

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

This chapter presents the result and discussion of research. The data collected of the interview, observation, and also documentation which is discussed based on the theory and concept from the previous chapter.

#### **A. Result of Research**

In this section, the researcher describes and explains about the result of The Teachers' Strategy of The Use Things Around Us As Media in English Teaching at Eleven Grade Students of SMA Al-Arifin Camplong Sampang . There are three ways done by researcher to obtain data, namely observation, interview, and documentation. Observation is made to obtain data related to how does Teachers' Strategy Of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang and How the students' responses The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.

In addition, researcher also gets the data by conducting interview with teacher and students. The data relates to how the teacher uses Strategy Of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang and How the students' responses The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.

The last method that the researcher uses to get the data is documentation. This method helps the researcher to make the data that gotten from observation and interview more reliable.

# **1. The Teachers' use the media of Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.**

## **a. The Result of Observation**

### 1) The First Observation

This is also supported by the observation of researcher in each class. In the first observation of the research was conducted on Tuesday 12 April 2022.

In this case, the researcher as non- participant observation. The researcher observer how the teacher implement about strategy Of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.

There are three steps on the teacher implementation of strategy f The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang. There are *Pre-teaching* (opening), *Whilst teaching* (Implementation of Media), and *Post-teaching* (Evaluation and follow-up).

The steps of teaching and learning process which the teacher taught in the teaching were :

### **1). Pre-Teaching**

- a) The teacher greeting the students by saying Salam, *Assalamualaikum Wr Wb* to the student and the students answer salam spontaneously
- b) The teacher and the students praying together
- c) The teacher checked the students attendance list or presence, when the teacher checked students' attendances there were a student who absent in the class

- d) The teacher explains the title of the material along with the use of media that can be found by students around their seats and how to use the media

## 2). Whilst-Teaching

- a) The teacher explains the material about Explanation this by starting with mastering new vocabulary assisted by the surrounding media and students are instructed to hold the same media



using

surrounding media such as trees, school grounds, grass, etc.

- c) The teacher asks students to re-explain the material by using media tools that students can find
- d) After two students finished explain, then the teacher gave a question related to material



### 3). Post-Teaching

- a) After the teacher finished teaching, then the teacher gave the opportunity to ask students about today's material
- b) after that, the teacher asked the students about the implementation of learning outside the classroom and the use of media around them
- c) the students respond enthusiastically and ask to be repeated in the next lesson



- d) After that, the teacher ended today's lesson by praying with together. <sup>1</sup>

Then end the greeting by saying *Assalamualaikum Wr Wb* and the students answer salam spontaneously.

### 2) The second Observation

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<sup>1</sup> Observation Non- Participant, 20 May 2022

In the second observation of the research was conducted on Tuesday 24 May 2022. It started at 09.10 until 10.00. in this meeting as like the first meeting where the researcher as a non-participant observer. Same as like the first meeting there are three steps in the teacher implementation of strategy Of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang. There are Pre-teaching, Whilst teaching, and Postteaching.

The steps of teaching and learning process which the teacher taught in the classroom were

### 1). Pre-Teaching

- a) The teacher greeting the students by saying Salam, *Assalamualaikum Wr Wb* to the student and the students answer salam spontaneously
- b) The teacher and the students praying together
- c) The teacher checked the students attendance.
- d) The teacher explains the title of the material along with the use of media.



### 2). Whilst-Teaching

- a) The teacher explains the material about Explanation (lets' practices) by starting with mastering new vocabulary assisted by the surrounding media and students are instructed to hold the same media
- b) The teacher explains vocabulary related to integrated material using surrounding media such as trees, school grounds, grass, etc.



- c) The teacher asks students to re-explain the material by using media tools that students can find



- d) After two students finished explain, then the teacher gave a question related to material



### 3). Post-Teaching

- a) After the teacher finished teaching, then the teacher gave the opportunity to ask students about today's material
- b) after that, the teacher asked the students about the implementation of learning outside the classroom and the use of media around them
- c) the students respond enthusiastically and ask to be repeated in the next lesson
- d) After that, the teacher ended today's lesson by praying with together. <sup>2</sup>

Then end the greeting by saying *Assalamualaikum Wr Wb* and the students answer salam spontaneously.

### 3). The Third Observation

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<sup>2</sup> The second Observation Non- Participant, Tuesday 24 May 2022

In the second observation of the research was conducted on Friday 27 May 2022. in this meeting as like the first meeting where the researcher as a non-participant observer. Same as like the first and second meeting there are three steps in the teacher implementation of strategy Of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang. There are Pre-teaching, Whilst teaching, and Postteaching.

The steps of teaching and learning process which the teacher taught in the classroom were

### **1). Pre-Teaching**

- a) The teacher greeting the students by saying Salam
- b) The teacher and the students praying together
- c) The teacher explains the title of the material along with the use of media.

### **2). Whilst-Teaching**

- a) The teacher explains the material about Explanation (Active Conversation) by starting with mastering new vocabulary assisted by the surrounding media and students are instructed to hold the same media
- b) The teacher explains vocabulary related to integrated material using surrounding media such as trees, school grounds, grass, etc.





- c) The teacher asks students to re-explain the material by using media tools that students can find
- d) After two students finished explain, then the teacher gave a question related to material



### **3). Post-Teaching**

- a) After the teacher finished teaching, then the teacher gave the opportunity to ask students about today's material
- b) after that, the teacher asked the students about the implementation of learning outside the classroom and the use of media around them
- c) the students respond enthusiastically and ask to be repeated in the next lesson

d) After that, the teacher ended today's lesson by praying with together.<sup>3</sup>

Then end the greeting by saying *Assalamualaikum Wr Wb* and the students answer salam spontaneously.

#### **b. The result of interview**

The researcher conducts the interview with Mahrufatin as the teacher of English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang. He explains how he uses Strategy Of The use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang by giving several statements to the researcher in accordance with the questions asked.

In preparing for the use of this strategy, the teacher had previously prepared things that needed to be considered before using this media in learning English. There are two things that can be done, namely preparing materials that are appropriate to the level of students' abilities and media that allow them to be used outside the classroom. As his statement:

“Before I go to class, of course I have to prepare some preparations such as topics and media of course. For the topics here, I adjust as much as possible to the ability level of the students in the class so as to make it easier for them to understand the lesson. And for the media that I use in teaching explanation, I use media that are available outside the classroom, because the use of media outside the classroom really helps children to more easily remember the vocabulary they receive.<sup>4</sup>

Based on the statement above, the teacher has two things that have been prepared before begin teaching and implementation the Strategy Of The Use Things

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<sup>3</sup> The second Observation Non- Participant, Tuesday 24 May 2022

<sup>4</sup> Mahrufatin, The Teacher, Direct Interview, Friday, 20 May 2022

Around Us As Media in English Teaching at eleven grade Students. First, the teacher prepares the learning topic by considering the students' abilities during the learning process outside the classroom, both in terms of knowledge and performance in class. The teacher sees and remembers the students' abilities when lessons take place outside the classroom. What skills do they have when appear in front of the class when presenting the results of the group discussion. Then, when the class discussion, the teacher too Pay attention how understanding each student has when expressing his opinion. While the second is the most important part, namely the teacher prepares various media that allow it to be used on the learning process. the media comes from an environment with a variety of media because with a variety of environmental media it will be easy to help students remember the vocabulary that has been given previously.

The researcher also asked the teacher and student how he implement about strategy Of The Use Things Around Us As Media in English Teaching at eleven grade Students is formed by the method of playing through the use of media sourced from the student's environment. As his statement:

“The implementation of strategies for using objects around as media, namely by making games or it can be called playing games where students are instructed to point to or pick up an object, then followed by an explanation with the keywords of the objects they mention around”.<sup>5</sup>

In line the student state :

“She used everything around her to show us dealing with the material. It sometimes help us easier to understand about what she meant to. That also make us easy to understand about the

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<sup>5</sup> Mahrufatin, The Teacher, Direct Interview, Friday, 20 May 2022

English”.<sup>6</sup>

“My teacher implement the strategy of the use things around us media in english teaching, that use step by step to teach the students in the class”.<sup>7</sup>

“Learning media is one of the methods or tools used in the teaching and learning process. This is done to stimulate learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be effective in achieving the desired goals”.<sup>8</sup>

“My teacher will usually ask us to bring things around or my teacher will bring and show us objects that we can recognize during teaching and learning activities. During teaching and learning activities, these objects will be examples of what we learned at that time”.<sup>9</sup>

“Teachers use various objects around them to facilitate teaching and learning activities in English, such as using English posters to increase English vocabulary and using gadgets by utilizing digital applications such as Youtube”.<sup>10</sup>

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<sup>6</sup> Mawaddah, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview , Tuesday, 24 May 2022

<sup>7</sup> Nihayatul, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Tuesday, 24 May 2022

<sup>8</sup> Rahma, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Tuesday, 24 May 2022

<sup>9</sup> Novi, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview Friday. 27 May 2022

<sup>10</sup> Sumairoh, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

“My teacher so creative in using things around the class to improve our public speaking. Example, sometimes my teacher order the students to describe jokowi's picture”.<sup>11</sup>

“My teacher uses objects that are around when learning English, such as when the teacher teaches about classrooms/schools”.<sup>12</sup>

Based on the English teacher's and the student statement above, the researcher can conclude that the teacher has implementation of strategies for using objects around as media, namely by making games or it can be called playing games where students are instructed to point to or pick up an object, then followed by an explanation with the keywords of the objects they mention around.

The researcher also asked the student about the opinion in the Use Things Around Us As Media in English Teaching. As his statement:

“It's such a good idea, because as human sometimes we more understand to something we used or something around us. It can make us easier to remember the English or vocabulary of something. It also help everything become valued”.<sup>13</sup>

“My opinion is good, because that make easy to understand the lesson”.<sup>14</sup>

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<sup>11</sup> Mujib, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday, 27 May 2022

<sup>12</sup> Mukti, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday, 27 May 2022

<sup>13</sup> Mawaddah, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Tuesday, 24 May 2022

<sup>14</sup> Nihayatul, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Tuesday, 24 May 2022

“can improve student learning mastery”.<sup>15</sup>

“I think it's good because we can directly use these objects and it certainly can make learning activities more fun”.<sup>16</sup>

“Very effective and helps students understand the material being taught as long as it is implemented creatively”.<sup>17</sup>

“According to my opinion, using this strategy is good in improving the public speaking of the students”.<sup>18</sup>

“.My response is good because using objects around you as a medium will help in learning English”.<sup>19</sup>

Based on the student statement above, asked the student about the opinion in the Use Things Around Us As Media in English Teaching get a positive response from students because it can help students understand the subject matter especially in English vocabulary and improving the public speaking of the students.

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<sup>15</sup> Rahma, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Tuesday, 24 May 2022

<sup>16</sup> Novi, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

<sup>17</sup> Sumairoh, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

<sup>18</sup> Mujib, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

<sup>19</sup> Mukti, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

## **2. The Students' Responses The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.**

### **a. The Result of Observation**

#### **1). The First Observation**

In this section, the researcher going to give the result of observation about students response in The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.

The observation are taken three times, the first observation is taken on Friday, 20 May 2022.

For the first observation, the researcher saw various responses shown by students such as students specifically answering each teacher's orders, students were confused about one particular action and sometimes the class atmosphere became quiet and so on. At the beginning of the lesson, the students seemed enthusiastic and enthusiastic about participating in the lesson. When the teacher gave the material with the surrounding media as an intermediary, it was seen that the students listened to the material well even though during the question and answer session and giving questions there were students who still felt confused to answer questions. Confusion occurs when choosing the meaning of certain vocabulary through the designation of an object that is around students.<sup>20</sup>

#### **2). The second Observation**

And the second observation is taken on Tuesday 24 May 2022. Same at the first observation, many students gave various responses at this second meeting.

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<sup>20</sup> The first observation non- Participant, Friday, 20 May 2022.

Student look happy and enthusiastic in following every stage of the English learning process outside the classroom using the surrounding media. At the question and answer stage, students show different responses. some students respond by nodding their heads when the students understand the question or answer given by the teacher. And some other laugh because students the students did not understand with teachers' explanation.<sup>21</sup>

### **3). The Third Observation**

And the third observation is taken on Friday 27 May 2022. Same at the first and second observation, students response in *The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang* gave various responses at this third meeting. Students are enthusiastic in participating in learning seen at the beginning of the learning process. Students are confused when the teacher gives the task of determining the meaning of vocabulary in the form of media and students respond silently when the teacher asks questions related to learning material.<sup>22</sup>

#### **b. The Result of Interview**

In this section, the researcher would like to present the students response in *The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang*. To obtain the data about the students response

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<sup>21</sup> The second observation non- Participant, Tuesday 24 May 2022.

<sup>22</sup> The third observation non- Participant, Friday 27 May 2022.



Use Things Around Us As Media in English Teaching it can be taken from interviews, observation, and documentation.

The result of students response in The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang by interview from teacher and students.

The researcher interviewed to the teacher about how students response of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang, the teacher state :

“Students' responses can be categorized as very excited and specific, where in utilizing the objects around them they not only learn but can also play games, in the world of education playing games is very popular not only by small children but teenagers also like to play while learning, and that Of course it can affect their vocabulary”.<sup>23</sup>

To strengthen the data above, The researcher interviewed to the students, and students stated :

“It's kind of interesting teaching media, because we face and learn to something we used to see even everyday. The Use Things Around Us also make us Practice easily based on the English topics”.<sup>24</sup>

The student state :

“My response is that it makes learning English easier. Because by taking advantage of the objects around us, we can understand and remember what we have learned more quickly”.<sup>25</sup>

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<sup>23</sup> Mahrufatin, The Teacher, Direct Interview, Friday, 20 May 2022

<sup>24</sup> Mawaddah, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Tuesday, 24 May 2022

<sup>25</sup> Novi, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday, 27 May 2022

“Good for students to improve their studies because it is very helpful and helps students in understanding the material effectively”.<sup>26</sup>

“In my opinion, the use of objects for teaching and learning is good, because in addition to influencing students' vocabulary, it can also increase interest in learning English”.<sup>27</sup>

“My response as long as it's a good thing and makes it easier for students to learn then it can continue”.<sup>28</sup>

Based on the English teacher's and some students statement above, the researcher can conclude that the students give some responses related to the teacher' use the media Of Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang. There are:

Specific Responses, when the teacher open the class by greeting the students, and the students display various forms of The Use Things Around Us As Media that exist in their environment and apply it in the form of English sentences, the teacher explain material or topic with that media then the students give respond directly and answer the teachers' questions.

Choral response, the student give this respond by nodding their heads when the students understand the question or answer given by the teacher with The Use Things Around Us As Media in English Teaching .

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<sup>26</sup> Sumairoh, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

<sup>27</sup> Mujib, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

<sup>28</sup> Mukti, The student at eleven grade Students of SMA Al-Arifin Camplong Sampang, Direct Interview, Friday. 27 May 2022

Laugh Response, The student give this response is when the student who chosen by the teacher to answer and they can't answer the question but just laugh because maybe the student don't understand that material.

Silent Response, the student give this Response is when the teacher gives students the freedom to choose the media around them. Student feel confused from the various media choices around them.

## **B. Discussion**

This section concern to two major discussion referred to statement of the problem in chapter one. They are hoy The Teachers' use the media Of Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang and how the The Students' Responses The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.

### **1. The Teachers' use the media Of Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang**

Teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills.<sup>29</sup> One of the developments of learning in the current era is the implementation of learning outside the classroom. Outdoor activity in education is a cultural construct which it is thought about and applied in different ways within and between countries. For example, the European Institute for Outdoor Adventure Education and Experiential Learning

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<sup>29</sup> Bethel T Ababio, " Nature of Teaching : What Teacher Need to Know and Do " *International Journal For Innovation Education and Research* 1 no 03 (2013) : 37

identifies outdoor education as comprising "outdoor activities", "environmental education" and "personal and social development".<sup>30</sup>

The use of environment based media in outdoor activities in teaching be very urgent. Media is anything that use by the teacher in teaching learning process to stimulate the student to learn and learning. Media in teaching-learning process can generate new motivation and stimulation of learning activities, even bringing psychological influences on students.<sup>31</sup>

The use of teaching media needs to be considered · the intensity of its use. Intensity of media use can be seen from the aspect of quantity and quality From aspects of the quantity of media use, the measure is the frequency or frequency of media used in activities teaching. Meanwhile, from the aspect of the quality of media use, can be seen from the weight of its use, namely the accuracy and the meaning of the media for the benefit of mudd learning.

According to martin and briggs say that Strategy use of media in teaching activities divided into 3 parts namely:<sup>32</sup> (1) preparation before using media: At the preparatory stage, the teacher needs to study the existing manual before media is used. teachers need to follow the directions suggested in the book. (2) activities while using media: teachers need to maintain calm so that students are protected from things that can interfere with attention and concentration. If possible, students are given the opportunity to write things important thing to remember. Students are given the opportunity to ask things or parts that are not clear or difficult to understand. When

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<sup>30</sup> Peter Higgins and Robbie Nicol, *Outdoor Education*, : Authentic Learning in the context of Landscapes, (Kisa, Sweden 2002). 1

<sup>31</sup> Hamdani, *Strategi Belajar Mengajar* (Bandung: CV Pustaka Setia, 2011), 244.

<sup>32</sup> Asri Budiningsih, *Strategi Menggunakan Media Pengajaran Bagi Pendidikan Dasar*, Cakrawala Pendidikan Nomor 1, Tahun XIV, Februari 1995 : 65

media used in groups must be properly maintained so that students do not talk much which can disturb their friends. To increase students' understanding, in using media the teacher needs to do other things, for example: show pictures, draw lines, answer questions, etc. (3). follow-up activities: At this stage teachers need to explore. Have students reached the goal desired learning through the media presented. For that, teachers need to give tests as quickly as possible to students to find out the achievement of learning objectives through the media.

The Teachers' use the media Of Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang use various objects around them to facilitate teaching and learning activities in English to make the learning process is fun. strategies for using objects around as media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong, namely by making games or it can be called playing games where students are instructed to point to or pick up an object, then followed by an explanation with the keywords of the objects they mention around.

The application in learning process, There is three steps on the teacher implementation of strategy Of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang. There is *Pre-teaching* (opening), *Whilst teaching* (Implementation of Media), and *Post-teaching* (Evaluation and follow-up).

Based on the discussion above, it can be concluded that teacher implementation Of The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang are in accordance with the theory can be seen from three stages, namely (1) preparation before using media, (2) activities while using media (3). follow-up activities.

## **2. The Students' Responses The Use Things Around Us As Media in English Teaching at eleven grade Students of SMA Al-Arifin Camplong Sampang.**

Response is the result of impression saved in someone's memory and soul after conducting observation<sup>33</sup> We know that response is an action or feeling produced in answered something a reaction.

Based on the result that researcher found during the observations, interviews, and documentation to English teachers and students conducted by researchers, from the first meeting to the third meeting. There are several types of responses that get from students when The Use Things Around Us As Media in English Teaching.

There are some of responses when the researcher doing observations, interviews, and documentation. Those are :

- a) Specific Response : Based on the observation, the student give the specific response is when the teacher open the class by greeting the students, when students display various forms of The Use Things Around Us As Media that exist in their environment and apply it in the form of English sentences, the teacher explain material or topic with that media then the students give respond directly and answer the teachers' questions. This related to what dick allwright said who said that spesif response is response to the teacher within and limited range of available or previously practiced answer.<sup>34</sup>

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<sup>33</sup> Febrina Ramadanti, "A Descriptive Analysis of Students Response Toward Teachers Talk in English Classroom in the Second Grade of MTsN 1 Makassar". 7

<sup>34</sup> Dick Allwright and Kathleen M Bailey, Focus on the Language , 204-205.

- b) Choral Response : Based on the observation that have done by researcher, in this class at eleven grade Students of SMA Al-Arifin Camplong Sampang all student or some students respond by nodding their heads when the students understand the question or answer given by the teacher with The Use Things Around Us As Media in English Teaching. This response related to what Dick Allwright said who said that choral response is the student give response totally (all student in the class) or just part of student.<sup>35</sup>
- c) Laugh response : This Response is Students laugh because students understand or may be they think the teachers' explanation is funny and interesting. It also mean the students did not understand with teachers' explanation when the students did not to answer the teacher' question so the students laugh.<sup>36</sup> Based on the observation that have done by researcher at eleven grade Students of SMA Al-Arifin Camplong Sampang the student give the laugh response. when the student who chosen by the teacher to answer and they can't answer the question but just laugh because maybe the student don't understand that material.
- d) Silent Response : Based on the observation that have done by researcher in the proses of learning English teaching with The Use Things Around Us As Media at eleven grade Students of SMA Al-Arifin Camplong Sampang the student give this response when the teacher gives students the freedom to choose the media around them. students feel confused from the various media choices around them. This related to what Dick Allwright said who said the silent

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<sup>35</sup> Dick Allwright and Kathleen M Bailey, Focus on the Language , 204-205.

<sup>36</sup> Dick Allwright and Kathleen M Bailey, Focus on the Language , 204-205.

response is pauses in the interaction. Periods of quiet during which there is no verbal interaction.<sup>37</sup>

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<sup>37</sup> Dick Allwright and Kathleen M Bailey, *Focus on the Language* , 204-205.