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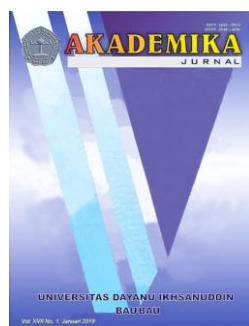
PENERBIT

TEACHERS ACTIVATING THE PASSIVE ENGLISH LEARNERS

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Abstract
The objective of this research was to describe the efforts of teacher in activating the passive English learners at SMA Negeri 2 Buton Tengah. The research was conducted at SMA Negeri 2 Buton Tengah, by using a grounded theory and applied qualitative approach. The source of the data was observation, interviewed and documents. The key instrument of this research was the researcher herself. The findings of this research were follows: (1) there are several kinds of passive attitude do in the teaching and learning process, such us: less of motivation, less of interested and the students were lazy (2) there are many teachers' efforts to activate the passive students to be participate in the teaching and learning process, such us asking to do something, giving motivation, reward, direction, score, and games.

Intisari
Tujuan dari penelitian ini ialah untuk mendeskripsikan tentang upaya guru dalam mengaktifkan siswa yang pasif dalam belajar bahasa inggris, pada siswa SMA Negeri 2 Buton Tengah. Penelitian ini dilaksanakan di SMA Negeri 2 Buton Tengah, dengan menggunakan metode penelitian qualitative dan grounded teori. Sumber data pada penelitian ini diperoleh melalui observasi, wawancara dan data dokumen. Instrumen utama pada penelitian ini ialah peneliti itu sendiri. Hasil yang diperoleh pada penelitian ini diantaranya ; (1). Terdapat beberapa jenis sikap pasif siswa yang ditemukan pada proses belajar mengajar, diantaranya: kurangnya motivasi, kurangnya minat dan adanya sikap malas dari siswa. (2). Terdapat beberapa upaya guru dalam mengaktifkan sikap pasif siswa agar berpartisipasi dalam proses belajar dan pembelajaran, diantaranya; memberikan motivasi, hadiah, petunjuk, serta mengadakan permainan.

1. BACKGROUND

The most important thing in the whole process of education at school is the learning process. This means that the successful achievement of educational goals will be visible when in the teaching and learning process takes place in an active learning. In a web page of University of Illinois Center for Innovation in Teaching and Learning, Ref. [1] claim that active learning is anything that 'engaging students doing and thinking about something' that they are doing in class room. Meyers and Jones with same web page [1] supposed that active learning providing more opportunities for students to 'engage in listening, speaking, writing, reading, and reflecting on the content, ideas, issues, and concerns' of an academic subject. As proposed by Ref. [2] active learning is "a system of learning that emphasized physical activity of students, intellectual mental and emotional learning in order to obtain results in the form of a combination of cognitive, affective and psychomotor". And the researcher regarded that students do not only passively to accept what knowledge that is provided by the teacher but also improve students' thinking skills.

Basically, the teaching and learning process in every education unit (from elementary school until senior high school) should be interactive, inspiring, fun, challenging, and motivating the learners to participate actively and provide enough space for innovation, creativity and independence in accordance with their talents, interests, and physical and psychological development of learners, [3]. It indicates that the active rule of students in the teaching and learning is a must. So the teaching and learning process should be oriented for student activity.

The teaching and learning process happens in every school should needs an appropriate methods to achieve the learning objectives. The atmosphere should be created is how the students who follow learning process can active. But the reality in the field shows that most of the students are less to active, less participate, less interact in the learning process, and it is influenced by several factors, including: teachers, students, circles of study (facility of study, media, and so forth).

Based on the result of observation at SMA N 2 Buton tengah, the fact showed that most of the students had less participation and interaction in the teaching and learning process. They were rarely to pose questions and almost never to give an argument. There were less interaction between teachers and students even between students and other students. The students only spoke with his/her friends using their native language.

It is supported by other researcher found that, the students become passive because of less interaction or communication in the teaching and learning process with students and another students, or students between teachers. So that the students become passive and anxious to pose questions, give an argument or doing test in front of class. Whereas, in the teaching and learning process it will be effective if the teacher apply an active learning. Not only that, lack of facility in makes the student not effective to follow the learning process. Whereas, with enough facility will accelerate the learning process to achieve result of study that maximal. It means that the result of study will be effective and fast when in activity of teaching and learning process be supported by facility that relevant.

The concept of passive learning takes place in the traditional classes, which are prevalent in those systems of education, the students only focus for the instructor or the teachers in the classroom. In which the teachers only gives the information and the students only takes notes in a passive manner. According to presentation from leadership development firm, as cited by Ref. [4] claim that at the end of learning process, the students usually remember only about ten per cent of the content which was taught during the class session. The researcher can conclude that teacher center learning is not a good approach in learning process. The teachers must apply a good approach such as students center learning to makes the students become active in learning process.

In relation with the definition above, it is supported by Ref. [5] defines passive learners is a learners who spends time in learning process only copying and reproducing language written down by others. They learn how to communicate in learning situation, but they do not learn how to respond appropriately in authentic communicative situations.

Passive learners do not learn how to use their language creatively, they only listen what the teachers explanation and taking notes. They only practice based on what is provided by teachers, never to express their ideas and do not want to give their insight to contribute the conversation in the class room. There are some factors influencing students' learning process in the class: a) communicative competence, b) learning style, c) teaching styles, and d) affective factors, [5].

In a book "The Guidance of Learning Activities" as cited by Ref. [6] claims that: Learning is a process of individual behavior chance by the students interaction in their

environment that makes them could interacted by their learning environment.

Simply, active learning can be defined as a method of teaching that involves students actively in the learning process. Where students have the opportunity to do more learning activities, in the form of an interactive relationship with the subject matter so compelled to conclude an understanding rather than merely receive lessons that given by the teacher.

A web page of Minnesota University Center for Teaching and Learning [7], active learning is an approach which is instruction to the students to engage in material that they learn through reading, writing, listening, and reflecting.

The concept of active learning develops after a number of institutions do the research about the length of memory students to the learning material related to the teaching methods used.

Another explanation as cited by Ref. [8] says that active learning is an alternative that allows to do conceptualization to create active participation of students in the learning process. Ref. [8] mentioned that active learning is a teaching that encourage students to actively participate.

It can be concluded that active learning is a way of learning that is able to engage students actively in the learning process, both interaction students with another students or students with teachers so that students' learning is an active process in building his own knowledge.

Some characteristics in active learning by Ref. [9] , a learning process said to be active (active learning) when it contains:
a) Attachment to the task (Commitment)
    In this case, the materials, methods, and learning strategies should be beneficial for students (meaningful), in accordance with the needs of students (relevant), and have relevance to personal interests (personal)
b) Responsibility
    In this case, a learning process necessary to authorize students to think critically responsibly, while teachers more to hear and respect the students' ideas, as well as provide options and opportunities for students to make their own decisions.
c) Motivation
    The learning process should develop students' intrinsic motivation. Intrinsic motivation is the case and the circumstances that come from within the students themselves who can push action learning.

For further explanation, the teachers should encourage students to actively seek, find and solve their own problems. Teachers are not only provided the subject for free. So on the other hand a teacher should active to:
1. Provide feedback;
2. Ask challenging questions; and
3. Discuss about ideas of students.

On the other hand, the student should active in some things:
a) Ask;
b) Requesting an explanation;
c) Bring up the idea; and
d) Discuss the others ideas and own ideas.

There are several characteristics in active learning process, as follows:
1) Situation classes that stimulate student learning activities freely, and control.
2) The teacher does not dominate the conversation, but give more stimulus thinking to the students to solve the problem.
3) The situation and condition of the class is not rigidly, but at times can be changed according to the needs of students.
4) The relationship between teachers and students shows human relationship that are guided.
5) The learning activity of the students that varied
6) Learning is not only seen or measured in terms of the results that have achieved but also seen and measured in terms of the learning process that doing by the students.

The characteristics above are a small part of the nature of the active student learning in teaching practice. In order to realizes the characteristics above necessary to understanding and to application the good teaching strategies.

The active of students can be classified into 8 groups [10]:
a) Visual activities, such as: reading, viewing pictures, observing experiments, demonstrations, exhibitions, and observing others work or play.
b) Oral activities, such as: suggests a fact that there is or principle, connecting a goal, ask a question, give suggestions, express opinions, interviews, discussions, and interruptions.
c) Listening activities, such as: listening to the material presentation, listening to the conversation or group discussion, listening radio
d) Writing activities, such as: writing a story, writing a report, check the essay and material, make summaries, doing the test, and content the questionnaires.
e) Drawing activities, such as: drawing, make a graph, chart, map and patterns.

f) Metrics activities, such as: doing the experiments, select the tools, doing the exhibitions, dancing and gardening

g) Mental activities, such as: reflect, remember, solve problems, analyze the factors, see the connections and make the decisions.

h) Emotional activities, such as: interest, differentiate, bored, excited, vivacious, brave, calm and nervous.

Based on above opinion can be concluded that the types of activity of students are learning are: Visual activities, oral activities, listening activities, writing activities, drawing activities, metric activities, mental activities, emotional activities that seeing in learning process.

Several causes that's make the student be passive, they were:

a) Students (internal factor & external factor)

1) Internal factor: Lack of skill or ability, either talent or learning experience, less interested in learning materials that is studied, so there is no encouragement for learning activities, or having difficulties in studying the learning material.

2) External factor: there are problems in circle of family or friends.

b) Teachers (approach of learning or method of learning)

Commonly, the method that always used by the teacher is conventional method. Only give the explanation and use the whiteboard as the tool to give the explanation, so that make the students be passive and of course makes the students inclined less participation in learning process in the class.

c) Circle of learning (facility).

2. PROBLEM STATEMENT

Based on the above description, the researcher was motivated to conduct a research on the teachers' efforts in activating passive english students at SMA N 2 Buton Tengah in 2016/2017 academic year. The aims of this research were to know how are teachers' efforts in activating passive English students in the teaching and learning process

3. METHOD OF THE RESEARCH

This research used qualitative approach with grounded theory. Grounded theory was methodology research which is emphasized in invention theory based on the data of observation that happen in the field, and the research purposed of this research was to acquire the deep understanding about activating passive English learners and how the way to activating students participation in the teaching and learning process.

This research took place at SMA N 2 Buton Tengah in academic year 2016/2017, and the time that the researcher used was since doing the initial observations its January, 2016 until the research report writing.

This research was a qualitative research with grounded theory method in collecting, analyzing and presenting data, it done objectively toward the way of teachers to activate passive English learners.

The key instrument of this research was the researcher herself. Therefore in collecting the data the researcher did observation and interviewed to the teachers and students, and used the documents to support this research.

The technique of data analysis in this research adopted analysis model of Ref. [11] claimed that the activity of data analysis was analyzed continuously until the data was saturated. Continuously, Then [11] noted that the technique of data analysis by Miles and Huberman consist of some procedures, they were (1) data reduction; during the research, there were many data would be encountered. The researcher was suggested to reduce the data by considered the focus of the research. Data reduction means, summarizing the data, selecting and focusing only to the basic data and trying to find out the pattern of the data and throwing up unimportant data; (2) data display; in Ref. [11] "the most frequent form of display data for qualitative research data in the past has been narrative text". Therefore, this research displayed the data in the form of descriptive text; (3) conclusion drawing/verification.

4. FINDINGS AND DISUSSION

4.1 Findings

a. The kinds of passive students

Based on the result of observation and interviewed to the teachers and the students at SMA Negeri 2 Buton Tengah showed that the kinds of passive students in the teaching and learning process, because:

1) Less of motivation

Motivation means that everything that pushes someone to do something. There is motivation that comes from ourselves and from outside. Motivation pushes someone to get good achievement and reaches the success or gets something that becomes his/her goal and someone's participation in a project.

Motivation as internal factor has function to occur, becomes a basic and directs learning process. Motivation can determine the way to reach the goal so learning success is as big as

motivation. Someone who has big motivation will study hard, doesn't give up, and always read books to increase his/her achievement. In contrary, students who have low motivation don't care with the lesson, give up immediately and always disturb learning process. So, they get many difficulties.

Based on the result of observation, when the teaching and learning process still was running, there are several students who did not pay attention to the teacher. Moreover, to the students who sat in behind. The students only were busy with their activity. Such as disturbed his/her friends, only spoke with his/her neighbors. Even, there is student who did not follow the command of the teachers. The teacher asked to make example of sentences, but there are several students did not do it.

Actually, less of motivation really influenced the study of the students. When the students have less motivation, it was difficult to follow and to accept the material that has given by the teacher.

To support the result of observation before, the researcher interviewed some students at SMA Negeri 2 Buteng to establish about why they were passive in the teaching and learning process. Based on the interview with student whose name was Mr. AM, he said:

"Sebenarnya saya itu tidak terlalu suka pelajaran Bahasa Inggris, makanya motivasi untuk mau belajar Bahasa Inggris itu kurang, kak."

Based on the result of interviewed with Mr. AM, it can be concluded that actually he did not too like English subject, so motivation to study English was less.

To support this research, the researcher also interviewed the teacher at SMA Negeri 2 Buteng. Based on interviewed with teacher whose name was Mr. LJ, he said:

"Memang yaach, salah satu yang mempengaruhi siswa kurang perhatian terhadap materi yang kita sampaikan didalam proses belajar mengajar dikarenakan motivasi belajar mereka yang rendah. Karena motivasi mereka yang begitu rendah, sehingga yang sering kita temui biasanya, ketika proses belajar mengajar sedang berlangsung biasanya mereka tidak terlalu menyimak pelajaran dengan serius, atau mengganggu temannya, bahkan biasanya mereka asyik ngobrol dengan teman sebangku mereka".

Based on the result of interviewed with Mr. LJ, it can be concluded that one of the kinds of passive students in the teaching and learning process was less motivation. In this case Mr. LJ said that one factor influenced the student is less notice to our material that we explained in the teaching learning process because of less motivation. Because of it, so that we usually found the students disturbed his/her friends, even the students only told with his/her friends in the teaching and learning process.

2) Less of Interested

Interest is trend to choose something that appear from us to pay attention, accept and do something without compulsion and it is thought important or useful for ourselves. Students who don't have interest to a subject will appear difficulties in learning. Interest occurs from students learning needed become support for them to do learning process. If students don't have interest about the subject, maybe it does not appropriate with their talent, their needed or their skill. It and will occur a problem to student. Students' interest can be observed from students' way in follow learning process, their note, and activity in the class.

When the teaching and learning process still was running, there are several students who did not pay attention to the teacher. The students prefer chose another activity. Such us opened the telephone and saw the pictures, there is student only made a picture in his book even there are two student who sat in behind only took a picture when the teaching and learning process still was running.

Based on the interviewed with student whose name was Miss. RN, she said:

"Kalau saya kurang suka dengan pelajaran Bahasa Inggris kak, soalnya ini bukan bidang saya. Bahasa Inggris itu susah kak."

Based on the result of interviewed with Miss. RN, it can be concluded that he did not too like English. She said that English was not his expertise. He said that English was difficult.

The same case also expressed by other student whose name was Miss. IR, she said:

"Kalau saya kadang suka, dan kadang juga tidak suka. Bahasa Inggris itu sulit kak, harus banyak kosa kata yang harus kita kuasai. Terus ada satu lagi kak, untuk pengucapan bahasa inggris yang paling membuat saya malas untuk belajar Bahasa Inggris. Pengucapannya itu loch kak..., susah."

Based on the result of interviewed with Miss. IR, it can be concluded that she did not too like English. She said that English was difficult, she has to known more vocabulary. She said that English was difficult to pronounce the words and it was made me lazy to study English.

To support this research, the researcher also interviewed the teacher at SMA Negeri 2 Buteng. Based on interviewed with teacher whose name was Mr. R, he said:

"Sebenarnya kalau berbicara mengenai motivasi, yang membuat mereka tidak termotivasi dalam belajar adalah karena siswa tersebut tidak tahu tentang bahasa Inggris, mereka sulit mengetahui arti kata bahasa Inggris."

Based on the result of interviewed with Mr. R, it can be concluded that less motivation it because the students did not know about English. She said that actually if we talked about motivation, that made the students did not motivate in the teaching and learning process is because the students did not known about English, the students were difficult to know the word meaning of English.

The similar reason also expressed by other teacher whose name was Mr. F, he said:

"Jadi kalau mengenai motivasi itu, dikarenakan mereka kurang suka atau tertarik pada pelajaran Bahasa Inggris dan terkadang siswa menemukan kendala-kendala, sehingga membuat mereka tidak termotivasi dalam belajar."

Based on the result of interviewed with Mr. F, it can be concluded that the students did not too like or not interested to English and he said that sometimes the students found many problem, so that made the students do not motivated in the teaching and learning process.

3) The students were lazy

In the teaching and learning process, the researcher found several students who were lazy to follow the learning process. The students concerned. The students were not calm. There is student who did not make the assignment that has given, they made it at school. Not only about it, when the teaching and learning process still running, the teacher asked them to make the sentence in the student books, but unfortunately there are several students asked other students to make the sentence than has command by the teacher. The students did not try to make it by themselves.

b. Teachers efforts in activating passive English learners.

Based on the result of observation, showed that many teachers efforts that have done by the teacher at SMA Negeri 2 Buteng to make the students to participate in the teaching and learning process. The teachers have done many efforts, such as asking to do something, giving motivation, direction, score, games and so forth.

To support the result observation, the researcher interviewed with the teachers and the students of SMA Negeri 2 Buteng. The researcher found that there are many teachers' efforts in activating passive English learners in the teaching and learning process.

Teacher efforts in activating passive English learners in the teaching and learning process, they were:

1) Asking to do something

When the teaching and learning process started, the teachers started to do their job. One of the teachers done was asking the students to do something. By using it, it made the students more active than before, and the activity that always used by the teachers such as asked the students to answer the questions in front of the class. After that, the teachers gave opportunity to the students to read the sentences and asked about the meaning. They were really enthusiastic. The teachers asked all of students to come in front of the class to make it, and all of the students have opportunity to do it. Other things was asked the students to practice the dialogue in front of the class or in each student sat, and so forth.

When the teachers saw the students make noisy, the teachers started to take action with gave question for the students who make noisy. So, it made other students not follow the action like that, and it made the students to focus to follow the teaching and learning process.

Based on interview with teacher at SMA Negeri 2 Buteng, whose name was Mr. LJ, said that:

"Guru-guru itu selalu memanfaatkan waktunya untuk menyuruh, meminta atau memfasilitator siswa-siswanya untuk melakukan/ mengerjakan sesuatu, tidak ada satu orangpun guru yang tidak melakukan itu. Apalagi kalau kami melihat siswa yang tidak focus lagi terhadap materi yang kita ajarkan"

Based on interviewed with Mr. LJ, it can be concluded that the teachers always exploited time to asked the students to done something, he said that there was no one teacher did not do it. Moreover when we saw the students did not focus to the material.

2) Giving motivation

As the explanation before that, motivation means that everything that pushes someone to do something. There is motivation that come from ourselves and from outside. One of motivation come from outside it happened because of the teachers, and it was one of the efforts of teachers at SMA Negeri 2 Buteng in the teaching and learning process. The teachers always found the students who have less motivation to study. So, actually the teachers do not give up to always give motivation to the students. The result of observation shown that by giving motivation, it would give big influenced to the students. The students started to focus again, even started to think and changed. It was supported by Sardiman (2006: 84) as cited by Dewantara [12] said that the result of study will be optimal if there is motivation.

To support the result of observation above, the researcher interviewed some teacher at SMA Negeri 2 Buteng, said that by given motivation, it helped the students. The result of interviewed with the teacher whose name was Mr. F, said that:

"Motivasi yang kita berikan itu memang sangat membantu siswa untuk focus kembali. Seperti yang kamu lihat tadi, ketika saya menyampaikan pada siswa saya bahwa 'kalian jangan pernah takut, kerjakan saja, jangan katakan tidak bisa, jangan pernah takut berbuat salah, yang terpenting kalian sudah mau berbuat dan berusaha', motivasi-motivasi seperti itulah yang seharusnya dilakukan oleh seorang guru".

Based on interviewed with Mr. F, it can be concluded that motivation was one of teachers efforts to make the students active again, to make the students did not anxious again. He said that motivation that has given, it really helped the students to focus again. He said that as the researcher seen before that when I told to the students 'did not anxious, just done it, did not say I can't, did not feel anxious, that's important you have tried', he said that motivations as I told before should done by the teacher.

The similar reason also expressed by other teacher whose name was Mr. R, said that:

"Motivasi itu sebenarnya keberhasilan. Kalau didalam pembelajaran tidak ada motivasi, itu sama dengan pembelajaran mati. Motivasi itu sebenarnya memberikan pengaruh yang sangat besar terhadap kemajuan siswa, sehingga motivasi itu lah yang sangat diharapkan dan dibutuhkan oleh siswa."

Based on the result of interviewed with Mr. R, it can be concluded that motivation was the important things to success of the students. He said that if in the teaching and learning process there was no motivation, it was same with death learning. He said that actually motivation that given by the teachers would give the big influenced to success of the students, so that it really hoped and needed by the students.

To prove the result of teachers interviewed, the researcher also interviewed with some students of SMA Negeri 2 Buteng. Based on the result of interviewed with the student whose name was Mr. IR, said that:

"Memang kak, setelah gurunya kita dia kasih kita motivasi…, kita mulai tidak takut lagi dan tidak ragu-ragu lagi untuk menjawab atau memberikan pertanyaan"

Based on the interviewed with student with name Mr. IR, it can be concluded that motivation needed by the students. Because by motivation, it made the students did not anxious and hesitate to pose question or gave an argument.

Similar reason also expressed by other student whose name was Mr. IR, he said:

"Hmmm… iya kak. Memang setelah kita dikasih motivasi kita mulai ada perubahan. Yang tadinya kita takut untuk salah, takut untuk maju kedepan, tapi setelah dikasih motivasi.., kita mulai

berubah dan mau mencoba…, walaupun nanti mungkin akan muncul lagi rasa takut itu,,,."

Based on interviewed with Miss. ISR, it can be concluded that actually with motivation can change someone. She said that after she heard the motivation from her teacher, she did not anxious again, did not anxious to come in front of the class. But after her teacher gave motivation, she changed and wanted to try. Even thought, may be in the next would appeared the anxious again.

3) Giving reward

Reward was positive reinforcement and also a good motivation to the students. The teachers used reward to raise the spirit of the students. The result shown that the teachers always gave reward for students who have participate or contribute in the teaching and learning process. It was really influence other students who never or seldom to participate to be participate. Because by giving reward can make the students more spirit to participate or contribute in the teaching and learning process. Reinforcement is done by the teacher with the aim that students can more actively participate in the learning and teaching interaction and students to repeat the good deed.

Based on interviewed some teacher at SMA Negeri 2 Buteng, said that by given reward, it helped the students to participate in the teaching and learning process. The result of interviewed with the teacher whose name was Mr. LJ, said that:

"Ooh tentu, dengan memberikan pujian kepada siswa, akan sangat membantu siswa yang lain pula untuk ikut berpartisipasi didalam proses pembelajaran. Karena ketika mereka diberikan pujian, ada kebanggaan tersendiri buat mereka, dan sudah pasti akan meningkatkan semangat para siswa."

Based on interviewed with Mr. LJ, it can be concluded that with gave reward to the students, it raise the spirit of the students. He said that it would help the other students to participate in the teaching and learning process. He said that by giving reward to the students, there were individual proud. He said that it would increase spirit of the students.

Similar reason also expressed by other teacher whose name was Mr. F, he said:

"Memang pujian itu sangat dibutuhkan oleh siswa. Karena ketika siswa diberikan pujian, mereka akan merasa dihargai serta membangkitkan rasa percaya diri siswa. Selain itu pula, pujian itu akan membangkitkan motivasi siswa lain untuk mau melakukan kegiatan seperti yang dilakukan oleh temannya,."

Based on interviewed with Mr. F it can be concluded that with gave reward, it would influenced another students to do the same things. He said that reward very needed by the students. Because when the students given reward, the

student would feel respect and also it would raise self confidence of the students. After word, reward would raise motivation of other students to do the same things as his/her friends.

After word, to establish teachers interviewed, the researcher also interviewed some students at SMA Negeri 2 Buteng. Based on interviewed with student whose name was Mr. IR, said that:

"Memang kak, setelah kita diberikan pujian oleh gurunya kita atau kita dapat tepuk tangan dari teman-teman lain, itu buat kita lebih semangat lagi untuk belajar kak, dan ada kebanggaan tersendiri didalam dirinya kita kk."

Based on interviewed with Mr. IR it can be concluded that the students needed reward to make them more spirit. He said that after his teachers gave reward or found applause from his friends, he was more spirit to study and there were individual proud in his self.

Similar reason also expressed by other students whose name was Miss. ISR, said that:

"Memang dia mempengaruhi kita kak. Kadang to, kalau sa lihat temanku dia sudah praktek didepan kelas, setelah selesai diberikan pujian sama pak gurunya kita dan teman-teman juga dia tepuk tangan me untuk dia. Jadi kita termotivasi juga untuk lakukan hal yang sama."

Based on interviewed with Miss. ISR it can be concluded that with given reward to the students, it would influence the students to participate in the teaching and learning process. She said that actually gave reward really influenced us. She said that, when I saw my friends practiced in front of the class and they found reward from my teacher and got applause from my friends, it motivated me to do the same things.

4) Giving direction

The result showed that during the teaching and learning process still was running, sometimes the students did not focus to the teacher or to the material. So the teachers have to give direction to the students, to make the students to focus again. Moreover, for students who sat in behind. The teachers always control and approached the students who did not understood with the material that has given by the teachers. By giving direction, it would help the students to focus again.

Based on the result of interviewed with the teacher whose name was Mr. F, said that:

"Memberikan arahan kepada siswa biasa juga kami lakukan untuk membuat mereka lebih focus terhadap materi yang kita ajarkan. Dengan memberikan penjelasan kembali dan melakukan control kebelakang itu akan membuat siswa lebih focus terhadap materi yang kita ajarkan."

Based on interviewed with Mr. F it can be concluded that the students should gave directive. Because during teaching and learning process was running, sometimes the students did not too focus. So the teachers should give explanation again and should control the class, more over in behind. So, the teacher should do it, to make the students focused to the material.

5) Giving score

The result showed that in the teaching and learning process, the teachers always facilitator the students to do something. Whatever the students do, the teachers have to appreciate it. The way teachers appreciate it, with giving score to the students who have participate in the teaching and learning process. Score was symbol of the result of activity of the student. Score was the tool of motivation that gave influence to maintain or to increase the achieved of the students.

Giving score be done when the students have done about something. The teacher has to appreciate activity that has done by the students. By giving the score, it would raise the spirit of the students and it would influence other students to participate in the teaching and learning process

Based on interviewed with teacher whose name was Mr. F said that:

"Ketika siswa melakukan sesuatu dan kita memberikan nilai tambah buat mereka, itu akan membangkitkan motivasi siswa lain untuk mau ikut aktif dalam menajawab atau memberikan pertanyaan."

Based on interviewed with Mr. F, it can be concluded that when the students done about something, the teachers should give plus score to the student, because it would made the other students to participate in the teaching and learning process.

6) Giving games

The result in the field showed that games was one of the method that always used by the teachers. The teachers used games when saw the students ware boring or sleepy. It was use to refresh their main. But games that has given, was games that have relation with the material.

Based on interviewed with teacher whose name was Mr. R, said that:

"Games itu sangat bagus kita berikan, biar para siswa itu tidak bosan dan tidak ngantuk selama proses belajar mengajar. Apalagi kalau kita mengajar disiang hari…., di saat siswa sudah mulai bosan, kita bisa berikan games-games yang menarik, yang penting ada hubungannya dengan materi yang kita ajarkan."

Based on interviewed with Mr. R, it can be concluded that games was very good method. By giving games, the students were not bored and not feel sleepy in the teaching and learning process. He said that, moreover when we teach the student in middle day, it was better used games to

disappear feel bored. That important, there is relation with the material.

Similar reason also expressed by other teacher whose name was Miss. A, said that:

"Itu bagus juga dilakukan, yang penting sesuai dengan materi yang kita ajarkan, biar otak mereka jadi segar kembali"

Based on interviewed with Miss. A, it can be concluded that games was good, and she said that, that important there were relation with the material.

To support the result interviewed of the teachers, the researcher interviewed with some of the students at SMA Negeri 2 Buteng. Based on interviewed with student whose name Miss. M, said that:

"Memang betul kak, kalau kita dikasih games sama pak gurunya kita to, kita lebih bersemangat untuk belajar dan kita tidak bosan lagi."

Based on interviewed with Miss. M it can be concluded that with given games to the students, it would influence the students to be spirit in the teaching and learning process. She said that after the teacher gave games, the students more spirit to study and did not bored again.

So based on explanation above, it can be conclude that, there were teachers efforts to activate passive English learners was asking to do something, giving motivation, giving reward, giving direction, giving score and giving games.

4.2 Discussions

a. The kinds of passive students

Based on the data trough observations and interviewed conducted by the researcher with the teachers and the students of SMA Negeri 2 Buteng shown that there were several kinds of passive attitude showed students in the teaching and learning process.

The kinds of passive students in the teaching and learning process at SMA Negeri 2 Buteng shown that the students:

1) Less of motivation

When the teaching and learning process happened in the class, there were several students did not pay attention to the teacher. They were only busy with their activity. Such us; when the teacher gave explanation, the students did not see and hear to the teacher, the students only told with his/her friends, only opened his/her telephone, disturbed his/her friends, and also only made a picture in his/her book, even there is student only was sat, silent, and imagine about something. Not only about it, based on the result of observation has done, the researcher found that the students do not pay attention to the other students who answered the question in front of the class, the students did not make the homework, even there is student has just made

the homework in the class, and also there are students asked another student to make the sentence that be asked by the teacher. Ref. [13] supposed that motivation to study was a disposition who have by the students, it was signed with the preparation of students to started the activity, after that with the students encourage in the teaching and learning process.

Based on the explanation above, it can be concluded that there are many students did not care with the knowledge that has given by the teacher. The teachers have done his/her responsibility, but the fact some of the students did not care about it. The students only were busy with their own activity. They did not respect each other, respect to the teacher or other students.

2) Less of interested

The result showed that less of interested was one of the kinds of passive students. When the teaching and learning process still was running, there are several students who did not pay attention to the teacher. The students prefer to choose another activity. Such us opened the telephone and saw the pictures, there is student only made a picture in his book even there are two student who sat in behind only took a picture when the teaching and learning process still was running. Whereas, at the same time the teachers still gave explanation to the students. Interested have big correlation to study, interested also was one of things that influenced the authority cognitive of the students. According Ref. [14], interested was a feel liked and interested to an activity, without there was not ask.

Based on the observation and interviewed result, showed that the students were not motivated and interested in English. It was because they thought English was difficult. Which was it's different between the way in writing and pronounce the word so that they did not pay attention when the teacher gave explanation. when the lesson was suitable with the students' interest, they may study hard, but when it was not suitable with their interest, they were not interest to study in the learning process. This thing caused the learning process failure. Not only that, they gave up immediately and always disturb learning process. So, they got many difficulties and made them failed in learning process.

3) The students were lazy

The other kinds of passive students in the teaching and learning process were the students its self, the students lazy to study. The fact showed that there is student who did not make the assignment that has given by the teachers, they made it at school. When the teachers asked about the assignment, the students have just started to make it in the class room. It was showed that the students were lazy to study. Not only about it,

when the teaching and learning process still running, the teacher asked them to make the sentence in the student books, but unfortunately there are several students asked other students to make the sentence than has command by the teacher. The students did not try to make it by themselves.

b. The teachers efforts in activating passive English learners in the teaching and learning process

Based on the result of observations and interviewed conducted by the researcher with the teachers and the students of SMA Negeri 2 Buteng shown that there are many teachers efforts in activating the passive English learners in the teaching and learning process.

The teachers efforts in activating the passive English learners in the teaching and learning process in academic year 2016/2017 were: a) asking to do something; b) giving motivation; c) giving reward; d) giving direction; e) giving score and f) giving games.

1) Asking to do something

In the teaching and learning process the teachers have done many efforts in activating the students, and one of the teacher efforts were asked the students to do something. By used it, it made the students more active than before. As the result of interviewed with teachers at SMA Negeri 2 Buteng before that, the teachers always used their time to asked or to facilitator the students to do an activity. and the activity that always use by the teachers such us asked the students to gave questions; asked the students to answered the questions; asked the students to discuss something with other friends; asked the students to practiced, in front of the class or in each students sat; and so forth. That's important asked the students to do an activity in the teaching and learning process.

2) Giving motivation

Based on the result of observation and interviewed to the teachers and the students at SMA Negeri 2 Buteng shown that, when the teaching and learning process still was running, there are several students who did not pay attention to the teacher. Moreover, to the students who sat in behind. The students only were busy with their activity. Such as disturbed his/her friends, only spoke with his/her neighbors using their native language. Even, there is student who did not follow the command of the teachers. The teacher asked to make example of sentences, but there are several students did not do it.

Raised up the motivation of the students was not easy. The teachers were one of the ways to grow up motivation of the students, because teachers were the person who have important role in the teaching and learning process. In the teaching and learning process the teachers always found the students who have less motivation to study. Some of the students still anxious to pose or to answer the question of the teachers, students still hesitate, shy and so forth. Gave motivation was one of the teachers efforts to make the students to be active or to participate in the teaching and learning process. With gave motivation, the students started to think and changed. Even though, did not change directly but it helped the students to focus to the material and started to participate in the teaching and learning process.

Saw the condition of the class like that, the teachers never give up to give motivation to the students. Motivation was one of the important things for students. as cited by Ref. [13] supposed that duty of the teachers ware giving motivation to the students to achieved the goals that be expected. According Ref. [14], as cited by Ref. [13] said that through good relation between teachers and students, the students would be like the teachers and would be like the subject that have given by the teachers, so that the students tried to study well.

This research supported by Ref. [13] about the correlation between teachers practice in the teaching and learning process with motivation and achievement of the students. The result showed that the circles of good study, with pay attention of the teachers have correlation with interested, achieved and motivated of the students

3) Giving reward

Reward was one of positive reinforcement to the students. It was one of the efforts that always use by the teacher. The teachers used reward to raise the spirit of the students. Because by giving reward can make the students more spirit to participate in the teaching and learning process. The result showed that after the students answered the questions or practiced the dialogue in front of the class, the teachers giving reward. Such as, said thank you to the students and giving applause to the students. It really influenced the motivation of other students to do the same things.

4) Giving direction

Gave directive was one of efforts that used by teachers in the teaching and learning process. The teacher gave directive, if the teacher saw the students do not focus to the material. The result showed that, during the teaching and learning process the students did not always focus, sometimes the students do another activity. So, as the teachers, they have to give direction to the students such as giving explanation again or do control in the teaching and learning process.

5) Giving score

Giving score also was one of the efforts that used by teacher. Give value done when the students have done about something. Whatever, activity that be done by the students, the teacher has to appreciate it. And one of the ways was with giving score to the students. By giving the score, it would raise the spirit of the students to participate in the teaching and learning process.

So, based on explanation before showed that other efforts to activate the students was giving reward and giving score.

6) Giving games

Games was one of the method that used by the teacher in the teaching and learning process. The teachers used game, expect accordance with the material. Games that be given was games that have relation with the material, and sometimes it given when teacher saw the students feel bored and feel sleepy.

4. CONCLUSION

Based on the explanation before, it can be concluded that the kinds of passive students in the teaching and learning process, they were less of motivated, less of interested and the students were lazy. Motivation was the one main factor which is supported the students. When the students have less motivated and interested it would influence the activity of the students in the teaching and learning process. Not only about it, the kinds who made the students be passive because of the students were lazy.

Afterword, to make the students to be active in the teaching and learning process, the teachers should use many efforts such us: asking the students to do something, giving motivation, reward, directive, value and games to the students. Because by doing it, so the goals of teaching and learning process would achieve. And teacher's efforts liked it, it would raise spirit of the students to study English in the teaching and learning process.

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