

CHAPTER IV

RESEARCH REPORT

A. General Description of Research Location

1. The General description of the location around SMPN 3 Juai

After the researcher directly involved to the location of the research, the researcher was faced to hard range to take on. Besides, the researcher made a mistake in choosing the correct time to go to the location of the research in the raining season. The reason of the researcher to include the general description of the location around SMPN 3 Juai was caused by the cloister and the difficultness of the field to be reached. Those reasons are surely the external factors that are very influencing in teaching and learning activity in SMPN 3 Juai.

Wonorejo village is the cloistered location that is located in rubber wood mountain at subdistrict Juai. The location was included as the location of enterprise open field plan of PT. Adaro Indonesia. There were many houses of the Trans villagers and some of them belong to aboriginal villagers. The villager's lands that were counted in the area of enterprise open field plan were sold by the villagers to the enterprise party and nowadays, there are only two houses and some of shelters of the villagers to watch their rubber fields. Students who previously learned at SMPN 3 Juai moved to other schools that are closer to their new living. At the first, it can be said that SMPN 3 Juai was built for the Trans villagers children who lived at that location, but when they

decided to sell their lands to the coal company, so they were all moving to other places. So, there are only five students who learn at SMPN 3 Juai. This lack numbers of the students also affected the students' motivation and interest in learning, especially in reading skill instruction. It has to be another way in approaching them that will be explained further in the next sections.

Photos of the condition of the location of SMPN 3 Juai can be seen at appendix section.

2. Brief History of SMPN 3 Juai

The research has been done at SMPN 3 Juai. It is located on Wonorejo village. Rt. 04 Juai subdistrict of Balangan regency and it is a cloistered location at Juai sub district. Most of them are Trans villagers from Java and they are used to work as rubber farmer . When they sold thier lands to a coal company, many of them went back to Java. The school area is 31 meters length and 20 meters width.

SMPN 3 Juai is one roof with SDN Sirap 2 Juai. That means the area is used by two schools. Nowadays, there are 7 teachers including the headmaster who teach at SMPN 3 Juai. They are all together join at one office with teachers and headmaster of SDN Sirap 2 Juai.

SMPN 3 Juai was established on June 23rd 2006 until now with registered number status 029/PMP/KS/IV/2006 (April of 19th 2006).

SMPN 3 Juai has been managed by Sahrudin. A. Ma. Pd as headmaster of SMPN 3 Juai since it established until now.

3. School Facility

Based on the school data and writer's observation, it is known that facilities in SMPN 3 Juai only consist of three classes for teaching and learning activity, an office for teachers and headmaster, sport yard, two toilets for teachers behind the office, three toilets for students, and one parking area.

4. Teacher, Administration staff, and students condition of SMPN 3 Juai

a. Teachers

SMPN 3 Juai has six teachers and especially for English subject, it has only one English teacher. He is Mr. Adi Hidayat S. pd. I who has occupation as permanent teacher. As his educational background that he has graduated from Islamic Institute, he also teaches Religion Education, BTA (reading and writing Al Qur'an) subject.

For the additional information, teachers at SMPN 3 Juai are embraced as administration staffs. So it is clear that SMPN 3 Juai has one headmaster and six teachers who are the administration staffs of the school as well. The school, however, does not have any vice headmaster.

b. Students Condition at SMPN 3 Juai

SMPN 3 Juai only has five students. There are 4 males and 1 female. They are: Nurjannah (12 years old) and Ilham Syadid (12 years old) who are studying at Class VII, Azrul Azwar (14 years old) who is studying at Class VIII, and Syarifuddin (16 years old) and Abdul Halim (15 years old) who are studying at Class IX. Those students who are left at SMPN 3 Juai, because the other students have moved to other schools

following their parents those who already sold their lands to Coal Company. Especially for Azrul Azwar, he decided not to move and insist to continue his school at SMPN 3 Juai, but he has to trip hardly to go far away to school from his new living at Batu Mandi that is located outside the Juai subdistrict.

B. Data Presentation

1. The Implementation of Reading Skill Instruction

After the writer researched through observation, field notes, and interview technique with English teacher and questionnaire with students at SMPN 3 Juai, the writer can collect the data about the implementation of reading skill instruction at SMPN 3 Juai, they are:

a. Class VII actually has two students. The female one is Nurjannah and the male one is Ilham Syadid. Accidentally, he could not attend the class at that time because he was busy for something.

Nurjannah sat neatly waiting for the teacher come in to the classroom. While we came in to the classroom, she looked enthusiastic and told the teacher about attending disability of her classmate; Ilham Syadid. Then the researcher sat down on the back seat to watch and observe the teaching and learning activity. The objectives of teaching are:

- Students recognize vocabularies which are related to the topic.
- Students master the form of singular and plural nouns.
- Student can answer the questions of the text.

In pre-reading activity, the teacher asked the student some questions related to the topic. The topic that would be introduced was about Vegetables. For example: the

teacher asked the student to look at the book about a picture of cucumber, so he asked “*apakah kamu tahu gambar apa itu?*” then the student answered “*timun*” so the teacher asked again “*apa nama timun dalam bahasa inggris?*” the student looked tried to remember the word *Timun* in English and then replied “cucumber”. After that, the teacher gave enrichment in student’s knowledge about cucumber and other vegetables, such deer like to eat cucumber, cucumber is a watery vegetable and we can find it easily in our location.

In whilst reading phase, the teacher instructed the student to read aloud. Nurjannah read quite obvious, but not quite loud. At first, the teacher asked Nurjannah to listen to the text that he read, and then he asked her to read the text as he gave the example in correct pronunciation. Indeed, the writer often found some errors in pronunciation while Nurjannah read the text, then the teacher immediately corrected the errors at that time without waiting Nurjannah read it until the end of the text. The teacher gave example of the correct pronunciation by saying vocabularies clearly. The teacher sometimes read the text together with the student.

At the time of doing assignment of the text that was shown, sometimes dialogue occurred between the teacher and the student. After the time for doing the assignment has finished, the teacher checked the answers of the student by answering the assignment together. The teacher asked the answer of the student numbers by numbers and corrected the wrong answers with explanation through dialogue. The teacher retold lesson materials which were probably not been understood by student, such as the using of plural and singular in the text.

For example:

Kata benda dalam bentuk plural atau lebih dari satu yang berakhir dengan huruf vocal biasanya ditambah huruf 'E', 'IE', seperti: Mango-Mangoes, Potato-Potatoes, Chilly-Chilies and etc.

In Post reading phase, the teacher summarized the lesson materials and sometimes asked questions about the lesson materials; singular and plural usage.

b. Class VIII only has one student, he is Azrul Azwar. For this time, the objectives of teaching are:

- Students understand about words that are related to Kingdom.
- Students can translate short paragraph.
- Students recognize forms of opuses.

In pre-reading activity, the teacher asked the student what he knew about Kingdoms. Who are usually there in a kingdom? When that question was asked to him, he thought for seconds. It seemed Azwar was confused about what was the answer so the teacher tried to help him with a clue. The teacher said: *“dalam sebuah kerajaan biasanya ada prajurit bukan? Selain prajurit, siapa lagi?”* the teacher asked. *“Raja, ratu, pangeran”* the student answered. *“Ok, apa sebutan raja dalam bahasa Inggris?”* the teacher asked again. *“King”* the student said. *“kalau pangeran, prajurit dan ratu apa sebutannya dalam bahasa Inggris?”* the student seemed confuse about Ratu, Prajurit and Pangeran in English, so the teacher introduced the vocabularies about those designations.

It took about ten minutes for the teacher to warm up student in pre-reading activity that was an introducing about difficult words. After that, the teacher reached the next phase that was whilst reading. In whilst reading phase, the teacher asked the student to open his textbook. The topic was about kingdom. Teacher excused about ten minutes for student to read and interpret that text. After the time that was been given for the student to read and interpret was upped or finished, the teacher asked the student the meaning of the text paragraph by paragraph. The student was quite understands about the story in the text about kingdom.

After translating the text was finished, the teacher asked the student to answer the questions below the text orally.

For example:

“Who is the famous queen in the United Kingdom?” the teacher asked. “Queen Elizabeth” the student answered.

After all the questions had been asked, then the teacher explained the use and characteristic of narrative text. He explained that narrative text usually was used in story text. He also explained that the text they read that day was a story of kingdoms that meant it was a narrative.

For example:

“ketika kita ingin menulis sebuah cerita, maka kita akan membuat sebuah cerita dalam bentuk teks naratif”

After all the materials had been delivered in whilst reading phase, so the teacher reached to post reading phase. He summarized all the materials that had been taught that day for several minutes by requesting the points of subject materials.

After all the subject materials had been summarized, the teacher asked the student to make one paragraph of narrative text about Banjarese Kingdom which would be collected next week.

c. Class IX has two students. They are Syarifuddin and Abdul Halim. At this time, the writer was lucky could observe the reading skill instruction that was attended outdoor. The objectives of teaching are:

- Students recognize vocabularies which are related to the topic.
- Reading aloud
- Students understand kinds of text (Report text)

The teacher invited the students and the writer to a shaded place that was not far from the school. When we arrived, the teacher asked the students to sit on any places which were near and comfortable for the students. At first, the teacher made light conversation with the students about students' condition and some other things like Abdul Halim's absence yesterday.

In Pre-reading activity, the teacher begun to make a conversation that was related to the topic of the text. He asked the students about kinds of plants. So students mentioned many kinds of plants such as grass, trees, and flowers. After that, the teacher asked the students to seek together any kinds of plants and brought them back to the place. After they had finished in seeking plants and showed them to the teacher, then he

explained that there are many kinds of plants including their advantages for human that were grown around us. Both students look focus in listening to their teacher's explanation.

For example:

“seperti yang kalian lihat, disekitar kita terdapat begitu banyak macam-macam jenis tumbuhan. Rumput, pepohonan, dan lain sebagainya. Semuanya itu berguna bagi manusia.”

After that, the teacher asked to Syarifuddin about the advantages of grass. “Syarifuddin, bisakah kamu menyebutkan apa kegunaan rumput?” Syarifuddin chuckled. He seemed nervous and embarrassed to answer. He thought for a while and then answered. “untuk makanan sapi” Syarifuddin replied. “Ya, bagus” teacher said.

In Post Reading, the teacher instructed the students to open their English text books and asked them to listen carefully while he read the text in the book. After the teacher read the text, he asked the students to read together loudly, and then he asked students to read the text once more without him. At that time, the teacher sometimes corrected wrong reading from students.

After the teacher asked students to understand the meaning of the text, he permitted them to use their dictionaries when they found strange/unknown words. Besides, the teacher also asked them to discuss the text. Both of them looked very close and compact to discuss the text that was delivered by the teacher. Students easily answered the questions and sometimes made conversation with the teacher about the

problems in their way to school that day. Sometimes the teacher asked to students have they finished their assignments.

After they have finished in doing those assignments, the teacher asked the students to answer the questions together.

For example:

“What is the function of root?” so the students answered. “Root is the part of the body that is useful for plants consume their foods”.

After all the questions were answered, the teacher explained the characteristics of the report text and how to make the report text.

After that, the teacher summarized the lesson materials that day through question with dialogue. The teacher asked once more about the functions and designation of parts of the plants in English.

For example:

“akar berfungsi untuk menyerap makanan dari dalam tanah, apa bahasa inggrisnya akar?” Syarifuddin answered “Root”.

After the teacher summarized, the teacher asked both students to make a report text about plants in one paragraph as homework for them.

2. Students’ Perceptions about the implementation of Reading Skill Instruction.

From the result of questionnaires which were been given to those five students at SMPN 3 Juai, the writer got the data of students’ perceptions about the completeness of

learning media or tools and the implementation of reading skill instruction from the teacher as follows:

Every student at SMPN 3 Juai has Dictionaries and Supplements (LKS) and they always bring them when they study English, but no one of them follow English course. So it was obvious that the only place for them to study English is their school.

Students' perceptions about the teacher asking some questions before reading the text: 3 of them argued that the activity is quite helpful to memorize the knowledge they have already had and 2 of them argued that the activity is very helpful to memorize the knowledge they have already had. In introducing new words or difficult words, 4 of them told that the teacher immediately translated the words and write them on the blackboard and 1 of them answered that he or she was given the time by the teacher to open dictionary.

Concerning about how should the teacher asked the students to read the text, 4 of them answered that they prefer to read aloud to train their pronunciation and 1 of them answered that he or she preferred to read silently to gain information of the text. In helping the students to recognize strange words or vocabularies, 4 of them answered that the teacher give them the time to open their dictionaries and 1 of them answered that he or she immediately was told about the meaning by the teacher. In their perceptions about the teacher asking them to retell or summarize the lesson, the students had different perceptions about this question.

First perception that the student would retell the lesson materials according to his understanding. Second perception was the student would retell and summarize lesson

material in Bahasa. Third perception, that the student would summarize lesson material as he practices to speak English. Fourth perception, that student decided to be quit and wait the teacher helped him or her to summarize. Fifth perception, that he could not summarize lesson material. In students' perceptions concerning about teacher's instruction in doing assignment individually, 4 of them argued that it was enough for them the teacher asked them to do assignment individually 1 of them argued that the teacher should explain the instruction of the assignment clearly with example. Meanwhile for asking students to do assignment in pair, students had different perceptions. 2 of them wrote that their class only has two students and 3 of them answered that their class has few students so there are no pair group to do assignment.

For the detail description about the answer of the questionnaire from students' perceptions data, they can be seen in the following table.

Table 4.1 Description of Students' Answers of Questionnaire about their Perception toward Teacher's Implementation of Reading Skill Instruction

| Question Numbers | Students' Answer |
|------------------|---|
| 1 | A, A, B, B, B |
| 2 | A, B, A, B, B |
| 3 | C, C, C, C, A |
| 4 | B, A, A, A, A |
| 5 | B, B, B, B, B |
| 6 | C, C, C, C, A |
| 7 | A, D (Tidak pernah diminta mencatat pada saat membaca), D (Tidak pernah disuruh mencatat pada saat membaca), D (Tidak pernah disuruh mencatat pada saat membaca), D (Tidak pernah disuruh mencatat pada saat membaca) |
| 8 | A, A, C, C, A |
| 9 | A, D (akan menceritakan kembali tapi dengan bahasa Indonesia), D (akan menceritakan menurut pemahaman saya), D (tidak bisa menceritakan kembali), B |
| 10 | B, B, A, B, B |

| | |
|----|---|
| 11 | C, D (muridnya cuma dua), D (muridnya cuma dua orang), C, C |
| 12 | A, A, A, A, A |
| 13 | A, A, A, A, A |
| 14 | A, A, A, A, A |
| 15 | A, A, A, A, A |
| 16 | B, B, B, B, B |
| 17 | - |

3. The Factors that Influence the Implementation of Reading Skill Instruction.

The factors that influence the implementation of reading skill instruction at SMN 3 Juai are:

a. Teacher's factor, that are: education of background, teaching experience and following the training

1) Education of Background

Teacher's education of background is: S1 PBI (Pendidikan Bahasa Inggris) at IAIN (Institut Agama Islam Negeri) Banjarmasin in year 2000.

2) Teaching Experience

The English teacher at SMPN 3 Juai has quite long time becoming an English teacher in some schools. He has taught English as Muatan Lokal at SDN 2 Tabudarat Hilir for three years, at the same time, he has also taught English at SMPN 3 Labuan Amas Selatan for one year and Madrasah Aliyah Haruyan for two years.

3) Following Training

The English teacher had followed the training, they are: "Seminar Tindakan Kelas" at Balangan in 2008, Subject Teachers Deliberation

“Sharing about Teaching English and Materials” which is held every week at Balangan until now and English Teaching Seminar with native speakers at IAIN Antasari Banjarmasin.

b. Students’ factor that is students’ interest

Interest means passion to do or like something. When people are interested in doing something, obviously they will do it without any intercepts. They will be focused and do something they like with pleasure. So, students’ interest takes an important part in teaching reading successfully.

Based on the result of the data about students’ interest in the questionnaire, all students at SMPN 3 Juai are interested in English lesson.

c. Facility factor

The facility factor that aimed here is English teaching facilities that is used when English teaching learning. From the writer’s observation in that school, English teaching facilities consist of classroom, students’ and teacher’s handbooks, dictionaries, white board, chalk, table and eraser, but there is no language laboratory that is used for improving students’ skill in English.

d. Area of the location

SMPN 3 Juai is located at hard range to reach because the road to go there is too small, ascending, and full of mud. Reminding that the location is located at mountain. This might be also a problem for teachers and students.

C. Data Analysis

After all the obtained data are presented in data presentation, as a result of this research, they also need to be analyzed. It is done to know the implementation of reading skill instruction at SMPN 3 Juai is good or not.

1. The implementation of Reading Skill Instruction

When the writer came to the school to do class observation at the very first time, the writer had a new impression of teaching and learning activity that he witnessed only once along his life. There were only one student in the class and obviously the situation and atmosphere of teaching and learning activity was different with other common teaching and learning activities which consists many students in class. I thought the teachers at SMPN 3 Juai had never been difficult to approach or to get students' attention to listen to them. In the other words, all students at SMPN 3 Juai intently listen to the teacher while they were already in class to study.

a. Pre reading

In every meeting the teacher must begin the lesson with warming up activity, it signa that the teaching learning process will begin then it will be followed by some next activities, teacher begins with greeting; about their status and conditions, introducing new materials by inviting students to pay attention to the teacher's explanation, showing some pictures that lead the understanding of the students to the texts. In other case, the teacher asks students to do different activity like seeking materials related to the topic while the teaching and learning is held outdoor. It was fun activity for them. It can be seen in their smile while they seek the

materials such as roots, flowers, branches, leaves, and other things of plants. That could make their passion and be enthusiastic to the lesson.

b. Whilst reading

Following their activity, the teacher asked the students to read aloud to check their pronunciation and sometimes the teacher asked students to read silently according to the lesson plan, asking students to analyze and interpret the meaning of the texts, giving time limitation to do the assignments, by permitting the students to open their dictionaries if they found unknown words, monitor students' activity while the students do the assignment and check the student's answer, and sometimes explaining the kind of the texts that the students have read.

c. Post reading

The activities done by teacher those conclusion of the lesson, and then the teacher gave assignment, asking the students to retell the lesson, or giving reinforcementsuch as asking students the questions based on the lesson materials, giving students opportunity to ask some questions, giving students homework and close the lesson.

Based on the observation, the writer analyzed that the teacher was quite intent with his students. In pre reading activity, the explanation of the teacher got enough attention from students in introducing materials that related to the topic or key words. In other words, the students were very interested in building students' knowledge from the teacher. It was very helpful for the students to interpret or understand the topic that would be delivered to them, including showing pictures

related to the topic. After all, it was a good warming up from the teacher to make students interested to the lesson and they were well prepared to study the lesson material in the next activity that is whilst reading.

In whilst reading activity, all students of class VII and class IX read the text loud enough, meanwhile student at class VIII were instructed to read the text silently by the teacher. When the writer listened to students' reading, there were some errors in their pronunciation, but the teacher immediately correct it and asked the students to read it again. After that, the teacher gave time limitation for the students to understand the text, except for the students at class IX. When the writer asked the teacher why he did not give time limitation for the students to understand the text, the teacher told that the students often did not come back to school after resting time. So he thought it was never mind to keep the students longer in their learning activity. Besides, it was teaching and learning activity that was held outdoor, so it was kind of refreshing and joy for the students from common teaching and learning activity that was held in classroom. The teacher asked the students of class IX to discuss the text in pair. They looked intent to discuss it together. That could be caused by their state as a long time partner since they were at class VII.

At the time limitation that was given by the teacher, all students of the three classes needed to open their dictionaries to understand the text. After giving time for students to understand the text, it was time for the teacher to check students' answer or translating the text. In answering the questions, the student of class VII could answer right all the questions of the topics, also for the students of class IX

they understood the test. That can be seen in their translation and current answer of all of the questions. Meanwhile in class VIII, the student needed more help from the teacher in understanding the text. It seemed difficult topic for him to understand. That can be seen that there were many words in the text that he did not know and he answered the questions incorrectly. The writer thought that the student of class VIII was not so active following the lesson. When the writer asked the teacher about his behavior, the teacher agreed in what the writer thought. The teacher told the student of class VIII behave such thing in every subject, even he rarely go to school and often skips school. The teacher said that this situation could be caused by his condition as the only one student in class, also his house is far from school. So, he became lazy in following school. After all questions have been answered, the teacher explained the type of the text that students have read. What the characteristic of the text that the students have read is. Especially in class VIII and class IX. As the pre reading activity was well held by the teacher, then it was obvious that whilst reading activity well held either. Generally, it was a very good communication from the teacher to his students, the text has been understood well by most students, so it was easy for them to answer the questions of the text.

In post reading activity, the teacher summarized the lesson with explanation and dialogue with the students. The teacher sometimes asked the point of the lesson again to them as the way of retelling from the students. After giving homework, then the teacher closed the lesson. Before closing the lesson, the teacher usually asked student to be present and be on time on the next meeting because it

was known well that some of the students at SMPN 3 Juai often late to go back to school after resting time.

From description above, it can be concluded that the English teacher of SMPN 3 Juai has a very good relation with his students. In pre reading activity, the teacher tended to explain additional knowledge that related to the topic for facilitating in studying the text. At the time limitation for the students to understand the text, all of them opened their dictionaries to help them understand the text, but in organizing assignment for the students, the teacher had boundary to instruct kinds of students organizations such as sit in group to answer the questions. The teacher could only instructed pair group in his students assignment organization reminding that there were only very few numbers of the students at SMPN 3 Juai.

After all, the activities in pre reading (ask some questions relate to the topic, show pictures to the students to think about the topic, introduce key words), whilst reading (ask students to read aloud for checking pronunciation, assign students to read silently, give time limitation to do assignment, check students' answers), and post reading (retelling, summarizing, giving homework) were all held by the teacher. Also there was class which was attended outdoor. It was very good way to make students became enthusiast, interested in the lesson, and refreshing situation from common teaching and learning activity which is used to be attended in classrooms.

2. Students' Perception about the Implementation of Reading Skill Instruction.

Besides the English teacher implemented the lesson with strategies and techniques to reach or gain the goal of teaching and learning process, the questions appeared; how are the perceptions from the students about his implementation? Do the teacher's strategies and techniques motivate them to pay attention and reach the goal?

After gathering data of students' perception through dividing questionnaires to the students, the writer analyzed the result of students' perception about teacher's implementation as follows:

In pre reading activity that consists of asking some questions related to the topic, showing pictures, introducing key words of the texts. According to the result of the students' answers of perception in questionnaires, some of the students thought that it was very helpful and some of them thought it was quite helpful for them to increase and arise their curiosity toward the lesson. It is fit with students' action while the teacher do the warm up that the writer has witnessed; they were become interested to the teacher's presentation of introducing keywords, asking some questions related to the topic, and showing picture.

Meanwhile for whilst reading activity, students have different perceptions about it. Most of them prefer to read the text aloud than read the text silently, while they found some difficulties in understanding the text, they all agreed that the teacher ordered them to open their dictionaries, most of them thought that the teacher guided the way to find information in the text with examples, and when they were asked how their perceptions about when the teacher asked some questions to

them while they read the text, most of them argued that it is necessary for them that the teacher asked them with some questions while they were reading the text because it makes the opportunity for them to ask the teacher in order to help them understand the text. Although, one of them argued that it bothered him, because it made him not focus to understand the text.

In post reading activities, those are: retelling, summarizing the lesson and giving students assignments. Students also have different perceptions in retelling and the way of giving assignment for the students. 1 of them stated that he would use retelling as their opportunity to speak English, 2 of them stated that they would retell the lesson with their own understanding with Bahasa, and 2 more of them stated that they can not retell the lesson.

In case of students' perceptions about the way of the teacher in giving them assignment, 4 of them stated that it is enough for them if the teacher instructs them to do assignment individually, meanwhile the other one stated that the teacher should instruct the assignment instruction clearly with example.

Those were various perceptions from the students about teacher's implementation of reading skill instruction. It is common that students have different perceptions. Reminding that human beings have different thoughts, but after all, most students can handle teacher's instruction in implementing reading skill instruction. In other words, there were no many objections or interruption from the students towards teacher's implementation of reading skill instruction.

3. The factors that influence the implementation of reading skill instruction

a. Teacher's factors, that are:

1) Education of background

The English teacher who teaches at SMPN 3 Juai has suitable and good education of background. He was graduated from English Department.

Since the teacher is from English department, of course he has knowledge about techniques, including teaching English, in this case, the teacher who basically graduated from English department. The education background influences English teacher in learning in classroom. The teacher can teach English well if he graduated from English department.

2) Teaching experience and following the teaching training

According to the result of interview with the English teacher at SMPN 3 Juai, it is known that the English teacher has a very good experience; it is known from his experience in teaching English and his experience in following the routine training every week and many other trainings.

b. Students' Factor, that is students' interest

Based on the data about students' interest in English lesson, all students of SMPN 3 Juai are interested towards English lesson, but still students should be more discipline in following the class and be on time because based on the writer's observation and interview with the teacher at SMPN 3

Juai that it is common that several students at SMPN 3 Juai skip school and not coming back to class after resting time. Probably, it is caused by the hardness of the school area to reach for some students. Especially for Azrul Azwar student of VIII class who lives far away from school at Batu Mandi, but it can not be a reason for him to skip his school.

In conclusion, the writer concludes that students' in learning of English is good in general, reminding that the writer watches their action towards their teacher while he is presenting the English lesson.

c. Facility Factor

From the observation which had been done, the facilities where students study English every day are quite complete to support teaching learning process. There are dictionaries, English lesson books for each student, and classroom including blackboards, chalks, tables, and chairs. Especially for students' dictionaries and supplement books (LKS), the school has given those things freely for students. Although, there are no language laboratory or library in that school. If the students want to read or visit library, they should go to teachers' office because all books are putted there temporarily because there is no building for library.

d. Area of the location

Based on the writer's observation on the trip to SMPN 3 Juai, it was very hard road to reach the location of SMPN 3 Juai. The road to the location is very small, full of mud, and ascending. It takes about 45 minutes to reach

the location from the main street. Moreover, when raining season. Flood often occurs at Sidomulyo village; that is the village before Wonorejo. People who want to get to Wonorejo should get themselves and their vehicles on bamboo boat. it absolutely affects teaching and learning activity because the location is hard to reach. It is common for students and teachers to arrive at school on time. This situation probably makes students become lazy to go to school such as Azrul Azwar (student of VIII class) who live so far in Batu Mandi.