

THE TEACHING-LEARNING PROCESS OF ENGLISH
AT ENGLISH COURSES 2011
AN ETHNOGRAPHY STUDY IN PARE, KEDIRI, EAST JAVA.



**Thesis Submitted to Fulfill one of the Requirements for the Completion of
Graduate Degree in Language Studies**

By

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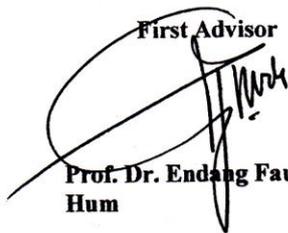
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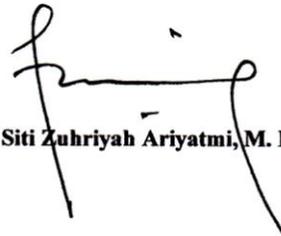
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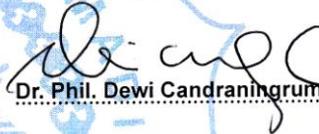
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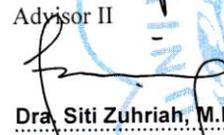
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MOTTO

TODAY STRUGGLE IS TOMORROW SUCCESS

DEDICATION

Affectionately dedicated to

MY PARENTS, THE BEST PARENTS EVER LIVED!

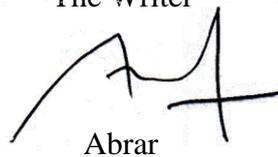
“THANK YOU FOR EVERYTHING”

PRONOUNCEMENT

By this pronouncement, I state that this thesis is a record of an original research work. I am completely responsible for its content. All of the quotation and references have been acknowledged. I absolutely state this thesis is not a plagiarism or made by someone else. If my pronouncement is proved incorrect one day, I am willing to accept all of the consequences.

Surakarta, February 24, 2012

The Writer

A handwritten signature in black ink, consisting of a series of connected loops and a final vertical stroke with a horizontal crossbar.

Abrar

ABSTRACT

ABRAR. S20010004. THE TEACHING-LEARNING PROCESS OF ENGLISH AT ENGLISH COURSES 2011
AN ETHNOGRAPHY STUDY IN PARE, KEDIRI, EAST JAVA.
Research Paper. Muhammadiyah University of Surakarta 2012.

The study of teaching learning process is significant in academic research in order practitioners of education know the development of the practice so that they can determine what they have to keep and change. Related to the context, this research relates to teaching learning process of English at the courses. The objective of the study is to describe how the teaching-learning process of English at the courses is. This research studies some components of teaching-learning process, namely: the objective of teaching English, syllabus, materials, methods, evaluation, and strengths and weaknesses.

To enrich objective of the study, the writer uses one of kinds of qualitative research that is ethnography approach. This research takes three samples of English courses at random with consideration based on number of students, existence of year-to-year, facilities, and service of production, namely: Mahesa Institute, Genta Course, and Effective English Conversation Course (EECC). The methods of collecting data used in this research are observation for three months (June, July, and Augustus), interview, and document analysis.

This research finds that *the first*, the objective of teaching English at the courses is *content-based objective*, which is matched for the program and level. *The second*, the kind of syllabus used at the courses is mixture of four kinds of syllabus, namely: *grammar syllabus*, *functional syllabus*, *topical syllabus*, and *lexical syllabus*. *The third*, the instructional materials used at the courses are diverse, namely: printed material, audio material, and visual material. *The fourth*, the methods used at the courses are cognitive code learning, direct method, audio-lingual method, and collaborative learning. *The fifth*, the evaluation forms used at he course are *sumative evaluation* and *formative evaluation*. The form of sumative evaluation is *dayly evaluation* and *weakly evaluation*, while *summative evaluation* is the *last evaluation*. *The sixth*, there are three strengths of teaching learning process at the courses, namely: 1. various teachers' teaching methods, 2. Effective and detailed material, 3. more exercises and practices. While, the weaknesses of teaching learning process at the courses are 1. large classes, 2. unperfect sylabus, and 3. lack of general insight to elaborate the topics of discussion.

Based on the description above, the writer gets some conclusions, *firstly*, the media, materials, and syllabus used at the courses are created by teachers of the courses; *secondly*, teaching methods used are diverse and students-centered; *thirdly*, the system isn't same as teaching of English in formal school. One main difference is the English courses in Pare have emphasis on exercise and practice for mastering of English skills given in longer time allocation.

Key Word :Teaching, learning, process, approach, methods, teacher's role, student's role, and instructional.

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At the last but not the least, the writer realizes the thesis is far from being perfect but hopefully, it is useful for the readers to broaden the horizon of knowledge in language teaching. Any comment, criticism and suggestion will be valuable for a better work.

Surakarta, February 24, 2012

The Writer

Abrar

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