

APPENDIX 1. GUIDELINES INTERVIEW

Research question	Point	Question
<p>1. What are the students' perceptions on teaching learning process of English Lesson at SMK Muhammadiyah Gamping?</p>	<p>Teaching learning process;</p> <p>1. Curriculum</p> <ul style="list-style-type: none"> - Focho (2010) mentioned that the roles of English are for academic success, international job opportunities, international communication and global education. Ministry of Education (2014) mentioned that the aims of English Lesson for SMK are to develop students' attitudes, knowledge, and communicative 	<p>1. Bagaimana pendapat anda tentang tujuan pembelajaran materi bahasa Inggris di SMK?</p> <p>2. Bagaimana pendapat anda tentang cara/teknik penyampaian materi/aktifitas pembelajaran Bahasa Inggris yang digunakan oleh guru di kelas?</p> <p>3. Bagaimana pendapat anda tentang peran guru dalam proses belajar mengajar Bahasa Inggris di kelas?</p>

	<p>skills using active communication both receptive and productive.</p> <p>2. Methodology</p> <ul style="list-style-type: none"> - Nunn (1996) in Varda, Retrum and Kuenzi (2012) argued that students participation could affected by teaching method used in the classroom and students learning outcome as well. - Imsen (2009) in Hadjerrouit (2015) explained that the justifying on whether or not the teaching method good is not easy to measure, because it affected by many factors, such as teachers' standard evaluation, learning methods applied, 	<p>4. Bagaimana pendapat anda tentang peran siswa dalam proses belajar mengajar bahasa inggris di kelas?</p>
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	<p>students' characteristics, tools, society, environment, and culture.</p> <ul style="list-style-type: none">- Ogden (2004) in Hadjerrouit (2015) also stated that teaching methods should be custom with the material taught, context, the characteristics, interest or need of teacher and students.- If teaching method used is focused by the teacher only on sharing and transmission knowledge, he/she might arrange to maximize the delivering material and minimize time and effort. As a result, both interest and understanding of students may get lost (Ganyaupfu,2013).	
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	<p>3. Teacher</p> <ul style="list-style-type: none">- Some responsibilities of teacher are as the resource of knowledge, facilitator, maintain the discipline, creative researcher, role model in good behavior, mentor and an evaluator (Zombwe, 2009). Wilson and Peterson (2006) stated, “Teachers must systematically consider their learning goals and their students, the subject matter they want students to learn, and select pedagogical strategies that will enable student learning”. <p>4. Learner</p> <ul style="list-style-type: none">- Based on Pedagogy and Practice:	
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	<p>Teaching and Learning in Secondary Schools (2004) learners roles are organizing their learning activity, solving their learning problem, realizing when they need to ask help and questions, reading and gathering information, taking a note, sharing ideas one another, evaluating their work and planning what to do.</p>	
<p>5. What are the students' perceptions on the material of English Lesson use in the classroom to teach English at SMK Muhammadiyah</p>	<p>Materials</p> <p>1. Material use</p> <ul style="list-style-type: none"> - Based on the benefits offered in textbooks, teachers' ways of teaching usually depend on the use of textbooks in 	<p>1. Bagaimana pendapat anda tentang penggunaan materi pelajaran Bahasa Inggris di kelas?</p> <p>2. Sumber apa yang digunakan oleh guru</p>

<p>Gamping?</p>	<p>classroom (Diniah, 2013). The textbook is arranged to develop students' language skills and it is provided as text-based learning in the form oral and written context, and English language is settled as the main communication (Ministry of Education and Culture, 2014). Kitao and Kitao (1997) mentioned that "The content of English materials should be useful, meaningful and interesting for students".</p> <ul style="list-style-type: none"> - Howard and Major (2004) stated that the appropriate material should be contextualized, stimulate interaction, encourage learner to develop learning 	<p>sebagai materi pelajaran Bahasa Inggris?</p> <p>3. Media apa yang digunakan oleh guru dalam proses penyampaian materi Bahasa Inggris?</p>
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	<p>skills and strategies, offer opportunities for intergrated language use, attractive, have appropriate instruction and flexible</p> <p>2. Material source</p> <ul style="list-style-type: none">- Crandall (as cited in Richard, 2015) stated, “Language lesson include the use of authentic and nonauthentic materials that are appropriate to the cognitive and language proficiency level of the learners or that can be made accessible through bridging activities”. <p>3. Media</p> <ul style="list-style-type: none">- Sudiran (2015) said, “Both manual and electronic media are very important to	
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	<p>help students gain the learning experience”. English Learning media should include the example and model of English material and it can be in the form of audio, video, text and animation (Surjono and Susila, 2013). By using teaching media, the students are interested in learning English and it is effective to provide them with message and information clearly, attracting their attention, and giving them experiences as a reality, then, as a result, students can comprehend the materials easily (Sudiran, 2015).</p>	
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