

**THE TEACHING – LEARNING PROCESS OF ENGLISH  
AT MTs TERPADU AL MUSTAQIM 2012/2013  
A MICRO ETHNOGRAPHIC STUDY**



**ARTICLE**

**Submitted in partial fulfillment of the requirements to achieve  
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**By**

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## **APPROVAL**

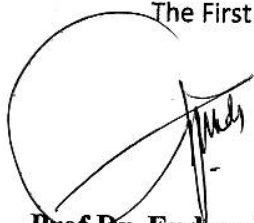
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## **ABSTRACT**

Sindhung Prabowo, “The Teaching – Learning Process Of English At MTs Terpadu Al Mustaqim (Micro Ethnographic Study)”. Thesis. English Department Graduate School. Muhammadiyah University of Surakarta. 2014.

The objectives of the study is to reveal briefly of teaching learning process at MTs Terpadu Al Mustaqim in which encompasses syllabus, learning objective, instructional material, teaching design, evaluation and strength-weaknesses. The research was conducted ethnographic study. The learning objectives are general and specific learning outcome. The instructional material divided into printed, audio and visual material. Teacher’ role are controller, observer, organizer, and explainer. The student’s role are processor, performer, listener. The classroom procedure are three pattern 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, rainbow envelop and colourful letter. 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 completion task, multiple choice and cloze procedural text. The kind of evaluation involves formative and summative evaluation. There are strength and weakness among the instructional design of English teaching at MTs Terpadu Al Mustaqim. Rely on the finding, discussion, conclusion and implication, the writer suggest for English teacher to encourage students’ engagement in the classroom. The application of diverse method, technique is obviously need in English teaching. She also recommended for future researcher to expand the study in other research field.

**Keyword: Teaching, Learning, Instructional Design**

## **A. Introduction**

In the world wide view, there is alteration of value, norms in society urges the educational foundation must search and establish the most suitable way to educate the future generation. In order to prepare the students facing their future, they must have competency to respond the rapidly changing and increasingly multy enviroment . Concerning 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 . Inventive mind supplies the context of justification, testing the accepability of reason and proof.

Rely on the crucial function of English, the Indonesian Education of Ministry has conducted English in curriculum by involving scholars, practioners, human resource education development, house representative and government officers have paid attentions to English language teaching. They endor 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 theory, the existance 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 aspect have 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 The Ministry of National Education of Indonesia classifies English as one of the main compulsory subject for all secondary educational institutions. This classification has given English the same important attention as other compulsory subjects for secondary level such as Bahasa Indonesia, Mathematics, and natural and social sciences. This classification applies to secondary educational institutions only as English is considered as optional subject for primary and tertiary educational institutions.

Schools in Indonesia are run either by the government (or private sectors). Some private schools refer to themselves as "national plus schools" which means that they intend to go beyond the minimum government requirements. English becomes important at the present day,because its important. English is taught widely at formal school starting from elementary school up to the universities.

Students are provided with opportunities to learn English. In the English teaching-learning process, the learners are tutored by the teacher in class in order to facilitate and encourage them to achieve language acquisition. The teacher applies some approaches method and strategies in order to improve students second language abilities.

English is considered optional at the primary level as Indonesia language should be taught before English. This is done considering that many people are more familiar of using their own local (vernacular) languages instead of Indonesia language, the national language. Note that Indonesian people are composed of more than 300 ethnic groups, each of which has its own language. Therefore, considering the fact that Indonesia is comprised of more than 17,000 thousand islands and the fact that here are more than 300 ethnic groups which possess different languages, it is politically important to teach the national language earlier as to reduce primordialism.

Tertiary educational institutions may not include English in their curricula if they are aware that the education process in their institutions should have more focus on the courses dealing with the students' major background rather than English (refer to Law No.2/1989 on National Education System Chapter V Article 22). However, ELT in primary and tertiary level should refer to the Decree of Minister of National Education No. 232/U/2000 about the guidelines for all educational institutions in administering education. The guidelines list the

main compulsory courses which should be included in the schools curricula, the courses which are optional or elective, assessment system.

However, curriculum 2004 was not used any longer. It has been changed into curriculum 2006. This curriculum is still under Law No. 20/2003. This curriculum is the further development of curriculum 2004. In the implementation of this curriculum, schools are given the authority to design the syllabus, the learning hours, the academic calendar and the standard competence of graduates. Moreover, there are more parties – societies, parents and school committees – involving in the syllabus design.

Curriculum 2006 has been implemented by primary and secondary levels of education. The procedures of curriculum implementation are regulated under Law No. 20/2003. Meanwhile, the tertiary level of education is going to implement curriculum 2004. The curriculum implementation in the tertiary level is regulated under Law No. 20/2003 and Decree of Minister of National Education No. 232/U/2000. It means there are curriculum differences in the primary, secondary and tertiary levels of education which affect the English teaching and learning process.

Every time Indonesia changes its education policy, there are some problems which is happened in the implementation. It would be better if the government considers all aspects of teaching and learning process before they decide to change the law related to the national education system and the

curriculum. The government should provides more “professional support and feedback system” (Goh, 1999:17) (e.g. seminars, trainings, workshops, peer observation, etc) for English teachers. Besides, although the changes made are few, the government should discuss the changes with all parties. It is because they will get the impacts whether it is direct or indirect. The new curriculum, Competence-based curriculum, is actually a good curriculum. It only needs longer time to be implemented in the Indonesian education system

Education is defined as a planned effort to establish a study environment and education process so that the student may actively develop the students own potential to gain the religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to him/herself, other citizens and for the nation. The Constitution also notes that education in Indonesia is divided into two major parts, formal and non-formal. Formal education is further divided into three levels, primary, secondary and tertiary education.

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 (Kurrikulum Tingkat Satuan Pendidikan). It was designed to be one of educational innovation to enhance the quality of education. KTSP refered on Permendiknas No.22 2006. English teaching is delivered in regulation of the competecy 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 versa, the role of teacher will endor pupil in engagement education goal. It is undoubtable 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 better and larger. By receiving of learning material are hoped that they held fruitful 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 MTs Terpadu Al Mustaqim 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 MTs TERPADU AL MUSTAQIM ( MICRO ETHNOGRAPIC STUDY)**”.

Research Problem of research, there will raise research problem as follows: “How is the instructional design of English teaching at MTs Terpadu Al Mustaqim?”. 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 e) What are the media used? 5) What are the evaluation used for English teaching? And 6) What are strenghts and weaknesses of 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 researchers have conducted the study of instructional design of English teaching. They are Abrar (2012) was published Muhammadiyah University of Surakarta, Kusnadi's work (2012) was presented Muhammadiyah University of Surakarta, Purnama's reasearch (2012) was delivered at Muhammadiyah University of Surakarta, Hidayat's research (2012) was presented Muhammadiyah University of Surakarta, Yulian's research (2012) was published Muhammadiyah University of Surakarta and Marhum's work (2010) was provided at Muhammadiyah University of Surakarta.

The theoritical review 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 behaviour 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. 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 ethnographic study. Cresswell (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 MTs Terpadu Al Mustaqim. It is sited on Timpik Street Susukan. The location is in the Timpik village where it can be reached by public transportation difficulty. The method of collecting data are observation, interview, and

document analysis. The data collection is triangulation. It carried out event, informant and document. The technique of analyzing data are reduction data, data categorization, sintesisation and arrange work proportionally.

### **C. Finding and Discusssion**

The learning objectives are general and specific learning outcome. The instructional material devided into printed, audio and visual material. Teacher'role are controller, observer, organizer, and explainer. The student's role are processor, performer, listener. The classroom procedure are three pattern 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, rainbow envelop and colourful letter. 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 completion task, multiple choice and cloze procedural text. The kind of evaluation involves formative and summative evaluation. There are strength and weakness among the instructional design of English teaching at MTs Terpadu Al Mustaqim.

The discussion of the research 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 researcher found that the study attempt to complete the previous research. Thretherefore, 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 similiarity between previous finding and current finding.

The first is the model of syllabus applied by English teacher of MTs Terpadu Al Mustaqim is functional syllabus. Terpadu Al Mustaqim 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 public elementary school, kindergarden and English the course. The model of syllabus are different with Abrar's work (2012), and the same with Kusnadi's work (2011) and Purnama's study (2012) 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 Hidayat's work (2012), Kusnadi's study (2011), Hidayat's work (2012) and Abrar's work (2012). They focused on English teaching in kindergarden, elemantary school and English course. It has similiarity with Marhum's work (2010). They concern the objective at Junior high school.

The third is instructional material. The current study line with Richard's theory (2001:208). The finding of study is little bit similiar with Hidayat's work (2012) at kindergarden shows the similarity. It means that they also use text book and handout

to support the teaching learning process. Moreover, the finding of Abrar's work (2012) illustrated the diverse instructional material encompasses printed, visual and audio visual.

The third is teaching design. teachers' role at MTs Terpadu Al Mustaqim have variety roles. They are controller, 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 Hidayat's work (2012) and Marhum's (2010 ) 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 elementary school was cited as participant and listener, but in junior high school have variety role. It can be seen in the Hidayat's work (2012) and Marhum's finding (2011). There is a lot of similarity with the Yulian's study (2010). The current discussion of classroom activity at MTs Terpadu Al Mustaqim has reflected the suggestion's theory. In this paragraph, the researcher will compare with Yulian's research (2012). Her study revealed a little description about classroom activity. She stated that activity applied through demonstration and observation. The young learner activity focused on total physical respond. On the other hand, the research of Abrar's work (2012) 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 Hidayat's work (2010). She stated the classroom procedure in the term namely: introduction, main activity and closing. Marhum(2012) have term presentation, practice and production.

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 (2012) and Marhum'work (2012). 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 such as rainbow envelop and colorful letter.

The fifth is evaluation. It has similarity about the evaluation from Abrar's work (2012). 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, middle test and final test. It also have differences on model of evaluation are namely : cloze procedural text and completion task.

#### **D. Conclusion**

The study reveals the instructional design obviously. It describes all component of instructional design of English teaching at MTs Terpadu Al Mustaqim. All of the aspect of it has been uanearthed briefly on research finding which involves syllabus, learning objective, instructional material, teaching design, evaluation and strength –weakness. There are a lot of instructional

materials for example printed, unprinted, audio and visual material. The teacher used handbook, worksheet, and slide and cassette to transfer the knowledge. They made training in facing teaching learning process well. The survival of instructional material involved the students in classroom appointment so they can agree to the learning material simply.

The accomplishment of classroom procedure is useful in the study involved structure text of knowledge, modeling of text, joint construction of text and independent of construction of the text. Those are adapted from genre based approach (GBA).

Classroom activity is one more vignette to construct students give their magnetism and occupied awareness. The teacher has to be relevant the various activities in order to make the learner's importance in learning and extending their ability. The classroom activity intend confidently managed the student's capability in language learning such role-play, reading aloud, advance organizer, and process approach.

The main role of teacher has key part to build classroom activity. The students enable practice language in functional context. Depart to the previous statements, teachers have role as controller, observer, organizer and explainer.

Evaluation is a device to measure the students' competence in conducting class. There are three kinds of evaluation for Class VII and Class VIII at MTs Terpadu Al Mustaqim. They are:

- 1) Periodical text, 2) Mid semester, and 3) Final semester test. Periodical



test is hardened by teachers when they have satisfied the objects in each essential ability. Mid semester test is test which is distributed by school in the middle of semester. The last evaluation is final test which is behavior at end of semester. The copy of evaluation form is multiple choice, cloze procedure test and dialogue achievement familiar things that there are several weaknesses. All of the parts make the teaching learning process runs fit.

The research study conducted ethnographic study where the write are engaged on observation, interview and analize document in collecting the data. The writer also constraint the classroom procedure and classroom activity. Therefore, the researcher delivers some suggestions to English teacher in order to motivate the student in classroom engagement, apply the diverse method in teaching-learning process and pay more attention in JCOT step in order the classroom athmosphere become comfortable and joyful. The writer also recommended to future researcher widen the scope of research field.

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