching Factors, and Learners Factors which can be inspiration to the next researcher to conduct and expand new research.

**Key word** : *Teacher, Teacher factors, SMA Xaverius Lubuklinggau*

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### INTRODUCTION

English is already known as *Lingua Franca* by the end of the twentieth century, which is used widely for communication between people who did not have the same first or second language (Harmer, 2012: 13). The statement above indicates that English is the most important language to communicate with people around the world. So it can be the common reasons for all countries added English in their curriculum with hopes the new generations can look forward about the movement of world and can get bright future for their dream job.

The aptitude to learn English as a foreign language is high. This was realized from the high status which English has obtained in most walks of life. English has become a necessity to overcome in science and technology and to catch up with the ever developing discoveries and inventions.

Moreover, through English the world cannot only give attention to the powerless, appreciate values owned by different people regardless of what language they speak, what race they belong to, but also see and protest against global exploitation and inequality (Ha, 2008:72). Due to student's achievement, some students care about their relationship with their teachers and show their response about their commitment with the teacher from the first meeting, so that they could believe their teachers will take care about them and also will be more supportive in studying. According to Mojavezi and Tamis (2012:484), the relationships between teachers and students also influence classroom climate; Teachers are responsible for regulating the classroom environment, including regulating classroom discipline, implementation of approaches and methods to learning, interacting with the students in the classroom. In addition, some students have feelings about their classroom atmosphere even though with the smallest things like how the teacher manages their time and their close relationship with.

SMA Xaverius Lubuklinggau has several extracurricular programs. Even though SMA Xaverius Lubuklinggau and have English extracurricular lately, many students have achievement in English and also participated in student exchange such as Andre Cuandra in Belgium, and also Monica Cory Wiyoto who works in USA in Washington Tree and Fruit Research Commission (smaxav-llg.sch.id, 2017). Concerning to the background above, the researcher was interested in conducting a research entitled: "The Influence of Teacher Factors in Teaching English at SMA Xaverius Lubuklinggau".

## Literature Review

The whole person development of teachers is an indispensable part of their professional growth and development (AQTEC Documents, 2003:8). Teacher is a person who teaches in a school. Teacher's perception on the situation in which students could learn a subject effectively, the way students react towards the teacher's questions or offers, and the way a teacher conducts his classroom.

Therefore, Harmer (2007:108-110) states that, the roles of teacher is strongly influencing students achievement in learning process because stand as 'facilitator' (like many commentators used that term) to reach the aim of all teachers' committed. The roles of teacher described more detail than make judgments about their effectiveness in terms of their 'facilitator' credentials, they are; Controller, Prompter, Participant, Resource, and Tutor.

Seeing the importance of mastering English, Indonesia government through the National Education Department make a policy to teach from primary school level up to university level. Saleh (1997:2) states that, English has been chosen as a foreign language to be taught as compulsory subject from the first year of junior high school up to university level.

In learning English the students should master the four language skills. They are speaking, writing, listening, and reading. The four language skills are important. And

speaking is a skill for oral communication. Thornbury(2005) states that speaking is a part of our daily life. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-roundedness we all should seek Gerald Gills (2013).

Clark and Starr (1986) suggest that teaching is an attempt to assist students in acquiring or changing some skill, knowledge, ideal, attitude, or appreciation. Teaching can be defined as the action of a person imparting skill or knowledge or giving instruction; the job of a person who teaches. Teaching is therefore, a broad definition of teaching might be: the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. These definitions and the roles that teachers perform imply that teachers need to be concerned with all aspects of student development; physical, social, emotional, and cognitive.

Teaching and learning are causally tightly bound activities, so questioning “what is learning” might lead to have a closer look about what precisely are the components of teaching—and their underlying principles as well—that can cause efficient learning (Tazy and Kreik, 2008 :49).

Teacher's roles are like parents, instructor, director, manager, judge, leader, evaluator, controller, and even doctor, who must “cure” the ignorance of the students. Still in line many things can be done to support good teaching, but the teacher themselves who ultimately determine the success of a learning process. Good teachers can compensate the lacks of curriculum, the materials, or the resources that they use in study program. To establish teachers who can providing effective teaching by ;1) Skills and Qualifications, 2) Support for Teachers (Richards, 2001:209).

Roberts (as cited in Richards, 2001:209), divides the core components of teacher knowledge into 6 types : 1) Practical knowledge, 2) Content knowledge, 3) Contextual knowledge, 4) Pedagogical knowledge, 5) Personal knowledge, 6) Reflective knowledge.

Zoltan Dornyei and Tim Murphey (as cited in Harmer:2007) sees the business of teaching as the exercise of group leadership. According to Richard (2001:212-214) to make teachers teach well, and develop their teaching skill and knowledge, they need supports such as :

- 1) *Orientation*, new teacher need a careful orientation to teaching assignments in order to clarify the goals of the program, teaching approaches, resources, problems to anticipate, and solutions.
- 2) *Adequate materials*, teachers need good materials to teach from either in the form of commercial textbooks or institutionally prepared materials. Teacher choose the material and guidelines which suits with teaching topics.
- 3) *Course guides*, this should be provided for each course offered in the program with information on the course, aims and objectives, recommended materials and methods, suggested learning activities, and procedures for assessment.
- 4) *Division of responsibilities*, they may be involved in course planning, course coordination, testing, preparation of materials, and mentoring.

- 5) *Further training*, teacher in an institution may not always have the particular knowledge and skills a program needs, so it may be important to select staff for specialized in training.
- 6) *Teaching release*, when the teacher expected as key role in some aspect, they may need to be given release time from teaching to enable them to devote time to this.
- 7) *Mentors*, the role of mentor is to gave teachers, particularly less experienced teachers, someone with whom they can sound off ideas, share problems, and get advice.
- 8) *Feedback*, feedback need to be told when teachers are doing well or there are problems with their performances.
- 9) *Rewards*, besides feedback the teacher who doing great performance should receive acknowledgement.
- 10) *Help lines*, teachers should know exactly whom to turn to for help in solving problems.
- 11) *Review*, these activities help solve practical problems and also develop a sense of collegiality among staff.

## RESEARCH METHOD

In conducting this research, the researcher used qualitative approach. Qualitative researchers emphasize a holistic interpretation. They perceive facts and values as inextricably mixed. Qualitative research is done for the purpose of understanding social phenomena, social being used in a broad sense (Wiersma, 1991:14).

Still in line, according to Angrosino (as cited in Latief, 2014 : 75), qualitative research is a process of inquiry aimed at understanding human behaviour by building complex, holistic pictures of the social and cultural settings in which such behaviour occurs. It does so by analysing words than number, reporting by detailed views of the people who have been studied. This research seeks to understand what, how, where, and when of an event or an interaction in order to establish it's meaning, concepts and definitions.

The researcher used case study in conducting this research. In education field, case study can be interpreted as descriptive research methods to answers education problems deeply and comprehensive with influencing limited research subject based on the cases. Research subjects in case study can be held for individuals, groups, institute, or specific society. To get whole generalization, all aspects that related with the cases, will be analysed deeply (Sanjaya, 2013 : 72). Case study did not represent a bigger group, the finding is not to be generalized, it's focus on exploring and describing the case being studied to construct a theory (Latief, 2014 : 86).

In this research, the subjects were English teachers of SMA Xaverius Lubuklinggau. There were 2 English teachers for tenth, eleventh, and twelfth grades.

*Case Study* applied a research method designed to collect data from the subjects, and typically utilizes were observation, field notes, and video recording as instruments, and the instrument of interview, we have voice recorder.

### **a. Observation**

Researchers did not participate in the activity being observed but rather “sit on the sidelines” and watch: they are not directly involved in the situation they are observing. When a researcher chooses the role of *observer-as non participant*, she identifies herself as a researcher but makes no pretenses of actually being a member of the group she is observing. An example given might be a university professor who is interested in what goes on in an inner-city school.

The researcher might conduct a series of interviews with teachers in the school, visit classes, attend faculty meetings and collective bargaining negotiations, talk with principals and superintendent, and talk with students, but the researcher would not attempt to participate in the activities of the group other than superficially. The researcher remains essentially an interested observer who is doing research (Fraenkel, 2008:441).

### **b. Field Notes**

According to Wolfinger (2002 : 85) field notes are a vital part of some research, yet little attention has been paid to the practical details of note-taking. Exactly how does an researcher decide what to write about.

This research uses field notes from various sources to show that, irrespective of any formal strategies for note-taking, researchers’ tacit knowledge and expectations often play a major role in determining which observations are worthy of annotation. A greater understanding of these dynamics could complement existing trends in reflexive research by increasing insight into the note-taking process.

Note-taking is of course essential. In most observational research notes will be hand-written, taken either at the time, or immediately afterwards (Fox, 1998:12).

### **c. Interview**

These may be formal, or may comprise just snippets of interchanges, in which the researcher asked someone to explain something or some event. Based on Easwaramoorthy&Zarinpoush (2006), interview is a conversation for gathering information.

Interview techniques in qualitative research is in-depth interview. In-depth interview is a process in collecting to get information to fulfilled research goals with questions and answers between interviewer and interviewee with or without interview guide. Interview is interaction between researcher and subject of research (teacher) aimed to get some information and data. Researcher claimed as interviewer and the teachers as interviewee.

Triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research.

Whilst focus groups and individual interviews suffer from some common methodological shortcomings since both are interviews of a kind, their distinct characteristics also result in individual strengths.

According to Guba and Brewer and Hunter as cited in Shenton (2004:65) the use of different methods in concert compensates for their individual limitations and exploits their respective benefits.

In other hand, the researcher providing the readers with evidence that the research study's findings could be acceptable to other context, situation, time, and population.

Based on Shenton (2006:71), in order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results.

The researcher codes the same data twice by giving at least one or two weeks gestation period between each coding. The results from the two coding are compared to see if the result are the same or different by some changes (Chilisa&Preece, 2005 in Anney:14). This helps the researcher to understand deeply the patterns of the data; and also improve the knowing of the participants narrations.

## **RESEARCH RESULT**

Meanwhile, field notes are a vital part of some research, yet little attention has been paid to the practical details of note-taking. Exactly how does an researcher decide what to write about. This research used field notes from various sources to show that, irrespective of any formal strategies for note-taking, researchers' tacit knowledge and expectations often play a major role in determining which observations are worthy of annotation. A greater understanding of these dynamics could complement existing trends in reflexive research by increasing insight into the note-taking process (Wolfinger, 2002 : 85).Furthermore Based on Easwaramoorthy&Zarinpoush (2006), interview is a conversation for gathering information. Interview techniques in qualitative research is in-depth interview.

Then, in supported the teachers aspects, the researcher ask five questions consist of eleven indicators, there were, orientation, adequate material, course guides, division of responsibilities, further training, teaching release, mentors, feedback, rewards, helplines, and last review.

### **A. The Result From the Interview**

#### **1. Teacher 1**

##### **a) Skills and qualifications**

Teacher 1 is kind teacher, he always prepared well lesson plan before faced the students. He always tried motivates himself by created high targets in taught his students. He never ignored his student. He evaluated his student three times per basic competence. He was smart teacher, it proven by his good TOEFL score, he really interested in english teaching. English is his passion. He was graduated from PGRI University Palembang in English education background. He feel so glad when his students got good occupation.

##### **b) Support for the teachers**

Physically, Teacher 1 did not close to his students but his soul unity in his dedication it proven by supported and motivated his student to be a kind people and usefull person, he did social interaction in organization, like PGRI. he always have role active to created great PGRI comittee. He joins some workshop especially in English and for the result had been shared to other teacher. He really enjoy his work. He often accompanied his students in every competition likes scrabble, debate, speech competition and others.

2. Teacher 2

a) Skills and qualifications

Teacher 2 always prepared her lesson plan, and usually prepared at the beginning of the year before entering the class, there is time for 2-3 day workshop to get together or bring in an outside team to guide us. And the lesson plan is made for one year, then teacher 2 moved around the classroom and made eye contact with student, tried to be closer with her student by knowing his or her name, and explained the material in understandable way.

Teacher 2 gave target in taught the students, held some evaluation to proving the increase of students in English skill, so the teacher really believed to success in teaching students.

b) Support for the teachers

Teacher 2 always taught the students according to lesson plan, made course guide based on curriculum, tried to explore students experience and often reviewing his materials, performance, and others then achieves a good balance between accuracy focused, and integrative, Teacher 2 tried to taught material which relevant to students' interest from made sure the student would have good comprehension especially in English.

Beside good interaction in the class, teacher 2 did social interaction in other place, such as legal organization like PGRI. Teacher 2 is a member in PGRI. She always did some training especially in English and then for the result of the training program she joined, she had been shared to other teacher. Teacher 2 was a wonderful teacher with full energy in developing her English education Because from the beginning of her education she was a high school student and had been to the SPG then also got a chance to test as a teacher and she graduated from English study program.

When she graduated from college she got bachelor's degree. Since diploma she would to try another job and finally with a certificate she could be a teacher in SMA Xaverius. When she get another worker she feel out of place. Previously she also taught in elementary and middle school and high school, and it seems more suitable to be a teacher and however, she enjoy her jobs and she said that it was His calling, she has been teaching for almost 24 years. And she think of her life and also her dedication is presented to education world.

Based on the instrument above, the researcher found out the teachers' factors in influencing successfulness on English teaching learning that was investigated at SMA Xaverius Lubuklinggau. The results of the observation were showed in the analysis teachers' factors in appendix B. Then, the data were described by per each item and supported by the results of the observation as follows :

**B. The Results of The Observation**

1. Teacher 1

a) Skills and qualifications

Teacher 1 had a good habit. He always prepare his material before entered the class, then teacher 1 always review previous material before entering new material. The material was presented by suitable explanation so that the student feels easy to understanding the lesson.



Teacher 1 did close interaction, he tried to know names of his student, he act like a friend for his student so that when the student have problem they would asks some solutions, and teacher 1 always have ways for solving the problem.

b) Support for the teachers

Teacher 1 always tried to conduct suitable material for his student. He did not wanted his student feels boring in his class. He prepared the same textbook with the students' which have the suitable topic according to the course guide based on curriculum then explained it with relax clear voice and good manner. Beside that teacher 1 also have good interaction in the class, teacher 1 joined in legal organization, like PGRI. Teacher 1 always have role active member on PGRI committee.

He always did workshop especially in English and for the result had been shared to other teacher. Sometimes teacher 1 got some reward for school, on his successful in brought his student in winning some English competition between school in the city level. The teacher 1 always did evaluation for charging his ability especially in English.

2. Teacher 2

a) Skills and qualifications

Teacher 2 Prepared goals were apparent, reviewing previous lesson, then teacher 2 moved around the class and made eye contact with student, tried to be closer with student by knowing his or her name, and explained the topic/material in understandable way.

Teacher 2 madetarget in taught the students, then gave student an evaluation/unit of study to checking student's skill in English, so the teacher could really believed withher successesin teaching students.

b) Support for the teachers

Teacher 2 tried to taught material which relevant to students' interest, made course guide based on curriculum, tried to explore students experience and often reviewing his materials, performance, and other. achieves a good balance between accuracy focused, and integrative.

Teacher 2 tried to taught material which relevant to students' interest form making good student comprehension especially in English. Beside good interaction in the class, teacher 2 did social interaction in other place, like organization PGRI.

Teacher 2 also joined PGRI. She always did some training especially in English and for the result had been shared to other teacher. Teacher 2 was a wonderful teacher with full energy for developenglish education she always evaluated herself for improve her knowledge especially in English in daily activities of herfreetimes.

## Conclusion

From the results of the instruments in the findings, it can be interpreted that the teachers' factors in influencing successfulness on English teaching learning in SMA Xaverius assumed that many factors in influencing English teaching successfulness. It was proved by the answer of respondents in the instruments used by the research.

The result of the 2 items in the first indicator showed that the respondents very agree skills and qualification influenced teacher in teaching and learning process. It was supported



by the interview to the respondent. Based on Oxford Dictionary (2008:414&359), skill is ability to do something well, and qualification is skill or type of experience needed for particular job.

Based on the results of the instruments and theory above, it could be concluded that the teacher should be able to manage their class, because it would help the teacher transfer knowledge to the student. Furthermore when the teacher is able for controlling their students it means the teacher success for conducting the class.

English teachers should be mastering English well for made the students to have good comprehension, because whatever students get from teacher it would be used until their future. And the teacher really did not want it to be worse.

The next, from the answer of respondents good teacher is knowing or unity to the school, like, identity, habit, and other. However, when the teacher know or mention students name, so the student felt respect from the teacher. Its indicated that the teaching and learning process in class will be in harmony.

T1 is responsible teacher. Its proven by prepare well teaching guides, gave target in taught the students, gave student evaluation for increase students in English skill, so that the teacher really believed to success in teaching students. T1 always come on time. T1 always tried made good comprehension student well.

People who have good ability in English exactly interest with English. People who like English usually like everything about English. It was happened with T1. He really interest in English. It proven by T1 tried to taught material which relevant to students' interest, made course guide based on curriculum, tried to explore students experience and often reviewing his materials, performance, and other. From the observation result, the first, researcher analyze T2 activities in his field notes. In his schedule, researcher face that T2 had learn material before she went to the class. Prepare her performance so that her style is good looking. She is kind teacher. it proved that she always prepare well teaching guides, gave target in taught the students, gave student evaluation for increase students in English skill, so that the T2 really believed to success in teaching students.

All of subjects very well prepared in their lesson. It proved that before entering the class they always looking material guides, doing evaluation to the student, asked about previous material and other. From prepare material before entering the class also can be answer they have good interesting in teaching English. In learning process they have good manner. It proven by they pay attention in teaching process, gave student evaluation for increase students in English skill, care to the student by answering every question from the student then helping the students on their obstacles when learning English.

From the findings of research that has been found and discussed in chapter IV, the researcher concluded that some factors influencing teacher in successfulness on English teaching and learning. The teacher should have some characteristics, they are; first, skills and qualification, in this term, the teacher should have good comprehension about practical, content, contextual, and pedagogical knowledge. Second, support for teacher aspects such as, orientation, adequate material, course guides, division of responsibilities, further training, teaching release, mentors, feedback, rewards, help lines, review.

Teacher must have good attitude in learning process. They are such as, preparing teaching Guides, having targets in taught students, knowing when the students were having trouble understanding, and doing evaluation to increase student comprehension especially in English. For mastering English well, students have to interest with English. The teacher should balance and variety in activities during the English lesson, moved around the class and made eye contact with students. However, Teacher have much contribution for students successfulness on English teaching and learning.

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