

**AN ANALYSIS OF COGNITIVE PRINCIPLES USED BY ENGLISH TEACHER
BASED ON H. DOUGLAS BROWN THEORY**

(A Descriptive Study at SMKN 4 Bengkulu City)

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan (S.Pd)* in English
Education Program Tarbiyah and Tadris Faculty IAIN Bengkulu



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DEDICATION

This graduating Thesis fully dedicated to:

- My beloved parents, Mr. Hamdan, and Mrs. Yuliana who always has honesty sincerity to grow me up, educate, accompany and pray for me.
- My beloved brother Andriyan Yulhamdi and my beloved sister Salwa Rizki Fajria, thanks for your prayer, support, and kind attention. For my little sister thank you for being my moodster and increase my power.
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MOTTOS

“If you dont give up, you still have a chance”.

(Jack Ma)

“Your goal should never be starting a company. Focus on the change you want to make”.

(Mark Zuckerberg)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Cognitive Principles Used by English Teacher” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher, in particular and the readers in general.

Bengkulu, December 2021

The researcher



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ABSTRACT

Mayza. (2020). An Anaylisis of Cognitive Principles used By English Teacher Based on H.Douglas Brown Theory (A Descriptive Study at SMKN 4 Kota Bengkulu). Thesis. English Education Study Program, Faculty of Tarbiyah and Tadris, Islamic Institute of Bengkulu State.

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This research aims to find the cognitive principles in English classroom and the applications of cognitive principles in the first grade of SMKN 4 Bengkulu city. The researcher used a descriptive qualitative method which subjects of this research were English teacher of first grade in SMKN 4 Bengkulu City. For the data collection, the researcher used the checklist instrument. Based on the result the researcher concluded that the teacher used cognitive principles in English classroom of the first grade in SMKN 4 Bengkulu. There are automaticity, reward principle and autonomy. Based on the finding the researcher concluded that the teacher applying cognitive principles was good in English classroom of the first grade in SMKN 4 Bengkulu.

Keywords : English Teacher, Teaching principles, Teaching .

ABTRAK

Mayza. (2020). Analisis dari Prinsip Kognitif Yang Digunakan Oleh Guru Bahasa Inggris Berdasarkan Teori H.Douglas Brown (Studi Deskriptif di Sekolah Menengah Kejuruan 4 Kota Bengkulu). Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

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Tujuan dari penelitian ini adalah guru masih belum mengetahui teaching prinsip yang dia gunakan saat mengelola kelas. Oleh karena itu, penelitian ini bertujuan untuk mengetahui prinsip-prinsip kognitif dalam kelas bahasa Inggris dan penerapan prinsip-prinsip kognitif pada siswa kelas I SMKN 4 Kota Bengkulu. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian ini adalah guru bahasa Inggris kelas sepuluh di SMKN 4 Kota Bengkulu. Untuk pengumpulan data, peneliti menggunakan instrumen checklist. Berdasarkan hasil temuan peneliti menyimpulkan bahwa peneliti menggunakan prinsip-prinsip kognitif di kelas bahasa Inggris kelas sepuluh SMKN 4 Bengkulu yaitu prinsip Automaticity, prinsip reward dan Autonomy. Berdasarkan temuan tersebut, peneliti menyimpulkan bahwa guru yang menerapkan prinsip kognitif baik di kelas bahasa Inggris kelas I di SMKN 4 Bengkulu.

Kata kunci : Guru Bahasa Inggris, prinsip pengajaran, Mengajar.

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CHAPTER I

INTRODUCTION

A. Background

The word teacher was derived from the verb “*teach*” that means the teacher who gave lesson to students at school, college or university. Teacher is a person whose job was teaching, especially in school¹. The teacher was in charge of helping others to learn and to behave in different way. So, the teacher role played important reason in teaching English in class². A good teacher is needed to help their students to improve their achievement in the learning process. In a regulation of the minister of national education number 16 year 2007 concerning the standards of academic qualification and competency teachers, there were four standards of teacher competence; pedagogical skill, personality, social and profession. So, the teacher must prepared the strategies, methods and principles of teaching to manage the class so that students got valuable knowledge.

The teachers have received a special education from a university about the type of teaching method in the classroom that made students will not get bored and also made classes more varied. The strategy connected to Learning Was arranging that Contains A Series Of activity designed to achieve specific educational objectives.

¹ A. S. Hornby. *Oxford Advanced Learner's Dictionary*. New York : Oxford University Press. 2000. p13.

² Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Prenada Media Group. 2010. p15.

Management itself has the meaning of a class classification carried out by the teacher who classified in the teaching and learning system based on the age of students or different school years. So, in managing the class, the teachers' role was very important to be able to convey the knowledge possessed to his students as well as one source of student's learning.³

The teacher role has several points, including the communicator, class manager, supervisor, motivator, consular, and evaluator. The teacher also played an important role as a provider of inspiration and encouragement for the development of attitude and behavior as well as mastering the material. However, many teachers who do not fulfill their responsibilities as qualified and professional educators made student's learning, motivation diminished as a result of students being lazy and ignore in doing assignments, causing discomfort in the classroom. In fact, there was still a problem faced by the teacher to create an attractive class that was not monotonous and boring in the classroom. So, being a teacher must be good at reading situations in the classroom to create a conducive class.

In managing a good classroom, teacher should have created an interesting learning atmosphere. But, before that the teacher must identified the characteristics of students. Teachers must be able to handle unexpected events, as well as have the ability to control student behavior, and recognize effective management strategies. This was the reason teacher needs principles as one of the main factors supports the succeed of teacher great

³Korpershoek, Hanke et al, *Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice*. Groningen: Gion Onderwijs, 2014, p.10s

management. Those principles were divided into three, namely cognitive principles, socio-affective principles and linguistic principles.⁴

First, cognitive principles is the first set of principles “cognitive” which relate to mental, and intellectual function, in teaching principles was divided into six principles: automaticity, the meaningful learning, the best of reward, Intrinsic motivation, strategic invest, autonomy. Second, socio-affective principle is the view of communicating with others in the student community, and about the bonding between the language and the culture of a person, the worldview and the way of life. Inside it was subdivided into three parts, namely language ego, willingness to communicate, the language-culture connection. Third, the linguistic principles were language learning and learner to deal with it. There are three points of the linguistic principles, the native language effective, inter-language and communicative language.⁵

The researcher has conducted a pre-observation in Vocational High School (*Sekolah Menengah Kejuruan*) number four Bengkulu City in Bengkulu, namely SMK Negeri 4. The pre-observation was conducted towards English teacher there are successful in preparing teaching while teacher to take initiatives in developing classroom atmosphere with variations in media, conveying materials and making material summaries ,providing jokes during the learning process and teachers familiarize them

⁴ H. Douglas Brown, *Teaching by Principles an interactive approach to language pedagogy*, San Fransisco, 2003, p.62

⁵Ibid, p.64

with English while teaching in the classroom. But in fact the teacher still has some difficulties in implementing teaching principles to manage the class because students have different characters, differences in learning style, motivation and interest. For example students have difficulty in concentrating the teaching and learning process that make student pay less intention , so noisy and some other passive at such a time the teacher must make an interesting class for students by considering suitable cognitive principles that are applied to solve student learning problems.

The researcher conduct research at vocational schools in Bengkulu, namely SMK Negeri 4. The reason was the school had several criteria for this research such as English teachers were experienced, teacher had certifications, and this school is a vocational school which male-dominated. So, that the researcher interested doing research at this school.

These are made the researcher interested in knowing how teacher applies teaching principles in the English Classroom. So, the researcher took a title, An Analysis of Teaching Principles are used by English Teacher (A Descriptive Study at Vocational High School 4 Kota Bengkulu).

B. Identification of the Problem

The problems of research that authors ask were that the problem can be identified as follows:

1. The teacher difficulties to convey the lesson in teaching learning process .

2. The student differences of characteristics, learning styles, motivation and interests.
3. The student difficulties to understand the lesson

C. Limitation of Problem

The researcher only focused on finding what the cognitive principles used by English teachers in SMKN 4 Bengkulu city and how teacher applied cognitive principles in the classroom of the tenth grade students of SMK Negeri 4 Bengkulu.

D. Research Questions

Based on the explanation of the problems that was mentioned in the identification of the problems and based on the focus of the study, the problem is formulated as follows:

1. What were the cognitive principles used by English teacher of SMK Negeri 4 Bengkulu?
2. How did English teacher apply the cognitive principles in the classroom of the tenth grade student of SMK Negeri 4 Bengkulu?

E. Research Objectives

1. To know the cognitive principles used by English teachers
2. To describe English teacher apply the cognitive principles in the classroom.

F. Significances of Study

The researcher hoped the result of the research would be useful in English teaching learning process especially for the student, the researcher would be the teachers, and the institutions.

1. For Student

This research would hopefully be useful to help student in learning teaching English classroom.

2. For the teachers

This research can help the teachers to decrease their problems when teaching English as foreign language and probably they can find new solution to make their classroom more conducive.

3. For the institutions

The result of this researcher can motivate the institution to make the best teaching strategies and have good classroom management.

4. For the researcher

The researcher can find out the best classroom management which very important to make her students more enthusiasm with her class especially in English classroom.

CHAPTER II

LITERATURE REVIEW

In this chapter, The researcher presented about theoretical framework such as several underlying theories. There were some explanations of theory about concept of teaching principles, the roles of teacher, and classroom management.

A. Definition of Teaching

Teaching is an activity which tries to help, lead a person to obtain, modify or develop the skills, attitude, ideals, appreciations, and knowledge. In a sense, teachers must strive to bring change in behavior either directly or inclination to change the behavior of their students. It is a proof that the teacher should decide to make or set goals. Teaching is not a light thing for a teacher. In teaching, teachers deal with a group of students, they are sentient beings who need guidance and coaching to get to maturity, individual differences learners are the basic concepts when teachers be prepared to teach. This is a fundamental assumption strategic teaching and learning choosing to teach in class must be interaction of what we know about variables teaching, learning, achievement, and contextual factors.⁶

⁶Fajriah, *Improving Teaching Strategies Through Students' Reflections*, *Jurnal Pendidikan*, Volume 1 issue 2, 2017, p.317

Teaching is not just a subject or lesson, but an art that involves students in the teaching-learning process where students are given the opportunity to participate fully in the process - that the teacher accepts each student and has a favorable attitude towards individual differences.⁷This is a relationship where the teacher avoids sarcastic statements, ridicule and error finding. Thring said that giving knowledge is not teaching. Listening to a lesson not teaching is getting hearts and minds so that students value learning and believe that learning is possible in their own case.⁸So, Teaching is the process of the teacher providing lessons, materials, and providing motivation for students to do something in teaching and learning activities. After the students undergoing process of learning and teaching, they are expected to have become aware of adult human responsibility, have good personality and morality.⁹

Teaching also encourages students to learn and regulates learning conditions. That is, it is impossible to distinguish teaching from learning. teachers' understanding of the learning material determines how they teach. The perception by teachers of how students

⁷Brueckner, L.J., &Melby, E.O, *Diagnostic and remedial teaching*, Boston: Houghton Mifflin Company, 1981, p.15

⁸Bethel T. Ababio, *Nature of Teaching: What Teachers Need to Know and Do*, International Journal for Innovation Education and Research Vol. 1-03, 2013, p.38

⁹Sarociban, Arif and Aysel Sarica oglu, *JournalThe Effect Of The Relationship Between Learning and Teaching Strategies on Academic Achievement*, Novitas-ROYAL, Vol.: 2 (2), 2008, p.162-175

learn will decide the teacher's philosophy of education, teaching styles, approaches, strategies, and techniques in the classroom. The approach, methods and techniques used in the classroom rely on the teacher's awareness of what learning is. In other terms, according to the idea of learning, the idea of teaching is defined.

Therefore, language teaching is a complex issue, involving socio-cultural linguistics, psycholinguistics, as well as curriculum and educational aspects. With regard to teaching a foreign language, some experts point out that teaching a second or foreign language is any practice on the part of one person that is intended to encourage the learning of a language by another person that is not his native language.

In the teaching of foreign languages, the instructor is obliged to provide language exposure and opportunities for learning through exercises in the classroom. It is expected that teachers will be able to provide the learning process with a pleasant classroom environment. Then, developing the necessary learning materials that can strengthen the teaching and learning process should be pursued.

B. Teaching Principles

The principles of language learning and teaching that many teachers choose are based on established principles of language learning and teaching. The teacher can understand and internalize the relationship between practice and theory that makes teaching

focused. The teacher will be able to see why choosing to use certain classroom techniques, to do it with confidence and to evaluate its usefulness after the fact. Successful development education programs and general principles of effective practice in teaching offer a solid foundation in the search for teaching excellence in developmental education..¹⁰

According to H. Douglas Brown there are twelve principles of second language learning which form the core of an approach to language teaching. All of the principles spill across some arbitrary, cognitive, socio-affective and linguistic Principles.

a. Cognitive Principles

The first collection of "cognitive" beliefs that contribute to mental and intellectual activity. Then, under the guidance of an expert like the teacher, Collins et al claimed that cognitive apprenticeship is a way of helping students understand concepts and procedures. Its fundamental concepts lie in Vygotsky's works, including his theory of the proximal development region.

- Modeling: The teacher performs a task or explains a procedure to be observed by students, which helps them

¹⁰Patricia Smittle, *Principles for Effective Teaching. Journal of Developmental Education*, Volume 26, Issue 3, 2003, p.2

understand what it takes to accomplish the task of learning. Modeling gives students the chance to generate conditionalized knowledge (example when, where, and how to use knowledge to solve problems of different kinds).

- **Coaching:** As students perform the same job, if necessary, the instructor watches students and offers tips, signals, suggestions, and support.

- **Articulation:** Students are asked to think out loud about how the assignment was done and give explanations for the methods they used. They are made clear by making students express their implied understanding and policies. The instructor can detect if learners have any misconceptions or use incorrect and ineffective approaches

- **Reflection:** Students think retrospectively of their results at the end of the assignment and equate their actions with the actions of the instructor or other students.

- **Exploration:** The teacher encourages students to identify a problem, formulate a concept, and look for the necessary information to solve it. Students look at the various facets of the issue on their own from distinct viewpoints. This approach is

intended to encourage the ability of students to think independently.¹¹

From the explanation of the two theories, it can be concluded that the teacher must help the mental and intellectual functions of students to understand concepts and procedures under the guidance of an expert. Therefore, the teacher must apply the cognitive principle when teaching in class. according to Brown there are six cognitive principles including:

1. Automaticity

Children subconsciously learn language, that is, without overly analyzing the types of language themselves. They seem to learn languages without "thinking about them" through an inductive mechanism of exposure to language input and opportunities to experiment with performance. With peripheral attention to language forms, this subconscious processing is called automatic processing. Things that are emphasized from the Principle of Automaticity, namely the unconscious absorption of language through meaningful use, efficient and fast movement of the focus on the form of language to the purpose of language use, efficient and fast transfer of limited capacity control from a few bits to a

¹¹ Collins et al. Kaya yilmaz, *The cognitive perspective on learning : its theoretical underpinning and implications for classroom practices*, ISSNb0009-8655.(2011.), p.206

relatively unlimited automatic mode to process the form of language or fluency, Resistance to the temptation to analyze the form of language.

One of the important concepts of teaching communicative language is that authentic language should be used wherever possible in instruction. ¹²Automaticity explain how people acquire skills as a operation process automation function. skill acquisition mechanism in terms of automatic and controlled type contrast cognitive processing and memory. Automatic processing is an infinitely fast, parallel and fairly straightforward process with short-term memory capacity, not under the direct subject's control and performing well-developed skilled behaviors. Automatic processing usually develops when the subject is dealing with the stimuli consistently over many trial Controlled processing is characterized as slow, generally serial, effort, limited capacity, subject-controlled processing mode to be used to deal with new or inconsistent information. ¹³

3. Meaningful Learning

¹² Omaggio- Hadley, " *Authentic Material and Automaticity for Teaching English*"in Widyastuti, *Language & Language Teaching Journals*, (Salatiga:2017) Vol.10, p2

¹³ Schneider and Fisk, " *Authentic Material and Automaticity for Teaching English*"in Widyastuti, *Language & Language Teaching Journals*, (Salatiga:2017) Vol.10, p.5

Subsumes new information through existing frameworks and memory systems, providing better retention through the resulting associative connections. Children learn language with good meaning because they connect sounds, phrases, structures and elements of discourse with what is true and essential in their everyday search for information and survival. It is possible to equate substantive learning with rote learning.³ Reward Principle

The following constructive class implications can be taken: Provide optimal levels of direct verbal praise and encouragement to students as a form of short-term prizes, Encourage them with praise and supportive actions, Short-term reminders of progress can help students with low motivation to understand development Show your enthusiasm and excitement yourself in class, Try to make students see the long-term rewards of learning English by showing what they can do with English where they live and around the world.

4. Intrinsic Motivation

The theory of intrinsic motivation is that the most efficient incentives are those naturally motivated inside the learner. The behavior itself is self-rewarding (the behavior stems from needs, wants, or desires within oneself; thus, no

externally administered reward is required). Intrinsic motivation is characterized for its intrinsic satisfactions rather than for some separate consequence as the output of an operation. A individual is moved to act for the pleasure or challenge involved when intrinsically motivated rather than because of external prods, pressures, or rewards.¹⁴

5. Strategic Investment

A few decades ago, the language-teaching profession contrasted with the current year. The "methods" that the learner employs to internalize and execute in the language are as critical as the techniques of the instructor, called the strategic investment theory. A contentious pedagogical dilemma is posed by the difference between learners. Learning styles alone suggest various expectations for learners that an instructor must take care of. Visual versus auditory preference and person versus group work preference, for instance, are extremely important variables in a classroom. A variety of strategies in your lessons will at least partly ensure that a maximum number of students are "reached". The biggest challenge of a teacher is how to attend

¹⁴ Richard M. Ryan and Edward L. Deci, *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*, Contemporary Educational Psychology, doi:10.1006/ceps, 1999, p.56

each student in a class while also meeting the class as a whole group.

6. Autonomy

Autonomy defined as “the capacity to monitor one's own learning. In the classroom, autonomy is now almost uniformly manifested in the way that students can do things such as initiate oral development, solve problems in small groups, and practice language with peers. The definition of autonomy notes that successful mastery of a foreign language would rely to a large extent on the autonomous capacity of learners to take initiative in the classroom and to continue their journey outside the classroom and the teacher to achieve success. a number of classroom implications of this principle; Learners at the beginning stages of a language will of course be somewhat dependent on the teacher, which is natural and normal. But teachers can help even beginners to develop a sense of autonomy through guided practice and by allowing some creative innovation within limited forms, When learners gain trust and begin to experiment with language, they carry out classroom activities that allow innovation but are not entirely beyond the skill of students. Teacher that make pair and group work and other interactive activities in your classroom provide opportunities for students to do

language on their own, In oral and written production in the classroom, encourage creativity and praise students for trying language that's a little beyond their present capacity, Remember, you're a facilitator and coach, so while your students are in your 'care', provide feedback on their speech- just enough to be helpful, but not so much that you stifle their creativity, Suggest opportunities for students to use their language (gauged for their proficiency level) outside of class. admits the possibility of (teacher-led) programmes of learning in which learner autonomy plays no role, for us all successful learning draws on the learner's capacity for autonomous behaviour.¹⁵

b. Socio-affective principle

Here we look at feelings about ourselves, about engaging in a group of learners with others, and about the connections between language and one's culture, worldview and way of life.

1. Language Ego

They also create a new way of thought, feeling, and behaving - a second identity - as human beings learn to use a second language. The new "language ego" intertwined

¹⁵ David Little, Leni Dam and Lienhard Legenhausen, introduction to *Language Learner Autonomy: Theory, Practice and Research*, 2017, p.7

with the second language, can easily build a sense of fragility, defensiveness and an increase in inhibitions within the learner. The language ego¹⁶ principle might also be affectionately called the "warm and fuzzy" principle : all second language learners need to be treated with affective tender loving care.

3. Willingness to Communicate

A construct that is a relatively recent newcomer to second language acquisition research is closely related to the language ego principle: ability to connect.

4. The Language Culture Connection

Language and culture are intertwined intricately. You also teach a complex system of cultural practices, beliefs, and ways of thinking, feeling and behaving while you teach a language: address cross-cultural differences with your students, stress that no culture is better than another, but that cross-cultural comprehension is an important aspect of language learning, Include such activities and materials that demonstrate the connection between language and culture in your techniques. Teach your students the cultural connotations, especially the sociolinguistic aspects of

¹⁶H. Douglas Brown. *Teaching by Principles an interactive approach to language pedagogy*. San Fransisco. 2003. p67.

language, screen your techniques for culturally offensive content, explain what you can take for granted in your culture to your students.

A second element of the relation with the language culture of which the students themselves will be influenced by the accuracy process, which will differ with the context and the learning objectives. Students are faced with the full blown reality of adjusting to life in a foreign country in many second language learning situations, such as ESL in the United States, complete with various emotions accompanying stages of acculturation. In such cases, acculturation, social distance, and psychological adjustment are factors to be dealt with.

c. Linguistic Principles

1. Native Language Effect

The principle of the native language effect stresses the concept of the native language effect emphasizes the importance of the native system: the native language of the learners exerts a strong impact on the learning of the target language system.

2. Inter-language

Manifest a systematic progression of the acquisition of sounds and words and characteristics of form and discourse. The inter-language principle tells us: Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful inter-language development is partially a result of utilizing feedback from others.

Language teachers' cumulative expertise and a respectable stockpile of second-language studies suggest that teaching in the classroom makes a major difference in the speed and progress with which learners move through inter-language development stages. This highlights the importance of the feedback that we give to learners in the classroom. In many settings, especially in EFL contexts where there are few opportunities outside the classroom to communicatively use the language, we are the only individual with whom the students have real live communication. In second language acquisition, much has been written about the role of feedback. Much has been written about the role of feedback in second language acquisition.

The former is the degree to which we respect or facilitate the attempt of a student to interact; the latter is the degree to which we demonstrate an appreciation of the "message" itself. Teachers are engaged in a never-ending phase of ensuring that we provide students with ample positive affective input. At the same time, provide learners with sufficient input about whether or not their real language is simple and unambiguous.

3. Communicative competence

Communicative competence is the goal of a language classroom, instruction needs to point toward all its competence: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.¹⁷

The strategy has understanding an outline of the bow to action in order to achieve specific targets. Connected with teaching and learning, a strategy can be defined as the general

¹⁷H. Douglas Brown, *Teaching by Principles an interactive approach to language pedagogy*, San Fransisco, 2003, p72-79

patterns of activities of teachers and students in the realization of teaching and learning activities to achieve the objectives that have been outlined.¹⁸

Teaching strategies is covering the delivery of teaching strategies in every field of study and assessment strategies and the process of learning outcomes formulated in the implementation of the program guidelines.¹⁹ here are some examples of active learning strategies that can be applied to teachers: The power of two, this strategy aims to show that learning in pairs will be better results than individual learning, reading guide, learning is done based on the readings. In order for this to be effective the process of reading, the teacher provides guidance read. It contains questions that must be answered students based on the content of reading, may contain tasks that must be performed students in learning. Info Search, this strategy provides the opportunity for students to learn outside the classroom, which can sometimes feel claustrophobic and full rules. They can study in the library, the Internet, searching for journals, and other learning resources. Index Card Match, this is a fun and

¹⁸Djamaroh, SyaifulBahri and Zain, Aswan, *Strategi Belajar Mengajar*, Jakarta: RinekaCipta, 1997, p.34

¹⁹Sudjana, Nana dan Ibrahim, *Penelitian Dan Penilaian Pendidikan*, Bandung: Sinar Baru Algesindo, 2001, p.22

active way to review the learning materials. This strategy member the opportunity for, students to pair up and play a quiz to classmates.²⁰

Everyone is a teacher here, this is a strategy that is easy to obtain a large class participation and individual responsibility. This strategy provides an opportunity for each student to act as a "teacher" to other students. student created case study, the case study is one among the methods that are considered very well. One type of case discussions focus on issues regarding a real situation or example that requires students to take action, to conclude the benefits that can be learned and ways to control or avoid a similar situation in the future.

The following technique lets students created their own case studies. Point-counterpoint, this strategy is a great technique to stimulate discussion and gain a deeper understanding of the issues is complex. The format is similar to a debate, but not too formal and run faster. h. Students Have Questions, this strategy is an easy way to learn about the desires and expectations of students. This method uses a technique to get the participation through writing rather than

²⁰ Djamaroh, SyaifulBahri and Zain, Aswan, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, 1997, p.36

orally or conversation. Hope these students can be seen from the number of answers that have a question. Listening Team, this strategy is a way of helping students to remain focused and prepared during the lesson. This strategy creates small groups responsible for explaining the learning materials in accordance with their respective portions.²¹

Card Sort, learning strategies card sort is a collaborative activity that can be used to teach concepts, classification, properties, facts about an object, or to repeat information. Physical movement is done can help to energize the class members who have grown tired. Jigsaw Learning, this is a technique that is widely used. This technique has similarities with the technique of "exchange from group to group" with an important difference that each student teaches something. This strategy includes an interesting alternative, because when there is material learned can be shortened and when there is no instructional material previously taught. Each student learn something combined with material that has been studied by other students, create a body of knowledge that is interrelated. Active debate, an argument can be a valuable method to develop thought and reflection,

²¹Hamruni.Strategidan Model - model PembelajaranAktifMenyenangkan . Yogyakarta: FakultasTarbiyah UIN Sunan Kalijaga.2009.p10.

especially if the students are expected to take a position contrary to his opinion. It is a strategy to do a debate that actively involves every student in the classroom.

Giving getting answers questions, learning strategies geared to build a team and involving students in reviewing the subject matter of the previous lesson or the end of the meeting. Active Knowledge Sharing, a great way to attract students, because teachers can use to measure the level of knowledge of the students, and at the same time carryout the formation of the group. Team quiz, this strategy will improve teamwork and responsible attitude of students about what they have learned, through a fun way in the form of a quiz (guessing). Connection, an activity that involves a close relationship between students with each other. Reconnecting, a strategy that utilizes time lessons has been completed by linking back these lessons to the students.

Synergetic teaching, this strategy is a synergy of learning, which allows students to get a different experience in the study of learning the same material. Such as learning to read and learn by listening to the explanation from the teacher. The results are then compared and integrated. planted question, this technique allows the teacher to provide information in response to questions that have been awarded

to students who have been select. Learning Stars with a Question stimulates learners to inquire about their subjects, without any explanation from the teacher first.

C. Learning Theories and Second Language Teaching

Learning theories defined as conceptual or philosophical orientations. about ways that human beings learn. These include behaviorist, cognitive, and sociocultural perspectives.²² Behavioral learning theory views learning as a response to stimuli in the environment; the learner is a “creature of habit” who can be manipulated, observed, and described. Behaviorist influences in second language teaching can be observed in methods such as the audio-lingual approach and situational language teaching.²³

Cognitive learning theories attempt to explain deeper, complex psychological phenomena such as motivation, schemas, and other processes for learning. This orientation can be described as comprising two branches, developmental cognitive learning. Sociocultural views of learning, which build upon constructivist approaches, are often linked together in the psychological and pedagogic literature, and they include the premise that second language teaching and learning take place within the social interactions of learners and more capable others and

²² Gass, S., & Selinker, L, (1994), *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum.p.3

²³ Brown, H. D, (1994), *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, NJ: Prentice Hall.p10

seek to understand the cultural and historical influences on learning.²⁴

Second language educators must be knowledgeable about the development of learning theories both in terms of their historical development and in terms of their analogous relationship to language teaching.²⁵

Specific language teaching to content-based second language instruction. Academic language development for second language learners entails the integration of language learning with content learning. This instruction can be delivered by the language teacher, a specially trained subject matter teacher, or through a “partnership” between a language teacher and a content-area teacher. Additionally, teachers of English learners must be knowledgeable about the *contexts* within which second languages are learned, that is, circumstances, settings, and conditions (social, historical, psychological, and political).²⁶ The development of theoretical models for second language teaching that consider broader dimensions of language consist of :

a. The Role of Assessment

Formal and comprehensive assessment of English

learners upon entrance to united states schools does not typically

²⁴ Piaget, J, (1974), *The child's construction of quantities: Conservation and atomism*(Trans. A. J. Pomerans), London: Routledge & Kegan Paul p.24

²⁵ Faltis, C., & Hudelson, S, (1998), *Bilingual education in elementary and secondary school communities: Toward understanding and caring*, Old Tappan, NJ: Allyn & Bacon. p.15

²⁶ Richards, J., & Rodgers, T, (1998), *Approaches and methods in language teaching: A description and analysis*, Cambridge, England: Cambridge University Press. p.16

occur automatically. English proficiency assessments, even when conducted, are often inaccurate or have not considered other educational/schooling factors. Appropriate assessment and, often, reassessment is necessary to ensure that English learners receive instruction at the appropriate level.

b. Oral Language Development

Given the popularity of those communicative approaches that emphasized the sequence of second language development parallel to the sequence of first language development much of contemporary second language teaching has overextended the duration of the oral language. From the overextension of the oral language development period came a deferral of the introduction of reading and writing for these students. Communicative language teaching, which emphasized language learning through authentic tasks, such as role playing, jigsaw projects, and problem-solving activities. Additionally, the importance of the teacher's knowledge of the students' educational and literacy backgrounds remains a critical factor in the selection of instructional activities that are communicative in nature.

c. Teaching of Pronunciation for English Learners

Pronunciation can be defined as the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. While

correct pronunciation can be a factor in communication, overemphasis of correct pronunciation through exercises and drills has given way to more meaning-based approaches. Communicative approaches, for instance, count on pronunciation errors as a vehicle to improve communication and move away from “accent-reduction” techniques, which tend to promote intolerance of accents.²⁷

d. Teaching of Vocabulary for English Learners

Particularly important in the development of academic language, vocabulary development for English learners emphasizes the concept of a controlled vocabulary the selection and delimitation of parameters of vocabulary to facilitate learning.²⁸

e. Grammar Instruction for English Learners

The first language influences the ways in which text is read by second learners. The antiquated grammar-translation methods of the past have been replaced with modern methods that incorporate grammar instruction within the context of meaningful and authentic texts, as seen in methods such as communicative language teaching.

²⁷ Carter, R., & Nunan, D, (Eds.), (2001), *The Cambridge guide to teaching English to speakers of other languages*, Cambridge, England: Cambridge University Press.p.55

²⁸ Seidlhofer, B, (2001), Closing a conceptual gap: The case for a description of English as a lingua franca, *International Journal of Applied Linguistic*, p.133

f. Writing Instruction for English Learners

Writing instruction for beginning English learners can be supported through an additive approach. This can occur by employing writing instructional strategies that bridge the first and second language and that use students' background knowledge and experiences. The principal practice is dictation by students to the teacher to produce written text. Its limitations include the extent to which the student and the teacher engage in academic discourse. Process approaches to writing appear to also benefit English learners. Process writing, while not originally developed for second language learners, has been used to "scaffold" writing instruction for English learners. Process writing includes strategies such as writing workshops, in which various drafts of the essays are elaborated upon through writing conferences between teachers and students or students and peers. An important consideration for using process writing with English learners is teachers' awareness of the influence of first language on second language writing.²⁹

Implications of Cognitivism for Classroom Practices
Instruction based on cognitive principles should be authentic and real. The teacher is expected to provide a rich classroom

²⁹ Lavadenz, M, (1996), *Authentic assessment: Towards empowerment of languageminority students*, New Schools, New Communities: Voices for Educational Change, 12(5).p.31

environment that fosters a child's spontaneous exploration. Students are encouraged to explore instructional materials and to become active constructors of their own knowledge through experiences that encourage assimilation and accommodation. Teaching is tailored to the needs, interests, and backgrounds of students. The teacher is more concerned with constructing a meaningful context than directly teaching specific skills. From the cognitive perspective, because students learn by receiving, storing, and retrieving information, the teacher is urged to thoroughly analyze and consider the instructional materials, proper tasks, and relevant learner characteristics to help learners to effectively and efficiently process the information received.³⁰

Instructional materials should include demonstrations, illustrative examples, and constructive feedback so that students can have mental models to embody. Because information contained in instructional material is first processed by working memory, for schema acquisition to occur instruction should be designed to reduce working memory load and to facilitate the changes in the long-term memory associated with schema acquisition.

³⁰ Marzano, R. J., 1998, *A theory-based meta-analysis of research on instruction*, Aurora, CO: Mid-continent Regional Educational Laboratory. p.35

The teacher also is expected to have a set of schemata for instructional activities in order to adroitly handle interactions between disparate goals and activities. The teacher uses advanced organizer techniques to help students understand and organize ideas, concepts, themes, issues, and principles. Students are encouraged to use metacognitive strategies such as goal specification, process specification, process monitoring, and disposition monitoring.

D. Review of Some Previous Studies.

Erya Karina (2016) conducted a search with title A Descriptive analysis of teaching principles in English classroom management (an approach in the first grade of SMK Negeri 1 Salatiga in the academic year 2015/2016).the researcher concluded that the teachers used teaching principles in English classroom management of the first grade in SMK similarities the researcher examines teaching principles and use different theory about teaching Negeri 1 Salatiga, there are repetition, media, evaluation, motivation and compliment. The similarities and differences of this research, differences the researcher principles.³¹

³¹ Karina E, *A descriptive analysis of teaching principle in english classroom mangement (an approach in the first grade of SMK Negri 1 salatiga int he academic year 2015/2016)*, 2016.

Melinda Agustin (2017) conducted a search with title Affective, Cognitive and psychomotoric domains in student book "Bahasa Inggris" for grade XI senior high school. The results showed that: (1) The relevance of materials in that textbook is categorized "Good" in term of affective domain. (2) The relevance of materials in that textbook is categorized "Good" in term of cognitive domain. (3) The relevance of materials in that textbook is categorized "Fair" in term of psychomotor domain. From the research findings, the researcher suggests the book writer to increase and improve the materials in this book, especially in term of psychomotor domain. The researcher focus on investigating: (1) the relevance between the materials in the student book entitled "Bahasa Inggris" for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of affective domain, (2) the relevance between the materials in the student book entitled "Bahasa Inggris" for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of cognitive domain, (3) the relevance between the materials in the student book entitled "Bahasa Inggris" for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of psychomotor domain. The Similarities and Differences of this research, Similarities The researcher examines cognitive and

differences the researcher use different theory about the object in the research.³²

Siti Halimah (2017) conducted are search with title Cognitive Domain Applied By Efl Teacher In Reading Skill. This study attempts to answer the two formulation of the problems, namely: (1) what types of Cognitive Domain used in Learning objectives in Reading Skill, and (2) how Cognitive Domain was realized by teacher in Reading skill. In analyzing the types of cognitive domain in this study, the researcher uses the theory of Taxonomy Bloom by Anderson, Krathwohl, et. Al (2001). This study uses a descriptive qualitative method to analyze the data in form of Lesson Plan containing Cogitive Doamin Verbs used in Lessson plan of senior high school. Later the analyzing of the data started from find out the learning objectives lesson plan of senior high school Brigjend Katamso and also reading and then selecting and marking the Operational verbs that can be identified as Cognitive Domain. The result shown in Cognitive Domain applied by EFL in Reading Skill used several types of Cognitive Domain: Remember, Understanding, Applying, Analyzing, Evaluating, Creating.

³² Agustin. M, *Affective cognitive and psychomotoric domains in student book "Bahasa Inggris" for grade high school*, 2017.

The Similarities And Differences Of This research, Simmiliarities the researcher examines cognitive and differences the rescarcher use different theory about implications of cognitive theories can be revealed in the basic teaching techniques although the researcher analyze cognitive principle in classroom management.

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³³Siti Halimah, *Cognitive Domain Applied By Efl Teacher In Reading Skill*, 2017

CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, the researcher used a descriptive qualitative studies. Qualitative research was typically used to establish the importance of the central idea and to explore the problem and developed an understanding of small individuals in social problem. As a conclusion, a qualitative approach used to explore the phenomenon to understand the practice and behavior in real social situation for small individuals' problem. Into a series of representations, including field notes, interviews, conversation, photographs, recording, and memo to the self. At this level, qualitative research involved an interpretive, naturalistic approach to the world. This means that qualitative research study things in their natural settings, attempting to make sense or interpret, and phenomena in term of the meanings people bring them. The researcher chose qualitative data research to conduct the final project of this paper.³⁴

First, the researcher observed teacher and students in the teaching-learning processes. Then, the researcher prepared for observation checklist and field notes by preparing several question. In this qualitative research, the researcher wanted to know the result of teaching principles by english

³⁴Creswell, Jhon W, *Research Design Pendekatan Kualitatif, Kuantitatif Dan Mixed*, Yogyakarta: Pustakapelajar, 2012, p.5

teacher in teaching first class students of SMKN 4 in academic city of Bengkulu in 2019/2020.

B. Research Subjects

In this section, the researcher explained the subject of this research is the English teacher at SMK 4 Bengkulu. The teacher was the subject of this research because she has a lot of experience and professionalism when teaching. This research focused on the teacher applied the principles of teaching in tenth-grade of techniques. This class selected because it was one of the best class to be applied in the department. This class selected in their majoring practical use a lot of English words.

C. Technique and Instrument Data Collection

In this research, the researcher used multiple techniques to gather data, including: observation, Interview, and documentation.

1. Observation

Observation was a complex process, a process that was composed of a variety of biological and psychological processes, among which the most important was the process of observation and memory.³⁵ Observation is a data collection technique that can be used to obtain a detailed picture of a situation.³⁶ Observation was conduct in two English lessons. This observation was use to watch activities or

³⁵Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)*, Bandung: Alfabeta.2013, p.14

³⁶ Creswell, J. W., *Research Design Qualitative and Quantitative Approaches*, London: Sage Publications, 1994, p.150

event related with the teaching principles is applied. It consists of learning teaching processes in the classroom. In observation, the researcher observed how the teacher teach in the classroom and more specific on teaching principles they used. Here the researcher was be an observer.

The researcher used field note and also observation checklist in this research. The researcher sat among the students and observed the situation by filling an observation checklist.

2. Interview

This research used structured interview. The aim of the interview is to dig deeper into the response experience, view the feeling of dan. Therefore, interviews are only used to support observational data; the query for that interview must be relevant to certain points observed in the class observations. First, interviews was conducted before taking class observations are applied to find out by giving question about teacher concepts about teaching principles in management class. Second, the interview conducted after class observation. In this study, the researcher made individual interviews with all respondents in two interviews because the researcher believe if there were enough time to made an individual conversation or interview. In this research, the interview conducted to collect information from English teachers.

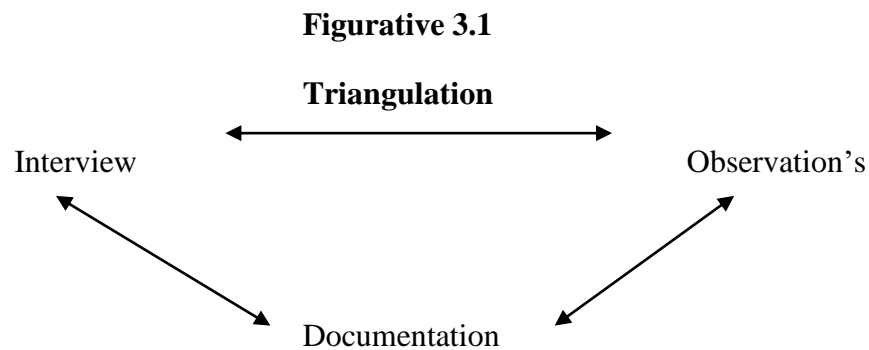
3. Documentation

Documentation is a process by which records, transcripts, notes, journals, newspapers, calendars and so on can be obtained for data. Documentation is a record of past occurrences. According to the expert documents can support data source for the text data (words). The researcher used the lesson plan and also the syllabus to found the teaching principles that used for activities that the teachers do to implement teaching principles or not and also view materials created that are elaborated by teaching the principles to be able to manage the class properly.

D. Trustworthiness

In qualitative research, there was a common- technique that usually used to increase the research data validity. Triangulation is called this technique. Valid data must be collected by the researcher. This section of the analysis demonstrates how the trustworthiness of data can be accomplished. The researcher used theoretical triangulation, credibility, and validity in this study to check the trustworthiness of the data. The thesis used triangulation in this study to verify data collection techniques such as observation, interview and report and compare the data collected from different techniques..³⁷

³⁷Susan satinback, *understanding and conducting qualitative research*, (Kendal/Hunt Publishing Company, Dubuqu Iowa: 1998, p.20



E. Data Analysis Technique

In this research, the researcher used the analysis technique data according to Miles and Huberman. In the researcher also conducted an analysis from the observation and documentation which has obtained. Then, the processing data obtained from interview for thirty students of the first grade in SMKN 4. In order hand, the student perception about their teaching principles in English classroom management. According to Miles and Huberman the process of analysis in three phases: consisting of data reduction, data display and conclusion.

1. Data Reduction

In the review of the data in this research, data reduction is the first step to be taken. Data reduction involves summarizing, selecting the key things, concentrating on the relevant things, searching for trends and patterns. It is the process of processing, concentrating, simplifying, abstracting, and converting the raw information. Based on the theory the researcher will observe with observation checklist, fillnote, interview and documentation. In this step will reduced data

that means make it summarize to easy in analyzing the data and continuing the next steps.

1. Data Display

The second steps data display. generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.³⁸ This process is achieved by providing a standardized collection of information and the ability to draw conclusions, since the data collected during the qualitative research process typically take the form of narrative, thus requiring simplification without reducing its content. After displaying the data, a conclusion is drawn.

2. Conclusion drawing/verification

Qualitative data analysis was carried out by drawing conclusions and verification.³⁹ The results of analysis was tested for reliability and validity through triangulation. It was “an attempt to check the truth of the data or information obtain by researcher from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis”.

³⁸ Miles, Matthew B. and A. Michael Huberman, *Qualitative Data Analysis (terjemahan)*, Jakarta: UI Press, 2005, p.24

³⁹Sugyono, *Memahami Penelitian Kualitatif*, Bandung: CV. ALFABETA, 2012, p.99

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the researcher presents the answer of problem statements that contained in the first chapter. The problem statements are (1) What are the cognitive principles used by English teachers of SMK Negeri 4 Bengkulu?(2) How do English teachers apply the cognitive principles in the classroom of the tenth grade student of SMK Negeri 4 Bengkulu?

A. Result

In the findings, the researcher describes and discusses the research findings obtained. The findings obtained are in the form of interviews, observations, and documentation while conducting research at SMKN 4 Kota Bengkulu.

1. Observation

The researcher conducted observation of two times in the class, namely on 12 and 19 October 2020. It was found that the teacher at SMKN 4 Kota Bengkulu used three types of cognitive principles when teaching in class. The researcher observed teaching and learning activity through the online process. It can be seen in the data below:

a. Automaticity

Automaticity is how, as a result of the automaticity of operating procedures, people develop abilities. The investigator discovered three automatic sentences that the teacher used in the teaching and learning process. Data obtained from the observing the utterance used by teacher. these sentences as follows :

(1) ***“Before we discuss Announcement please write your name in list for absent mem tunggu 15 menit”***(Before we discuss the announcement please write your name in the list for absent, wait 15 minutes.)

From the sentence above the teacher used automaticity. It can be seen that the teacher gives instructions to students using authentic language ***“Please write your name in the list for absent”***.

(2) ***“Ok my student i ask you What is announcement? apa itu announcement boleh dijawab siapa yang tau”*** (***“Ok, my student, I ask you What is the announcement? (what is the announcement) can be answered who knows)***

From the data above the utterance was performed by the teacher used automaticity to her student. ***What is announcement ?*** The teacher teach used the target language by interpreting so, students can get used to hearing the words so that they learn the language unconsciously.

(3) ***“The purpose of announcement to inform the announcement it self. tujuannya untuk***

menginformasikan sebuah pemberitahuan yang berbentuk teks bisa oral”(The purpose of announcement to inform the announcement it self, it to inform a notification in form oral or text)

From the sentences in bold the teacher applied automaticity. It can be seen from the authentic language sentence and then interpreted by the teacher. The used of authentic language often provides stimulation of language learning unconsciously by students.

b. Reward Principle

Reward is a form of appreciation to students for having done something and can arise student' interest in these subjects. The researcher found one sentences of automaticity that used by the teacher in the teaching and learning process. This Statement can be seen in the following data:

(1) “ ***Oke good ya maulana, bagus*** “(Okay, **good maulana**, great)

From the data teacher applied reward principle. From the word **Okay good ya maulana** the teacher gives praise to students when answering questions.

c. Autonomy

In autonomy teachers who do pair and group work and other collaborative events in your classroom, students have the ability to do their own language and solve the problem. The

researcher finds a sentence that shows autonomy. Here are the data :

- (1) *“What is the purpose of announcement ,ada yang tau ?”*(what is the purpose of announcement ,does anyone know?)

From the data, the teacher used an auotonomy, it can be seen from the teacher asking something that can be answered by the students because the teacher asks the purpose of the announcement where the teacher has given the video that the students watch and resume.

From the result data, the researcher find that English teacher used three of cognitive principles namely automaticity, reward principles, autonomy. Following were the research data from an observation checklist on the six types of teachers’ cognitive principles in teaching and learning English at SMKN 4 Kota Bengkulu.

2. Interview

The researcher has conducted an interview with an English teacher (A) at SMKN 4 Bengkulu City. The interview conducted on 20 oktober 2020. At the time of the interview, the researcher gave ten questions related to teaching principles. The description of the interview as follows:

Data 1

Researcher: Apakah bapak/ibu biasanya menjelaskan pembelajaran dengan penjelasan sistem bahasa(struktur,

fonologi, wacana)?(Do you usually explain learning materials the language system (structure, phonology, discourse)?

*Teacher: Mem biasanya menyapa anak pakai bahasa Inggris penjelasan materi biasa memakai bahasa Inggris kadang tuh mereka bilang nggak ngerti mem jadi menjelaskan bahasa Inggris dulu terus bahasa Indonesia .(Mem usually greets children using English, **The explanation of the material is usually in English**, sometimes they say they don't understand, so they explain English first and then Indonesian.)*

From the interview data above, it can be seen that the teacher uses automaticity, It can be seen that the teacher used English when delivering lessons and greeting students without realizing that they absorb the English words.

Data 2

Researcher: apakah bapak/ibu sering memberikan reinforcement dalam bentuk verbal(pujian) atau non verbal (acungan jempol) kepada siswa yang aktif? (Do you often give reinforcement in the form of verbal (praise) or non-verbal (thumbs up) to active students?)

*Teacher: Misalnya ada yang jawab itu pertanyaan kasih stiker kasih respon good boy good answer. Pada saat i pandemi ini kata-kata tersebut di ungkapkan melalui VoiceNote karena interaksi sama siswa via whatsapp.(For example, **someone answered the question, i give a sticker, give a response, good boy, good answer**. At the time of this pandemic, these words were expressed through VoiceNote due to interactions with students via WhatsApp).*

From the interview data, it can be seen that the teacher gives students praise when there are students who are active. during the teaching and learning process. The teacher used the reward principle the teaching and learning process.

Data 3

R: Apakah anda memberikan dorongan motivasi kepada siswa ?(Do you provide motivational encouragement to students?)

T: sedikit iya.saya dijadikan sebagai pengantar belajar.(a little yes. I used as an introduction to learning.)

From these utterances it can be found that the teacher includes the principle of intrinsic motivation in the learning process to make students more enthusiastic about learning.

Data 4

Researcher: apakah anda sering memberikan pertanyaan pada siswa yang bisa dijawab oleh siswa dan bagaimana kebanyakan siswa aktif atau pasif ? (do you often ask students questions that can be answered by students and how are most students active or passive?)

*Teacher: Tapi kebanyakan sekarang susah siswa yang aktif kadang tuh di jawabnya lama contohnya saya mintanya pengertian ada yang balas dijawabnya walaupun kadang mereka cuma baca di google tapi seenggaknya ada interaksi sekitar satu dua tiga empat orang anak yang aktifnya yang lainnya rata-rata pasif. (But most of the time, it is difficult for students who are active, sometimes the answer takes a long time, for example, I ask for understanding. **There is a reply, even though sometimes they just read on google, but at least there is an interaction of about one two three four children who are active, the others are mostly passive).***

From these data the teacher often gives questions to students that students can answer, so that there is feedback between the teacher and students. That shows teacher used autonomy.

3. Documentation

Documentation of a record of activities that have occurred can be in written or visual form. In this study, the researcher used several

types of documentation, such as the results of pictures, curriculum vitae, lesson plans, student attendance lists and including their scores.

The first documentation, the researcher collected data using interview sheets. Then the researcher conducted an observation and filled out the observation checklist. The researcher also documented by taking several pictures during the teaching and learning process. In this study, the researcher followed the teaching and learning process in one learning material.

4. Discussion

Based on the research finding conveyed by the researcher above, there are components which are discussed in the research finding. The components consist of types of cognitive principles in teaching English used by English teacher at SMKN 4 Kota Bengkulu. The importance of this research is to help teachers use cognitive principles when teaching learning process in the classroom.

The result of the study was also supported by researchers. They are Erya Karina (2016), Melinda Agustin (2017), Siti Halimah (2017). The three researchers have something in common with this researcher, for the first researcher is relevant to this researcher, namely the application of teaching principles that the teacher uses when teaching in class, meanwhile, the second and third researchers have similarities with this research which examines in terms of cognitive aspects. From the results of research on the use of it is good. The

difference from previous research and this research is that the theoretical reference used is different and the results of the research are different because they have different research questions and also the results obtained are different because the objects studied are different.

In the first step in this research, the researcher conducted observation by observation checklist. During the observation, the researcher acted as an observer in the classroom that did not interrupt the teaching and learning process. Researcher observe every activity of the learning process and observe how teachers apply the cognitive principles in the classroom. The researcher conducted the research for one month. The teacher examines, analyzes and observes the teacher while teaching in the classroom, from the beginning to the end of learning. The next step is interviewing English teacher in class.

The researcher conducted interviews with the teacher. In the process, the researcher asked a number of question that should be answered by the teacher. The data obtained that the teacher used automaticity, reward principles, intrinsic motivation, and autonomy. At this time, the teacher also explained how the teacher had difficulties in teaching online which was felt to be less effective and also the teacher applied cognitive principles so that children could receive stimuli to receive learning material.

From what was obtained through observations and interviews conducted by researcher, it was found that there were different result.

When the teacher was interviewed, she used the principle of intrinsic motivation as an introduction to learning so that students were enthusiastic when learning. In fact, based on the observation, the researcher did not find that teachers used the intrinsic motivation principle.

On the first day, the researcher did an observation. The researcher observed how the teacher greeted the child in opening the class. The lesson and the teacher gave instructions (can be seen in appendix 5) in the Google classroom for students to watch the video. Then, the teacher asked the students to summarize the video learning that had been given. After that, the students were asked to collect it. From the observation, it was found that the teacher did not apply the cognitive principles because they only provide videos to be summarized by students so that students can get learning material. Because of the pandemic, it can cause an online learning process. Therefore, the learning process became less effective, especially the teacher-student interaction, which caused the researcher to find the application of cognitive principles by the first observed teacher.

After that, the teacher started the learning discussion by greeting students. First, the teacher explained the materials by applying automatic principles, namely stimulating the child's brain to learn to speak using the target language so that students get used to it and then unconsciously can get used to listening to English. Second,

the teacher asked the students about the material given and there is feedback from the students. Third, the teacher gives appreciation to the students because they have answered correctly. Here, the teacher has used the principles of reward principles. Last, the teacher gave easy questions that can be answered by students so that there are the principle of autonomy that the teacher used for this question.

From the result of interview and observation, it can be concluded that there are only three cognitive principles that are applied by the teacher, namely automaticity, reward principle and autonomy. Meanwhile, in the interview, the teacher said they applied intrinsic motivation but during the observation in class it could not be found.

The findings found in this study were the existence of cognitive principles. According to brown, cognitive principles is a principle that can stimulate students' mental and psychology.⁴⁰ From the discussion, the researcher concluded that the teacher used teaching principles so that students can receive lessons well. The principle itself is used by the teacher in knowing to how the conditions and readiness of students for the pandemic era, such as at this time the teacher has applied teaching principles to students but it is different from the learning process when the classroom takes place. The teacher has a little difficulty with teaching online because many students do not provide appropriate feedback which are desired. The use of this principle helps

⁴⁰ H. Douglas Brown, *Teaching by Principles an interactive approach to language pedagogy*, San Fransisco, 2003, p.72

teacher to deliver second language learning material well, but due to pandemic conditions, student and teacher's interaction are limited.

It was concluded that in this study, the teacher implemented cognitive principles, such as automaticity, reward principles. By having implemented the three cognitive principles in the learning process. It means that the teacher has implemented a good classroom management. As Brown stated that cognitive principle helps to stimulate students' understanding and intellectual function, where the application is adjusted to the situation and conditions of the class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion that the result of the research. Based on the finding from chapter IV, the researcher get conclusion as follow.

A. Conclusion

This research present that in teaching principles when the teacher used cognitive principles they are: Automaticity, meaningful learning, reward principles, intrinsic motivation, strategic investment, autonomy. Based on this research, cognitive principles are effective in teaching learning process because it can help the teacher so that principle makes a good contribution to the teacher when providing learning material and handling students during learning. It can also help providing learning adapted to the mental and intellectual of the child.

From the result of the research, the teacher used three principles of cognitive principle, namely automaticity, autonomy and reward principles. The teacher used these principles to adapt to the conditions that occur when teaching in the classroom.

B. Suggestion

From the explanation of the conclusions, the researcher provides several suggestions for student teachers and researchers. First for student, the principles used by the teacher are expected to help students understand the learning material delivered by the teacher. Second for English teacher, the teacher can improve her strategies in teaching English. Third for researcher, the researcher wishes that other researcher could conduct this research in wildest area. The next researcher can also conduct the researcher about teaching principles used by English teacher in teaching learning process.

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