ENGLISH TEACHING-LEARNING PROCESS
AT THE FIRST GRADE OF SMP N 2 SAWIT BOYOLALI
IN 2013/2014 ACADEMIC YEAR

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ABSTRACT

This study focuses on English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali. This study is aimed at describing the teaching objective, syllabus, roles of teacher, roles of students, material, procedures, assignment, and problem faced by the teacher and the students in English teaching-learning process.

This is a descriptive qualitative research. The subject of the study is the seventh grade of SMP N 2 Sawit Boyolali which consists of 26 students. The methods of collecting data are observation, interview, and documents analysis. In analyzing data, the writer uses an interactive model, namely the data reduction, the data display, and conclusion. Based on the research finding, the objective of teaching in SMP N 2 Sawit Boyolali are; the general instructional objective is based on curriculum that is to develop communicative competence in the four language skills and the specific instructional objective is to prepare the students implement the four basic skills, such as in listening, to understand what the speaker says, to produce both word sentence by using correct form and good pronunciation in speaking, to understand the contents of the text and enrich the vocabulary in reading, and to write word, sentence, and text by using correct form in writing. The curriculum is the 2006 Curriculum. The syllabus is theme-based syllabus. The teacher’s roles are as a monitor, motivator, controller, model, material developer, and evaluator. The students’ roles are as listener and performer. The material used in English teaching-learning process are textbook, workbook, picture, and cassette or CD. The classroom activities have almost focused on the four language skills. In SMP N 2 Sawit Boyolali, there are three stages of assessment, namely daily test, mid test, and final test. The writer also finds problems faced by the teacher are students discipline and they cannot put themselves in the right time and place and problem faced by the students is in writing a word or sentence.

Keywords : English teaching-learning process and problems faced by the teacher and the students
INTRODUCTION

Nowadays, English as an international language is very important in human life. English is also very important to be learnt because English always plays as an important role in the communication around the world. It gives many people a bridge into the higher education, politics, science, tourism, international trade, and many other ventures which interest them. It has also role in education.

In Indonesia, English is a foreign language. It is not only used as a means of human communication but also as a subject learnt at schools. English is one of the compulsory subjects which is taught of all education levels, namely Junior High School, Senior High School, and in all departments of univeristy. Hence, the Indonesian government always makes efforts to improve the quality of society, in order to be able to confront the competition in global era. The teaching of English in Junior High School is the basis in understanding English. There are four skills in teaching English, namely listening, speaking, reading, and writing.

Listening, speaking, reading, and writing are integrated skills in teaching English in Junior High School which means those skills cannot be separated as they relate each other. Integrating the four language skills in English teaching-learning process can develop communicative competence because it focuses on the realistic communication. Listening is making the students hear and listen to how the second language is presented. According to Clark and Clark (1997:43) in Fauziati (2010:4), listening comprehension as the mental process by which listeners take in the sound uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey. In speaking, most teacher wonder how they can get their students talking more in class. House (1997:21) states that:

a part from the oral exercise that the teacher does in the class, the children have opportunity to speak English in their basic classroom communication and this may be the only truly free communication that they will practice. For this reason, insist on their using English whenever they can (but do not expect them to perform beyond their abilities as this will only inhibit them).
Teaching reading of English to children is obviously not possible to demand the reading skills if the children are not competent readers in their own language. According to Fauziati (2000:32), reading is one of the language skills which needed be taught in language classroom. While, writing consists of motor skills as well as language skills. Free writing is developed very slowly and the teachers are expected not to expect students to write freely what they cannot say freely. Fauziati (2000:45) states that writing is the most difficult skill to master foreign language learners.

Because of the importance of English at school, the teacher should be creative to apply teaching methods in order to help students master the four basic language skills, so that the students are interested in English and can understand the material easily. According to Fauziati (2005:5) method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Teaching method is the theoretically related to an approach and is organizationally determined by a design. Teaching method is one of the elements in teaching-learning process, and it is related to an approach, design, and teaching procedure. It is needed in teaching-learning process to determine the success in education.

In English teaching-learning process, a suitable teaching method, media, and good class management are needed by the teacher to extend English materials, because it will influence the students’ understanding in learning English. In teaching-learning process at SMP N 2 Sawit Boyolali, the teacher in English teaching not only uses English, but also uses Indonesian, because it helps the students to understand the material easily. Here, the roles of the teacher and the roles of materials are needed to help the students learn English, so the learning English purpose is to improve communicative competence both orally and in written. Based on information from the English teacher in SMP N 2 Sawit Boyolali, there are many problems faced by the teacher in teaching-learning process, like discipline of the students, the students’ noisy in the classroom, or they cannot put themselves in the right time and the right place. It will influence the teacher in teaching, so the process of teaching-learning will not run optimally.
Beside that, the students also have difficulties both translating and writing the word or sentence.

In this study, the writer observes English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year by using descriptive qualitative approach. The objectives of this research are to describe the English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year which covers teaching objectives, curriculum, syllabus, teacher’s roles, students’ roles, material, procedure, and assessment, and to describe the problems faced by the teacher and the students. Based on those phenomenon above, the writer is interested in observing the research entitled ENGLISH TEACHING-LEARNING PROCESS AT THE SEVENTH GRADE OF SMP N 2 SAWIT BOYOLALI IN 2013/2014 ACADEMIC YEAR.

RESEARCH METHOD

This research was conducted on October 07 to November 02, 2013 at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year. The subjects of the study are English teacher and students of the seventh grade at SMP N 2 Sawit Boyolali in 2013/2014 academic year. The seventh grade class consists of 26 students. The object of this research is English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year. To collect the research data, based on the aim of the study, the writer applied three research techniques, namely: observation, interview, and document analysis. The data in this research are analyzed by using descriptive qualitative research. The writer uses an interactive model that includes three main components, namely the data reduction, the data display and conclusion or verification.

RESEARCH FINDING AND DISCUSSION

Based on the research findings, the writer discusses the finding of the research. The discussion contains of the English teaching-learning process that involves the teaching objective, curriculum, syllabus, material, teacher’s roles,
students’ role, classroom procedure and assessment used in English teaching-learning process to the first grade of SMP N 2 Sawit Boyolali.

A. Teaching Objectives

Based on the observation, teaching English is taught in order to develop the students’ language skills, namely listening, speaking, reading, and writing and to implement it both orally and in written. In listening, the students are expected to be able to understand what the speaker say besides to know how the speaker pronounces it well. In speaking, the students are expected to be able to produce both word sentence by using correct form and good pronunciation and to be an active speaker. In reading, the students are expected to be able to understand the contents of the text besides to enrich their vocabulary. In writing, the students are expected to be able to write starting from a word, a sentence, then a text by using the correct form. Those are appropriate with the theory that the objective of teaching English is to develop the skills. But, it is different with the previous research which is more emphasized on the preparation for the students to take national examination and is hoped they can produce good essay.

B. Curriculum

The curriculum that is implemented in SMP 2 Sawit Boyolali is based on the 2006 Curriculum. It is different because the previous research did not explain anything about it, but it is appropriate and supports the theory according to Nunan (1997:9), “Curriculum” is concerned with the planning, implementation, evaluation, management, and administration of education program. “Syllabus”, on the other hand, focuses more narrowly on the selection and grading of content.

C. Syllabus

The syllabus that is implemented in SMP 2 Sawit Boyolali theme-based syllabus. The syllabus and lesson plan which related with the syllabus are designed by the teacher before teaching that can make the English teaching-learning process run easily. The difference with the previous study
that there is no explanation about the syllabus, so that the writer cannot compare it.

D. Teacher’s Roles

Based on the finding, the teacher has roles as a monitor that is monitoring of student learning and checking students’ attendance in every meeting. Teacher as motivator is motivating the students’ mental, attitude, and behavior. The teacher always either gives advice such as to keep silent when other people is talking, to be honest and patient, or gives motivation such as to study hard in order to get the best score in academic. Teacher as a controller means controlling the environment, the students’ behavior, and all activities and making good condition of English teaching-learning process in the classroom, such as asked them to pay attention and keep silent. Teacher as a model means that the teacher always gives good example in learning process, for example the teacher gives example how to pronounce a word then asked them to repeat it. Teacher as a material developer means developing and facilitating the English teaching-learning process. The teacher facilitates both material and media such as picture or other media which are relevant and develops the material starting from the easiest to the most difficult, form the simplest to the most complex. Teacher as evaluator is evaluating the English teaching-learning process. The teacher measures the students’ understanding through the exercises, homework, and test for every topic. For the explanation above, almost roles of teacher are appropriate with the theory according to Richard (1990:12):

the following are among the kinds of roles teachers may see for themselves in the classroom monitor of student learning, motivator, organizer and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, materials developer, evaluator

In one hand, the roles of teacher in theory are appropriate to the teacher of the seventh grade in SMP N 2 Sawit Boyolali, such as monitor of
the student learning, motivator, organizer and controller of pupil behavior, provider of accurate models, materials developer, and evaluator. In the other hands, there are roles that are not appropriate with the theory, such as teacher as counselor and needs analyst. Over all explanation above, those are different with the teacher’s roles such as teacher as drillmaster, controller, motivator, observer, and director that had been explained in the previous study.

E. Students’ Roles

The students’ roles are as a listener, the students listen what the teacher said such as listening the explanation from the teacher, listening the advice and motivation, listening the instruction, and so on. Students as a performer is trying to practice and doing instruction that is given by the teacher. Those do not support the theory according to Richard (1990:13). But, the previous study was not explain this point in detail.

F. Material

The material is the most important thing that can support the English teaching-learning process. Material used for the seventh grade of SMP N 2 Sawit Boyolali are teacher and student’s book and workbook. Teacher and student’s book contains material and exercises, while workbook contains only exercises. Beside using handbook and workbook, the teacher uses pictures, cassette, and dictionary to support the process of English teaching-learning. It is appropriate with the theory, because the teacher not only explain material using the instructional material but also using media to make easier the students understand about it. Those are appropriate and support the theory according to (House, 1997:13-15) that had been explained in the literary review. The difference with the previous study, this point was not explained in detail. The material that is given to the students are descriptive and transactional and interpersonal expressions.

G. Classroom Procedure

Classroom procedure is also important in English teaching-learning process. It is applied by the teacher in order to make the English teaching-
learning process run effectively. So, the students are interested to learn English and they can understand the material easily. The teaching-learning process which was fun to make the students were interested to study, besides the teacher used both Indonesian and English while teaching English. The teacher not only used one method to teach the first grade of SMP 2 Sawit Boyolali but also used more than one method and combine it with other methods. Based on the interview with the teacher, she used the traditional method then combined it with other methods that can make the situation in the class is more fun. The teacher combined it with other methods such as Communicative Language Teaching (CLT), Audiolingual Method, Cooperative Language Learning (Coop-LL), and so on. The teacher used media related with the material in teaching English to make the English teaching-learning process easier. In the process of teaching, the teacher gave the opportunities for the students to participate in the classroom. It is different, because the previous study certain method in the teaching-learning process such as Grammar Translation Method (GTM), Total Physical Response (TPR), and Contextual Teaching and Learning (CTL), whereas this research applied mixing method, in other word is combine two or more methods in English teaching-learning process.

H. Assessment

Based on the research finding, the teacher of the seventh grade at SMP N 2 Sawit Boyolali uses the standardized test and teacher-made test. The standardized test is made by the government to measure the achievement of the students nationally in the end of the semester. While, the teacher-made made by the teacher to measure the students ability, such as mid test that is conducted in the middle of semester and daily test that is conducted every meeting or daily assignment and homework. This point supports the theory according to Hornby (1990:394), but it was not explained in the previous study.
I. Problem Faced in English Teaching-learning Process

1. Problems Faced by Teacher

Based on the finding, the problems faced by the teacher are the discipline of the students that always do not do the homework, the students make any noise and do not pay attention to the teacher, so that it makes the process of English teaching-learning does not run effectively. The cause of this problem is the students still have habitual action like in Elementary school. It is different with the previous study, that the problems faced by the teacher are classroom management, limited time, different capability of the students, and unstable motivation of the students.

2. Problems Faced by Students

The problems faced by the students are they cannot translate the sentence either from Indonesian into English or English into Indonesian. It is caused the restrictiveness of students’ vocabulary. The students often do not bring dictionary every English teaching-learning process. Whereas the problems faced by the students are not explained in the previous study.

CONCLUSION

Based on the research finding the writer concludes that:

1. The teaching objective on English teaching-learning process of the seventh grade at SMP N 2 Sawit Boyolali is to develop the four basic skills in order to implement them actively both orally and in written.

2. In listening, the students are expected to be able to understand what the speaker say. In speaking, the students are expected to be able to produce both word sentence by using correct form and pronunciation. In reading, the students are expected to be able to understand the contents of the text and enrich the vocabulary. In writing, the students are expected to be able to write by using the correct form.
3. SMP N 2 Sawit Boyolali implemented the 2006 Curriculum. The syllabus applied by the teacher is theme based syllabus.

4. The roles of the teacher are as a monitor, motivator, controller, model, materials developer, and evaluator. The roles of the students are as listener and performer.

5. In the material either in the textbook or in the workbook, there are many explanations and questions for answered in every topic.

6. The teacher cannot only use one method in teaching English, but must combine with other methods.

7. The assessment is conducted by using test, namely daily test or homework, mid test, and final test. The teacher also conducts remedial test for the students who fail the test.

8. Problems faced by the teacher are the discipline of the students that often do not do the homework and they cannot put themselves in the right place. The problem faced by the students is in writing, they can neither write the English sentences nor translate the sentences.
BIBLIOGRAPHY


