

**THE TEACHING LEARNING PROCESS OF ENGLISH
AT VOCATIONAL HIGH SCHOOL 3 KLATEN 2012
AN ETHNOGRAPHY STUDY**



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By

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ABSTRACT

Suyamto, "The Teaching Learning Process Of English At Vocatioanal High School 3 Klaten (An Ethnography Study)". Thesis. English Department Graduate School. Muhammadiyah University of Surakarta. 2014.

The study aims to enhance the learning achievement of English especially at Vocational High School 3 Klaten, by improving student's ability to solve English Skill's problem through Teaching Learning Process of English effectively. The research problem of the study is how the teaching learning process of English at Vocational School 3 Klaten. The existence of Teaching Learning Process of English is a recent issue in English teaching especially in VOCATIONAL HIGH SCHOOL. This research was conducted in an attempt to investigate The Teaching Learning Process of English at Vocational High School 3 KLATEN.

The objectives of the study is to reveal briefly of Teaching Learning Process of English at Vocational High School 3 Klaten in which encompasses syllabus, learning objective, instructional material, teaching design, evaluation and strength-weaknesses. The research was conducted ethnography study, and was designed as a qualitative research. The data were collected through observation, Interview, questionnaire, and document analysis .The effort of study overview notional-functional syllabus which categorized into novice, elementary, intermediate level. The learning objectives are general and specific learning outcome. The instructional material divided into printed, audio and visual material. Teachers' roles are facilitator, observer, organizer, and explainer. The students' roles are processor, performer, and listener. The classroom procedure is three patters namely: BKOF-MOT-JCOT-ICOT, BKOF-MOT-JCOT, BKOF-MOT-JCOT. The classroom activities are advance organizer, presentation, classroom practice, role play, silent reading, question and answer and comprehension. The media are grouped into two forms. The first is printed media such as picture. The second is unprinted media for instance tape recorder, cassette and compact disk. The evaluation describes evaluation model and kind of evaluation. The evaluation models

are completion task, multiple choice and cloze procedural text. The kind of evaluation involves formative, sub summative, mid semester and summative. There are strength and weakness among the teaching learning process of English at Vocational High School 3 Klaten. Rely on the finding, discussion, conclusion and implication, the researcher suggests for English teacher to encourage students' engagement in the classroom. The application of diverse method, technique is obviously required in English teaching. The researcher also recommends for next writer to expand the study in other research field.

Keyword: Teaching, Learning, instructional design

A. Introduction

Base on Indonesia Minister of Education, through the Minister regulation no.24/2006 due to the implementation of Education regulation of Minister no.22 and 23/2006 due to content standard and competence standard for primary and secondary education English is a means of communication for both spoken and written. Communication means to understand and able to express the information, opinion, feeling, and to develop knowledge, technology and culture. In fact there are four English skills namely listening reading, speaking, and writing. To gain the four English skills, all components should be taught in an integrated way. One of the function of National Education System is to develop students' potential skill to be faithful to God, knowledgeable, creative, skillful, independent, respectful and democratic citizen (Depdiknas,2003). Teaching and Learning at school is the core to reach that goal. Teaching and learning as an activity to reach instructional objective needs a thoughtful planning. It is needed in order to make kinds and procedures in teaching and learning activity has a functional value to reach the objectives. Teacher must teach the students by responsible, discipline and loyally. In order to prepare the students facing their future, they must have competency to respond the rapidly changing and increasingly multi environment. Regarding human life as a problem solving process and long winding path that our future generation must lucratively pass through, they need to learn creatively, so they could be able to break down any kinds of case in unpredictable rapid changing world, and being able to assume as problem solver. Creative mind supplies the context of justification, testing the acceptability of reason and proof.

Rely on the crucial function of English, the Indonesia Education of Ministry has conducted English in curriculum by involving scholars, practitioners, human resource education development, house representative and government officers have paid attentions to English language teaching. They endorse English because it is one of vehicles of global communication, information and transfer of science and technology. The spotlight of education system is deliberated mainly to assemble the learners' needs and adjust education with the development of science and technology. There is particular portion and position for English in educational system. It is language other than Indonesian language and local language, compulsory for Indonesian students from lower secondary school to university level.

Richard and Rodger (2001:20) argued that instructional design is a framework through which teacher take the planned learning and teaching action to a lesson. Depart to those theories, the existence of instructional design is obviously needed in English teaching. They assumed that some components of it such as the general and specific objectives, syllabus model, type of learning and teaching activity, learner's role, teacher's role and instructional material. All of the aspects have the main goal to provide students with good command of English so that they are able to take part in various academic activities, most of which are conveyed in English. Therefore, the successfulness of attaining English can't be separated with the instructional design.

Ministry of Education has declared English teaching in Indonesia applied 2006 curricula at Junior high school by conducting School Based Curriculum Development which also familiar as KTSP (kurikulum Tingkat Satuan Pendidikan). It was designed to be one of educational innovation to enhance the quality of education. KTSP refer on Permendiknas No.22 2006 . English teaching is delivered in regulation of the competency standard implementation .

Due to English teaching, basic factors are teacher and learner's involvement. Those vignettes are giving contribution in teaching learning process. There will be not learning if learner don't take part as well in it. Vice verse, the role of teacher will endorse pupil in engagement education goal. It needs not doubt that every learning process' purpose is reaching and progressing learning's achievement and attitude . The success of learning

process which delivers the student's mind, feeling and knowledge, faithful and meaningful case so they are encouraged some activities such as taking a note, responding and sharing their idea and hopefully learning process become attractively.

The Instructional design of English teaching at Vocational High School 3 Klaten is viewed as interaction between teacher and learner closely. It is fascinating to study because the teaching learning process of English is occurred in many aspects of instructional design. Therefore, the researcher decided to deliver the study with title

“TEACHING LEARNING- PROCESS OF ENGLISH AT VOCATIONAL HIGH SCHOOL 3 KLATEN (AN ETHNOGRAPY STUDY)”.

Research Problem of research, there will raise research problem as follows: “How is the teaching learning process of English at SMK 3 Klaten ?”. From the research problem , it will appear some research questions as are namely : 1) What is the syllabus used for English teaching?, 2) What are the learning objectives of English teaching?, 3) What are the instructional materials used for English teaching?, 4) What are the teaching design applied in English teaching ? The designs include the following aspects such as : a) What is the teacher's role?, b) What is the student's role?, c) What is classroom activities?, d) What is classroom's procedure? and What are the media used? 5) What are the evaluation used for English teaching? And 6) What are strength and weaknesses of teaching learning process especially instructional design of English teaching ?. The objective of the study involves to illustrate the syllabuses used for English teaching, to unearth the learning objectives of English teaching, to describe instructional material used for English teaching, to reveal teaching design involves teacher's role ,student's role, classroom activity, classroom procedure and media used for English teaching and to portray the evaluation model used for English teaching.

The previous study encompasses Several writers have conducted the study of teaching that is instructional design of English teaching. They are Abrar (2011) was published Muhammadiyah University of Surakarta, Priyatno's work (2011) was presented Muhammadiyah University of Surakarta, Sugiyono's work (2011) was delivered at Muhammadiyah University of Surakarta, Tarwoko's research (2011) was presented Muhammadiyah University of Surakarta, Sulistyani's research (2011) was published

Muhammadiyah University of Surakarta and Sutarno's work (2011), and Prastiningsih's work (2011), both of them were provided at Muhammadiyah University of Surakarta.

The theoretical reviews are consisted from instructional design, teaching and learning. The first is instructional design. It is The instructional design also called method design. Richard and Rodger (2001:28) argued that it is the framework through which teacher take the planned learning and teaching action to a lesson. Richard and Lockhart (1994:43) also stated that instructional design usually is intended set of action or unconscious behavior because many times teachers represent in action what they do not seem to be able to express in theoretical orientation. The element of instructional design stated in Richard and Rodger (2001:20) defined design as the level of method analysis in which we consider : a) what the objectives of method are, b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates, c) type of learning task and teaching activities the method advocates, d) the role of the learner, e) the role of teachers and f) the role of instructional material. The second is teaching.

B. Benefit of the study

This paper has some benefit, which can be useful for the written and for others; there are two kinds of benefit, namely, theoretical and practical benefits.

1. Theoretical Benefit

- a. For researcher, the study improves the researcher's knowledge of teaching learning process in order to get effective in teaching English.
- b. For other researchers, result of the study can be used as reference for students who want to conduct a research in teaching learning process.
- c. For English teacher, the result of the study may be useful for English teachers in their profession of Teaching English.

2. Practical Benefit

- a. For policy maker, especially related to teaching of English, the result of the research can make constitution to establish the non formal education especially English course and give permission if the people will Establish non formal education such as, English courses or English dormitory.

- b. For English teacher, the result of this study can be reference to evaluate their teaching practice of English and to improve some weakness as that will encourage to make something better. It can prompt the students to learn English.

C. UNDERLYING THEORY

A. PREVIOUS STUDY

Abrar's study (2011) in "The Teaching Learning Process of English Course, An Ethnography Study was published Muhammadiyah University of Surakarta", Joko Priyatno's work (2011) in "Improving student reading comprehension using combination of picture and reading material", Sugiyono (2011) in "An analysis of learner errors in written production made by the student of SMA Negeri Colomadu", Tarwoko's study (2011) in "The effectiveness of role play to improve the students speaking competence", Sri Esti Sulistyani's work (2011) in "Improving student's speaking skill through semantic mapping", Sutarno's work (2011) in "Improving student's reading comprehension using comic book", Dewi Prastiningsih's study (2011) in "A classroom discourse analysis in the teaching learning process of English SMA 1 Wonosari, Klaten, all of them were published Muhammadiyah University of Surakarta".

B. THEORETICAL REVIEW

1. Instruction Design

a. Definition

Richard & Rodger (2001 : 20) argued that it is the frame work through which teacher takes the planned learning and teaching action to a lesson.

b. The Elements of Instructional Design

Richard & Rodger (2001 : 28) stated that the element of design are general and specific objective, syllabus model, type of learning and teaching activities, learner's role, teacher's role and the role of instructional material.

2. Teaching

Brown (1994) argued that teaching is showing or helping someone to learn how to do something giving instruction, guiding in the study of something, providing with knowledge, causing to know of understanding.

3. Learning

Kimble and Garmezy (1963) argued that learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice.

C. Instructional Material

It adapted from Richard (2001 : 28) and Amung Seghan (2007 : 34). The research finding of instructional material is found on Abrar (2011), Sugiyono (2011), Tarwoko (2011), Tarwoko (2011), Sulistyani (2011), Prastiningsih (2011) . All of them discussed instructional material at Senior High School student, while Priyatno (2011) presented it at Yuniior High School student.

D. Teaching Design

a. Teacher's Role

It cites from Hammer (1987). The research finding is similar with Abrar (2011) and Prastiningsih (2011). The major role of teacher in language teaching is to build the condition and to increase the teaching learning process. The student enables to practice the language meaningful context. It is one of

teacher's greatest responsibilities to establish students' positive attitude to learn English as foreign language. The English teacher has role to make the learner safe, comfortable, enjoy , in teaching learning process. The teacher convinces the learner can do the assignment and examination successfully. They also have role to look for the ways to improve student's ability through discussion, work in pair, work in group, individually and guides them when they get difficulties in their tasks.

b. Student's Role

It lines with Grasserfeld (1989). The previous study which also discuss of this point belongs to Abrar's study (2011), Joko Priyatno's work (2011), Sugiyono's work (2011), Tarwoko (2011), Sri Esti Sulistyani (2011), Sutarno (2011), Dwi Prastiningsih (2011). The major goal in teaching of language to learner is able to communicate fluently . It revenues that student's role is the essential thing that teacher has to pay attention in engagement of teaching learning process.

c. Classroom Procedure

It harmonies which Richard and Rodger (1986). The research study have similarity with Abrar (2011). The learning cycle of English teaching learning process at Vocational High School 3 klaten are namely BKOF,MOT,JCOT and ICOT. The arrangement of classroom procedure is based on the Regulation of National Education Minister No. 41 2007 about process standard. There are three patterns of learning procedure. The first is BKOF,MOT,JCOT and ICOT. The second is BKOF, MOT, and ICOT. The third difference pattern of learning cycle is caused by the limitation of time in delivering the material in classroom. The learning cycle is appropriate with the theory of Genre Based Approach.

d. Classroom Activity

It adapted from Granstrom (2006 : 34) and Richard (1990). The previous research which also discusses this points is owned by Abrar (2011) but there is difference of type. The goal of English teaching learning process is attained when there is close relationship between teacher and students. It became difficult job for teacher to construct and to make various type of activity in learning English as the foreign language in the classroom.

e. Media

It refers to Hewich et. al (2002 : 9) and Sudjana (2002 : 23). Abrar (2011) and Prastiningsih (2011) are also stated about this point. Teachers of English at Vocational High School 3 Klaten have an awareness to apply the media in their teaching learning process. It has proved by some activities in the teaching learning process. They equip the media to aid their students in understanding the material. They also prepare the devices rainbow letter. When they teach listening, they also equip tape recorder cassette and compact disk.

D. Research Methodology

The type of research that is used by the writer is qualitative research. Denzin and Lincoln (2005: 3) claimed that qualitative research is situated activity that locates the observer in the world. The writer applies one of them. That is an ethnography study. Creswell (2007: 84) stated that an ethnography focused on entire cultural group granted, sometimes this cultural group may be small (a few teacher, a few social workers) but typically it is large, involving many people who interact overtime (teacher in an entire school and a community social work group).

This research is held at Vocational High School 3 Klaten. It is located on Jl. Merbabu no.11 Klaten. The location is in Klaten city where it can be reached by

public transportation easily, because it is located in the center of the city. It was built in 1969. It has 960 students and 80 teachers that PNS, and many employers. It has five departments, namely Hotel Accommodation, Food service, Design Boutique, Hair beauty and Skin beauty. The method of collecting data are observation, interview, questionnaire, and document analysis. The data collection is triangulation. It carried out event, informant and document. The technique of analyzing data, research are analyzed by using descriptive qualitative, and non statistic.

E. Finding and Discussion

The effort of study portrays notional-functional syllabus which categorized into novice, elementary, intermediate level. The learning objectives are general and specific learning outcome. The instructional material divided into printed, audio and visual material. Teacher's role are Facilitator, observer, organizer, and explainer. The student's role are processor, performer, listener. The classroom procedures are three patterns namely: BKOF-MOT-JCOT-ICOT, BKOF-MOT-JCOT, BKOF-MOT-JCOT. The classroom activities are advance organizer, presentation, classroom practice, role play, comprehension, answer question and reading aloud. The media are grouped into two forms. The first is printed media such as picture. The second is unprinted media entails slide, cassette and compact disk. The evaluation describes evaluation model and kind of evaluation. The evaluation model are dialogue complete task, multiple choice and cloze procedural text. The kind of evaluation involves formative, sub summative, mid semester and summative. There are strength and weakness among the teaching learning process of instructional design at Vocational High School 3 Klaten.

The discussion of the study stated that the writer compared current study to previous research finding and underlying theory. The writer also extended the previous research and underlying theory in different point. The writer found that the study attempt to complete the previous research. Therefore, the current study was good on instructional design of English teaching, but the write aware which it has weakness. This study endeavor to give differences and similarity between previous finding and current finding.

The first is the model of syllabus applied by English teacher of Vocational High School 3 Klaten is functional syllabus. KTSP his syllabus was organized

around a lot of communicative function and focuses on communicative competence such as requesting, complaining, suggesting agreeing and disagreeing (Richard, 2001: 154) Therefore, the syllabus development build the opportunity to teacher the language communicatively. It means that the students are able to know that the language does not only the knowledge but also a device of communication. When it compared with the previous findings which conducted in Junior High school, Senior High School and English the course. The model of syllabus are different with Abrar's work (2011), and the same with Priyatno's work (2011) and Sugiyono's work (2011) which based on the BNSP. Both of them focused on language function.

The second is learning objectives. The learning objective finding in the current study is different content from Tarwoko's work (2011), Sulistyani's work (2011), Sutarno and Prastiningsih's work (2011) and Abrar's work (2011). They focused on English teaching in Senior High School that SMA, and English course. It has similarity with Prastiningsih's work (2011). They concern the objective at Senior high school 1 Wonosari Klaten.

The third is instructional material. The current study line with Richard's theory (2001:208). The finding of study is little bit similar with Priyatno's work (2011) at Junior High School shows the similarity. It means that he also uses text book and handout to support the teaching learning process. Moreover, the finding of Abrar's work (2011) illustrated the diverse instructional material encompasses printed, visual and audio visual.

The third is teaching design. Teachers' role at Vocational High School 3 Klaten has many kinds of roles. They are as Facilitator, observer, organizer and explainer. The English teacher has awareness of their role to aid student to attain their ideal objectives by enduring them continuously to study hard. It is different from previous findings of Sugiyono's work (2011) and Tarwoko's (2011) work that they emphasize on the role of motivator and explainer. The researcher tries to compare the other findings. The learner's aspect really influences some roles of student. It means that the segment of learner's characteristic have an implication to some roles owned by learner. For instance, the research in Junior High School was cited as participant and listener, but in Vocational High School has many kinds of roles. It can be seen in the Sutarno's work (2011) and Sulistyani's finding (2011). There is a lot of similarity with the Prastiningsih's work (2011). Her study includes advance learner at Senior High School 1 Wonosari Klaten. The

current discussion of classroom activity at Vocational High School 3 Klaten has reflected the suggestion's theory. In this paragraph, the researcher will compare with Prastiningsih's research (2011). Her study revealed a little description about classroom activity. She stated that activity applied through classroom discourse and observation. The research aims at describing the types and the structure of classroom discourse. On the other hand, the research of Abrar's work (2011) is about the teaching learning process of English at English course Pare Kediri East Java. He illustrated the classroom activity in detail. In listening teaching, teacher used identifying word from songs or stories. In teaching of speaking, teacher applied oral drill. Related to writing, the teacher conducted free writing. When the current research was compared with previous study, it can be seen from Sutarno's work (2011). He stated the classroom procedure in the term namely: introduction, main activity and closing. The objective of the study is "Reading Comprehension" is carried out to arouse the students' motivation to read, especially English texts. Tarwoko and Sulistyani (2011) have term presentation, practice and production that is Improving students speaking competence.

In the researcher's point of view, it has different name, but the glossary of steps are the same. The other finding of the research is found at Abrar's work (2011) and Prastiningsih's work (2011). She stated the media applied tape recorder. When the current finding conducted varieties of media in teaching learning process, it revealed that school have awareness to complete some devices of teaching encompasses LCD projector, television and creative media for example letter.

The fifth is evaluation. It has similarity about the evaluation from Abrar's work (2011). His study also engaged the summative and formative evaluation. There is a little different with current study. It is different from the type of evaluation, there are formative, sub summative, mid semester and summative (last semester). It also have differences on model of evaluation are namely: cloze procedural text and completion task.

F. Conclusion

The study reveals the teaching learning process of instructional design obviously. It describes all components of instructional design of English teaching at Vocational High School 3 Klaten. All of the aspects of it has been unearthed briefly on research finding which involves syllabus, learning objective,

instructional material, teaching design, evaluation and strength –weakness. The research study conducted an ethnography study where the writer is engaged on observation, interview questionnaire, and document analysis in collecting the data. The research was designed by using a qualitative research. The research have pedagogical implication that instructional design of English teaching which concern to vocational school is absolutely needed to prepare student’s competence in facing market globalization need. The writer also constraint the classroom procedure and classroom activity. Therefore, the researcher delivers some suggestions to English teacher in order to motivate the students in classroom engagement, apply the diverse method in Teaching Learning Process and pay more attention in JCOT step in order the classroom atmosphere to be comfortable, conductive, pleasure and joyful. The researcher also recommended to next researcher is able to enlarge the scope of research field.

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