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15-04-2018**STUDENTS' RESPONSES TO ENGLISH LEARNING AT SMP
MAITREYAWIRA BATAM****RESPONS SISWA DALAM PEMBELAJARAN BAHASA INGGRIS
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Abstract

The research objectives are to explore and describe students' responses to English learning at SMP Maitreyawira Batam, and to make the relations of substantive theory based students' responses. This research approach is naturalistic by using open questionnaires. The results show some students feel fun, joyful, enjoying, easier, and have self-encouragement in English learning. Some students feel unenthusiastic, bored, get unknowing purpose, and have the complexity in English learning. Researcher also finds nine substantive theories from four grand categorizations show students' positive responses; namely (1) Understanding English learning causes students feel fun and joyful, (2) Too many English tasks given affect to students' obstacles, (3) Being able to communicate with foreigners is a need for students, (4) Less practicing makes the complexity in English learning for students, (5) Presenting material (2013 curriculum) makes some students feel easier, (6) The repeating materials affect students feeling bored, (7) More practicing makes students enjoy English, (8) Unknowing the purpose of English learning cause students feel unenthusiastic and bored, and (9) Noisy classroom give students more difficulties in English learning.

Keyword: *student response, English learning, substantive theory***Abstrak**

Tujuan penelitian ini adalah untuk mengeksplorasi dan mendeskripsikan respon siswa terhadap pembelajaran bahasa Inggris di SMP Maitreyawira Batam, dan untuk membuat hubungan antara respon



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teori berbasis teori substantif. Pendekatan penelitian ini bersifat naturalistik dengan menggunakan kuesioner terbuka. Hasilnya menunjukkan beberapa siswa merasa senang, gembira, menikmati, lebih mudah, dan memiliki dorongan diri dalam belajar bahasa Inggris. Beberapa siswa merasa tidak antusias, bosan, tidak sadar, dan memiliki kompleksitas dalam belajar bahasa Inggris. Peneliti juga menemukan sembilan teori substantif dari empat kategorisasi utama yang menunjukkan tanggapan positif siswa; yaitu (1) Memahami pembelajaran bahasa Inggris menyebabkan siswa merasa senang dan gembira, (2) Terlalu banyak tugas bahasa Inggris yang diberikan pada hambatan siswa, (3) Mampu berkomunikasi dengan orang asing adalah kebutuhan siswa, (4) Kurang berlatih membuat kompleksitas dalam pembelajaran bahasa Inggris untuk siswa, (5) Penyajian materi (kurikulum 2013) membuat beberapa siswa merasa lebih mudah, (6) Materi yang berulang-ulang mengakibatkan siswa merasa bosan, (7) Lebih banyak praktik membuat siswa dapat menikmati bahasa Inggris, (8) Tanpa mengetahui tujuan dari pembelajaran bahasa Inggris menyebabkan siswa merasa tidak antusias dan bosan, dan (9) Kelas yang bising memberi siswa lebih banyak kesulitan dalam belajar bahasa Inggris.

Kata kunci: respon siswa, pembelajaran Bahasa Inggris, teori substantif

Introduction

The essence of learning process is a process of interaction between the teacher-student, student-teacher and student-student in the learning unit (Said, Kurniawan, & Anton, 2018). The object of learning process is student. The student needs other systemic components to run their learning process well. All the components should be designed to the student' need. To explore what the students' need, students' responses will be used. Students' responses result in a change in expected behavior, both cognitive behavioral, affective and psychomotor which can contribute better English.

There are some reasons why researcher takes an object of study at SMP Maitreyawira. First, researcher lives in Batam and has ever been a vice principle of SMP Maitreyawira Batam. The second reason, the researcher wants to reveal English learning in his school. The research uses a naturalistic approach (naturally).

Students' responses to English learning in SMP Maitreyawira Batam are related to several systemic components that affect the implementation of learning activities in school. Some of these components are students, materials, teachers, methods, facilities and infrastructures, time, and place. These components have the formation of substantive theory. Students' characters will interfere in their responses in learning such as students' cultural attitude and expectation, like Derewianka (2009) said significant and preparation for students' cultures attitudes and expectation can interfere with their recognition of text.

Besides of that, students' challenged characters will contribute their response. Bet House (2006) pointed out that if students are not interested to question, there is no need to change. However, unless the climate is trusted supportive, students often become defensive.

Students' ability will impact to students' responses in their learning because students have limited knowledge. Rendón (1994) reported that students often dislike what they do not understand but by discussing and being given enough information to make sense, they often change their opinion. Students' characters will influence their decision in making responses. Challenged students will have their encouragement in learning. The learning climate also gives the effect for their responses. Students' knowledge and ability will be different in giving responses with inability ones.

Kinds of materials will effect to students' responses. According to Applebee (1989), students become better able to view materials as possible realities and understand them in terms of the world rather than the real world as they know it. Beside of that, Rendón (1994) added that asking students to pay attention the things that they don't understand, they are not able to ask for information that would help them in learning. Clay & Breslow (2007) found that some conditions like difficult and boring material should be anticipated when a teacher wants to keep his or her subject run well. He added that new material will be useful if it is integrated into what the students know. This can simply be done by the equivalent of direction after every new small concept is introduced. Students will give good responses when they face suitable materials with their capacities. Too difficult material will influence students to be bored. Clear concept of material will impact positive responses' responses.

Entwistle & Tait (1990), Struyven, Dochy, & Janssens (2010) found that a teacher's approach to teaching profoundly affected the written responses of both elementary and preservice teachers' literature. Students' preferences for ways of interpreting subjects are affected by the way teacher teach (Roger, 1991). When ideas offered in a material with an entrenched worldview, students often reveal intense struggles to either reshape or reject the material. Rather than directing students toward a single approved material, teacher need to engage them in discussion design to encourage an examination of assumptions that might otherwise remain unchallenged (Guthrie & Wigfield, 2000)

Flower (1996) argued that the teachers also need to learn how to encourage students to explore their own and their peers' ideas about difference and to recognize and question the image and the ideologies that appear in subjects. Good teachers will get good responses from their students. That will be different with unchallenged teachers. good approach in teaching will collect positive responses from students too. Students will give good responses when they can feel comfortable and more challenging if they are able to find appropriate infrastructures environment. According to Caine & Caine (1994), the

learning environment should be safe, challenging, comfortable, social, and enriched.

Beside of infrastructures, Chubb & Moe (1991) added that on modernizing school, good facilities were an important precondition for students' responses in learning, provided that other conditions were present that support a strong academic program in the school. Researcher had found that poorer students' responses was attributed to specific building features such as substandard facilities, noisy external environments, air conditioning, classroom furniture, as well as locker conditions (Cash, 1993; Chubb & Moe, 1991). Complete facilities and infrastructures receive positive influence learning and this is automatically getting positive responses from students. When the facilities and infrastructures are well maintained, students will give positive responses instead.

Time allocation in learning English will effect to students' responses. Adequate time allocation given will make the students learning optimally. According to Cherubini & Hodson (2008), an effective timetable will provide large learning of time – ideally two hours – for students to develop their literacy skills, explore topics thoughtfully and thoroughly, engage in research and inquiry in all subject areas, and apply their learning in new contexts. These learning give teachers scope to implement the wide-ranging components of an effective literacy program, including ongoing assessment or targeted instruction to address specific learning needs that promote higher-order thinking.

Beside of time allocation, place, in which students get a process to learn, will support the student opportunities develop their learning. Learning opportunities did not necessarily take place in the classroom setting. Learning opportunities could take place in the hallways, outdoors, or during lunch time (Chubb & Moe, 1991). Students' responses will be influenced by time allocation and place too. When the time allocation is too less, learning process will be rush, so it will influence students in their positive responses. When the time allocation is too much, students will be bored. When the place for students is convenient, students will show their positive responses in learning. Based on that condition, the objectives of this research are to explore and describe students' responses to English learning at SMP Maitreyawira Batam, and to make the relations of substantive theory based students' responses.

Methods

This research approach is naturalistic. The data is observing subjects in environment naturally. In this research, researcher tries to reveal the fact to students' responses in English learning in junior high.

The setting of research is SMP Maitreyawira Batam which is located in Komp. Maha Vihara Duta Maitreya Sei. Panas, Batam Kota, Batam. SMP Maitreyawira has 3 English teachers. The first teacher is bachelor degree of English education department, the second is English language and literature

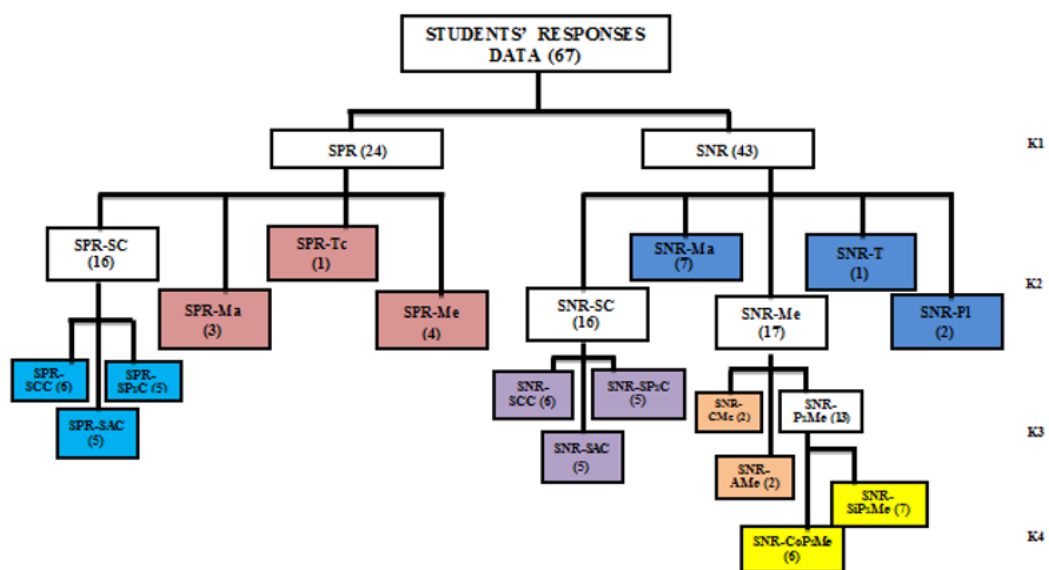
bachelor's degree, and third is master in English language and literature degree. The responses are taken from open questionnaires of 52 students from 400 students in randomly from SMP Maitreyawira. The students are allowed to write down themselves opinions and reasons about English learning in junior high school. The data are in the form of sentences.

The instruments of this research are researcher himself and open-questionnaires. The researcher is the key instrument in collecting data. Researcher collects data from students' responses, categorizes the data, and to make the relations of substantive theory.

Results and Discussion

All data responses consist of 67 data items that result 16 categorizations. From 16 categorizations, researcher served 10 categorizations that represented from all. They are students' positive responses based on students' cognitive characters (SPR-SCC), students' positive responses based on students' affective character (SPR-SAC), students' positive responses based on students' psychomotor characters (SPR-SPsC), students' positive responses based on materials (SPR-Ma), students' positive responses based on methods (SPR-Me), students' negative responses based on students' affective characters (SNR-SAC), students' negative responses based on students' psychomotor characters (SNR-SPsC), students' negative responses based on materials (SNR-Ma), students' negative responses based on the complexity of psychomotor methods (SNR-CoPsMe), and students' negative responses based on place (SNR-PI).

Chart. Students' Responses to English Learning at SMP Maitreyawira Batam



O. Anton – Students’ response to English

SPR	= Students’ positive responses
SNR	= Students’ negative responses
SPR-SC	= Students’ positive responses based on students’ characters
SPR-Ma	= Students’ positive responses based on materials
SPR-Tc	= Students’ positive responses based on teacher
SPR-Me	= Students’ positive responses based on methods
SNR-SC	= Students’ negative responses based on student’s characters
SNR-Ma	= Students’ negative responses based on materials
SNR-Me	= Students’ negative responses based on methods
SNR-T	= Students’ negative responses based on time
SNR-PI	= Students’ negative responses based on place
SPR-SCC	= Students’ positive responses based on students’ cognitive characters
SPR-SAC	= Students’ positive responses based on students’ affective characters
SPR-SPsC	= Students’ positive responses based on students’ psychomotor characters
SNR-SCC	= Students’ negative responses based on students’ cognitive characters
SNR-SAC	= Students’ negative responses based on students’ affective characters
SNR-SPsC	= Students’ negative responses based on students’ psychomotor characters
SNR-CMe	= Students’ negative responses based on cognitive methods
SNR-AMe	= Students’ negative responses based on the affective methods
SNR-PsMe	= Students’ negative responses based on the psychomotor methods
SNR-CoPsMe	= Students’ negative responses based on the complexity of psychomotor methods
SNR-SiPsMe	= Students’ negative responses based on the simplicity of psychomotor methods

Students’ positive responses based on students’ cognitive characters (SPR-SCC)

English learning are designed in such a way so as to have the urge to understand themselves and the learning; it will obtain easy and fun learning (Julie Deneen, 2013). The student will have understood English learning then it is easy for him to the importance of learning so that they will strive to reach the highest achievement (B. Kumaradavadivelu, 2003; Blumenfeld, Marx, Patrick, Krajik, & Soloway, 1997)

Table 1 Students’ positive responses based on students’ cognitive characters (SPR-SCC)

Number	Data	Original
1.	It is easy because I often get good scores.	Gampang karena sering mendapatkan nilai bagus.
2.	I start to understand when I am at junior high school.	Mulai mengerti di SMP.
3.	I want to study because I have not reached 100 percentages in achievement.	Saya mau belajar karena belum 100 persen bisa.
4.	It is very useful	Sangat bermanfaat.
5.	It makes us cleverer	Membuat kita lebih pintar.
6.	It is easy to be understood, the subject is easy and fun.	Mudah dimengerti, pelajaran mudah dan seru.

Students’ positive responses based on students’ affective character (SPR-SAC)

The students have enjoyed English lessons they will deepen it further. Learning English joyful and fun and not boring will make students make these lessons become favorite subjects. An interesting and challenging program in music not only develops practical artistic skills but also enables students to

sharpen their ability to reason, to think critically, and to explore their emotional responses (Jordan, Glenn, & McGhie-Richmond, 2010; Willis, 2007).

Table 2 Students' positive responses based on students' affective character (SPR-SAC)

Number	Data	Original
1.	It is joyful and fun.	Menyenangkan dan seru.
2.	It is a favorite lesson.	Merupakan pelajaran favorit.
3.	I can understand English more and more.	Bisa kenal bahasa Inggris lebih dalam.
4.	It is not boring.	Tidak membosankan.
5.	I like English lesson.	Menyukai pelajaran bahasa Inggris.

Students' positive responses based on students' psychomotor characters (SPR- SPsC)

Table 3 Students' positive responses based on students' psychomotor characters (SPR-SPsC)

Number	Data	Original
1.	Since I am in junior high school, I will be able to speak to foreigner	Sejak SMP saya bisa berbicara dengan orang-orang asing.
2.	It makes us be able to communicate with foreigner	Membuat kita dapat berkomunikasi dengan bangsa asing.
3.	I can work in abroad	Bisa kerja di luar negeri.
4.	It has many drills, but it is not so difficult	Banyak latihan, tetapi tidak sulit.
5.	It is a casual learning	Belajarnya santai.

When English learning has been put in easy way; students will be able to solve some problems happened in learning English. (Hart, 2012) strengthened that a good teacher doesn't mean he/she teaches well, but can make students know they can learn well. Beside of that, students have their own-encouragements to learn English, namely they can share or exchange information, news, or ideas with foreigner.

Students' positive responses based on materials (SPR-Ma)

Curriculum 2013 is easier than curriculum 2006, in grammar, vocabulary, or overall curriculum itself. English lesson in 2013 curriculum focus not only in cognitive only but also in other aspect, namely the attitude, knowledge and skills (Mahardhani, 2015)

Table 4 Students' positive responses based on materials (SPR-Ma)

Number	Data	Original
1.	English curriculum is easy especially in grammar.	Kurikulum pelajaran bahasa Inggris gampang pada tensesnya.
2.	English curriculum is easy especially in vocabulary.	Kurikulum pelajaran bahasa Inggris gampang pada vocabulary-nya.
3.	Curriculum 2013 (grade 8) is easier than curriculum 2006 (grade 7, last school year).	Kurikulum 2013 (kelas 8) lebih mudah dari kurikulum 2006 (kelas 7).

Students’ positive responses based on methods (SPR-Me)

Students will enjoy and feel easy if there are more practices than theories (Lorenzo Galés & Piquer Vives, 2013). They are used, and are even better learnt when they are used for learning and communicating about real things in life.

Table 5 Students’ positive responses based on methods (SPR-Me)

Number	Data	Original
1.	It is Fun because there is student group discussion.	Menyenangkan karena ada kerja kelompok.
2.	It is easy because there are many practices.	Gampang banyak praktik.
3.	It is quite easy to understand reading and I get a few difficulties.	Cara membaca cukup gampang dan hanya mengalami sedikit kesulitan.
4.	Exercises and examinations are easier.	Soal ulangan dan latihan lebih mudah.

Students’ negative responses based on students’ affective characters (SNR-SAC)

Some students feel tired because they have translation in English lesson. That is can be too much translation task or they do not like translation itself because they need to focus on vocabularies. (Newmark, 1988) proved frustrating because, in the Gulf, learner expectations are traditionally oriented toward the teacher’s role as "judge." When students do not know the purpose of English learning they will feel unchallenging.

Table 6 Students’ negative responses based on students’ affective characters (SNR-SAC)

Number	Data	Original
1.	I feel English lesson is just mediocre because I have not found what English lesson is until now.	Menurut saya pelajaran bahasa Inggris itu biasa saja karena sampai sekarang saya belum menemukan arti pelajaran bahasa Inggris.
2.	It is boring.	Bosan.
3.	It is resentful.	Sebel.
4.	It is tired because of translation.	Capek karena ada translate.
5.	It is just mediocre.	Biasa saja.

Students’ negative responses based on students’ psychomotor characters (SNR-SPsC)

Students have their own encouragement in learning English, that provides insight and guidance, will make students directed to appear confident in overcoming learning problems. The teacher should try to identify the roots of the problems, and help them to tackle these difficulties.

Some of them are more interesting in singing and musical drama (data item number five). In this case, some students prefer practice in action than playing words (translation). (Cole, 2008) said that the highest percentages of students are tactile/kinesthetic, and when these youngsters manipulate hands-on materials they tend to remember more of the required information than using any other sense.

Table 7 Students' negative responses based on students' psychomotor characters (SNR-SPSC)

Students' negative responses based on materials (SNR-Ma)

Number	Data	Original
1.	The lesson is lack of speaking practice so we doubt if we are not able to compete with other countries.	Pelajaran kurang praktik dalam berbicara bahasa Inggris sehingga dikuatirkan tidak dapat bersaing dengan negara lain.
2.	English lesson is lack of its varieties (American or British style) so it is hard to compete when working in foreigner company.	Pelajaran bahasa Inggris kurang bervariasi (tipe) sehingga sulit berkompeten saat bekerja di perusahaan asing.
3.	English lesson in curriculum 2013 is lack of knowledge contribution because it is too much project and it was learned before.	Pelajaran Inggris di kurikulum 2013 itu tidak banyak menambah pengetahuan karena terlalu banyak proyek dan juga pernah dipelajari sebelumnya.
4.	I must memorize vocabularies.	Harus hafal kosa kata.
5.	Practicing is better in singing and musical drama.	Praktik baiknya menyanyi, drama <i>musical</i> .

Some students need high effort to understand the materials. They need more insightful and improved material. They will be bore if material served in repetitions and unchallenged (Felicia, 2009; Shernoff & Csikszentmihalyi, 2009).

Table 8 Students' negative responses based on materials (SNR-Ma)

Number	Data	Original
1.	English tenses are wished not to be easy, and it needs to be improved.	Tenses bahasa Inggris jangan terlalu gampang dan perlu ditingkatkan lagi.
2.	English material is not deep and it need to be improved.	Materi tidak dalam dan perlu ditingkatkan lagi
3.	The material is less insightful for future competition.	Materi kurang berwawasan untuk persaingan di masa depan.
4.	Type of language is less varied and unlike in Singapore using two types.	Tipe bahasa kurang bervariasi dan tidak seperti di Singapura menggunakan 2 tipe.
5.	English lesson in junior high school is undeveloped knowledge because we repeat it.	Pelajaran bahasa Inggris di SMP kurang menambah pengetahuan karena kita mengulang kembali.
6.	The disciples do not understand much of the meaning of a word/phrase.	Murid-murid tidak banyak mengerti dari arti suatu kata/kalimat.
7.	The material is very easy due to be repeated so as it makes English learning become somewhat bored.	Materi sangat mudah karena mengulang kembali sehingga membuat pelajaran bahasa Inggris menjadi agak bosan.

Students' negative responses based on the complexity of psychomotor methods (SNR CoPsMe)

Students get the obstacle in learning; one of the causes is a lot of task given. The problems can be overcome when the teacher know how to manage

the given task. Carnegie (2004) strengthened that it takes longer or requires more effort (data number 4).

Some students show the complexity of English learning that comes from less of practice or group working (Dainton, 2004). It also comes to the methods of giving translation, grammar, and vocabulary need suitable time and management in order the students do not feel too much memorizing words, phrases, or sentences.

Table 9 Students’ negative responses based on the complexity of psychomotor methods (SNR-CoPsMe)

Number	Data	Original
1.	English pronunciation is difficult that is why we must always practice English.	Pronunciacionnya sulit sebab itulah mengapa kita harus terus menggunakan bahasa Inggris.
2.	Sometimes, English lesson will be able to drain too much thought. It is maybe come from a lot of task from teachers.	Kadang-kadang pelajaran bahasa Inggris ini bisa banyak menguras otak mungkin karena tugasnya yang banyak dari guru.
3.	It is difficult due to be asked translating English to Indonesian or vice versa. It needs good grammar.	Sulit karena disuruh menerjemahkan dari bahasa Inggris ke Indonesia atau sebaliknya karena butuh pengurutan tata bahasa yang benar.
4.	The task is much enough.	Tugas lumayan banyak.
5.	It is too much memorizing.	Banyak menghafal.
6.	It is still less of group work.	Sedikit ada kerja kelompok.

Students’ negative responses based on place (SNR-PI)

The teachers need to manage the condition of their classroom so the condition can support the learning process. (Unesco, 2014) stated that students will misbehave and violate rules, no matter if the class is large or small in class.

Table 10. Students’ negative responses based on place (SNR-PI)

Number	Data	Original
1.	It is better to study by study tour.	Lebih baik belajar dengan <i>study tour</i> .
2.	The classroom is noisy so I cannot focus.	Kelasnya ribut sehingga tidak konsentrasi.

It is a normal part of their development and not a reflection on you. When students misbehave, a teacher may use corporal punishment as a way to control the situation. This excuse is common among teachers who face large classes, especially ones in which there are no set rules or routines.

Conclusions

The results of this research show there are ten students’ responses to the teaching components. From the ten students’ responses categorizes, researcher puts put based on four grand categorizations, namely based on students’ characters, materials, methods, and places.

Some students feel fun and joyful when they learn English when they understand it well. Some of them enjoy English learning when it has been put in

more practicing. They also feel 2013 curriculum is easier than 2006 curriculum. Some students have self-encouragement to study English from their sight in the future to make a good communication to the foreigners. Beside of students' positive responses, researcher also finds students' negative responses that some students feel unchallenging and boring when they do not know the purpose of English learning, and they should learn repeated materials. Some students get the complexity in English learning, namely less practicing, too many tasks given, and noisy classroom.

Researcher also finds nine substantive theories from four grand categorizations show students' positive responses, namely (1) Understanding English learning causes students feel fun and joyful; (2) Too many English tasks given affect to students' obstacles; (3) Being able to communicate with foreigners is a need for students; (4) Less practicing makes the complexity in English learning for students; (5) Present material (2013 curriculum) makes some students feel easier; (6) The repeating materials affect students feeling bored; (7) Practicing more makes students enjoy English, (8) Unknowing the purpose of English learning cause students feel unenthusiastic and bored, and (9) Noisy classroom give students more difficulties in English learning.

Conclusions shows the students feel joyful and fun, teachers need to be able in giving suitable methods for the students' needs. Teachers also need to encourage pupils to give them good reason why they need to learn English. Teachers need to be able to make fun English learning system in the classroom or outside classroom. In this case teachers should be able to give more examples in more English practices. The teachers should make the classroom comfortable in English learning. They should also make students feel the tasks are the part of their learning and not burden.

School needs to supervise and encourages the teachers to succeed in giving suitable methods based on students' needs. The school also facilitates teachers in teaching training how to teaching to make fun learning, practicing, class control, how to give tasks to the students in order they do not feel the burden tasks. Teachers should enrich and update themselves how to encourage the students in fun learning conditions. Teachers can also learn from others experienced teachers or tutors how to face the learning, how to have classroom controlling condition in order learning process running well.

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