

**ENGLISH TEACHING-LEARNING PROCESS AT THE EIGHTH GRADE
OF SMP N 1 CEPOGO BOYOLALI IN 2014/2015 ACADEMIC YEAR**



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ABSTRACT

This study is focused on English Teaching-learning Process at the Eighth Grade of SMP N 1 Cepogo Boyolali in 2014/2015 Academic Year. This study is aimed to describe the teaching objective, curriculum, syllabus, the roles of teacher, the roles of students, material, the procedure of English teaching-learning process, the assessment and the problems faced by the teacher and the students in English teaching-learning.

This is a descriptive qualitative research. The subject of this study is the eighth grade students of SMP N 1 Cepogo Boyolali. The techniques of collecting data are observation, interview, and documents analysis. The data is analyzed using interactive model, namely the data reduction, the data display, and conclusion.

The results of this study are there are two objectives of English teaching in SMP N 1 Cepogo Boyolali. First, the general objective of English teaching-learning process in Junior High School is to improve the students' English ability. It includes four language skills, those are listening, speaking, reading, and writing. Second, the specific objectives are such as in listening, students are expected to be able to identify the detail of information. In speaking, students are expected to be able to make conversation about a fact. In reading, the students are expected to be able to read a functional text orally with good intonation. In writing, the students are expected to be able to identify the use of present continuous form and to identify the use of simple past tense. The curriculum is the 2006 curriculum. The syllabus is theme-based syllabus. The teacher's roles are as a monitor, as motivator, as a controller, as a model, as a material developer, and as an evaluator. The students' roles are as listener and performer. The materials are books and cassette or CD. The classroom activities focused on the objectives of English teaching-learning. In assessment, there are three steps. Those are the daily test, mid test and final test. Problems faced by teacher are such as the students of SMP N 1 Cepogo give little attention to the English teaching-learning process, the teacher has limited time to deliver the material, etc. Problems faced by students are such as English is second language for the students, students have limit vocabulary, etc.

Keyword: *English teaching-learning process and problems faced by the teacher and the students.*

INTRODUCTION

Listening, speaking, reading, and writing are four important basic skills to improve student's English skill. Those skills are integrated in English teaching-learning process, and it will develop students' skill. A teacher should be creative to apply teaching method, so students can master the four important basic skills. A teacher should make students interested in the material in order that students 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. According to Howatt (1984:213) English Language Teaching (ELT) is a scattered profession by definition, and it was only after 1960 with the sudden growth of EFL and ESL activity in Britain itself that a sense of unity began to emerge.

The Language teacher needs to understand the system and functioning of the second language and differences between the first and second language of the learner. It is one thing for a teacher to speak and understand a language and yet another matter to consciously understand and explain the system of that language-its phonemes and morphemes and words and sentences and discourse structures.

In teaching learning process, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material. A good class management will help the teacher control class situation. Those three elements will help students understand the material easily. In teaching-learning process at SMP N 1 Cepogo Boyolali, the English teachers were not only using English language effectively in communicating with the students, but they are also using Indonesian in teaching. It is very helpful for students to understand the material, especially students in SMP N 1 Cepogo Boyolali that mostly do not master English.

In this study, the writer is interested in observing the process of teaching English to the eighth grade student of SMP N 1 Cepogo Boyolali. Based, on the interview, the writer found many problems faced by the teacher such as students who give very little attention to the English teaching-learning process. The

teachers also have limited time. The teacher gets difficulties in managing the classroom. Based on the fact, the writer is interested in understanding the English teaching-learning process.

Based on the explanation above the writer is interested in conducting a research about the English teaching-learning process in the eighth grade of Junior High School. So, the writer decides to carry out a research entitled **ENGLISH TEACHING-LEARNING PROCESS AT THE EIGHTH GRADE OF SMP N 1 CEPOGO BOYOLALI IN 2014/2015 ACADEMIC YEAR.**

There are several different with the previous study. First, The material that is used to the eighth grade students of SMP N 1 Cepogo is book (handbook and workbook) and cassette or CD. It is different with the previous study, in the previous study was not explain about the using cassette or CD as listening media. Second, The teacher used Grammar Translation Method (GTM) combined with Communicative Language Teaching (CLT) to make the English teaching learning process fun and the materials are acceptable to the students. It is different from the previous study. The teaching methods that are used in previous study are Communicative Language Teaching (CLT) and Cooperative Language Learning (COOp-LL). Third, Based on the research finding, the writer found several problems faced by the teacher, but some problems that the writer found are different with the previous study. The teacher is difficult in managing class and has limited time are not explained in the previous study. Fourth, Based on the research finding, the writer found some problems faced by the students. The writer found new problem faced by the students that was not explained in the previous study. The problem is that the English is the second language for the students, so they don't understand well on the word in English form.

To analyze the English teaching-Learning process at SMP N 1 Cepogo Boyolali, the researcher is using some theories, such as notion of language teaching, Language is cultural product, a system of human communication, a social institution, and a learned behavior (Srijono, 2010: 3). According to Brown (1994: 7) Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Notion of learning English. According to Brown (1994: 7) learning is: Learning is acquisition or “getting”, Learning is retention of information or skill, Retention implies storage systems, memory, cognitive organization. Learning involves active, conscious focus on and acting upon events outside or inside the organism. Learning is relatively permanent but subject to forgetting. Learning involves some form of practice, perhaps reinforced practice. And learning is a change in behavior

Components of English teaching-learning Process. To support the process of teaching and learning run well, English teaching-learning needs some components. They are as follows: Teaching Objective. In teaching-learning process, there is an objective of teaching, namely instructional objective. According to Sardiman (1996:68) instructional objective or the objective of teaching is the teaching situation (the application of approach, method, and technique in the classroom) that is used to determine the result achieved. If the results of the objective of teaching do not coincide with the objective, the teaching is at least partially unsuccessful.

According to Richards (1985:98) curriculum is an educational program which states; the purpose of the program, the teaching procedures in learning experiences to achieve the goals, and some means assessing to know whether or not the purpose has been achieved. In this case, curriculum can be viewed as an educational program that states; goals, materials, teaching-learning process, and assesment. It can be said that the term curriculum is as a planning arranged to get the success in teaching-learning process that is instructed by the school or education department and also the teachers.

Syllabus is the description of the materials that should be taught by the teacher to the students. Ethymologically syllabus means as a “label” or “table of content”. Syllabus can be said as a part of curriculum or selection and grading of content. Nunan (1997:3) states that syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation.

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. Thus, syllabus refers to the content of knowledge to be taught.

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.

Learner’s roles are regarded as the involvement of student in teaching and learning activities. According to Richard (1990:13): the roles of the learners related to approaches to learning, attitude to learning preferred learning styles and strategies, preferred learning activities, patterns of learner to learner interaction, patterns of teacher to learner interaction, degree of control learners exercise over their own learning, how learners characterize effective teaching and how learners characterize effective learning.

Material has an important role in process of language teaching and learning. Instructional material is defined as all the materials to support the language teaching and learning process in order to reach the goal of the teaching-learning process itself.

Procedure encompasses the actual moment to amount practices and behaviors that operate in teaching a language according to particular method. In order words, procedure is classroom practices done by teacher when presenting a language program (Fauziati, 2010:17).

Assessment is usually conducted by the teacher at the end of the lessons. Assessment is an activity to give judgement of quality or value of something. It is one of the ways to know the student’s proficiency in understanding the learning. Assessment is an access an idea of the amount, quality, or value of something.

RESEARCH METHOD

This research was conducted on April 06, 2015 to April 16, 2015 at the eighth grade of SMP N 1 Cepogo Boyolali in 2014/2015 academic year. The subjects of this research are English teacher and students of the eighth grade at SMP N 1 Cepogo Boyolali in 2014/2015 academic year. The eighth grade class consists of 34 students. The object of this research is English teaching-learning process at the eighth grade of SMP N 1 Cepogo Boyolali in 2014/2015 academic year. The data are taken from the first source through the direct observation and the data sources are event, informant and document. Techniques of collecting data are 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. Those are the reduction of data, the display of data 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, teacher's roles, students' role, material, classroom procedure, assessment and problem faced in English teaching-learning process to the eighth grade of SMP N 1 Cepogo Boyolali.

A. Teaching Objectives

Based on the observation of document (lesson plan) at the eighth grade of SMP N 1 Cepogo Boyolali, the general objective of English teaching-learning process in Junior High School is to improve the students' English ability. It includes four language skills, those are listening, speaking, reading, and writing.

- a. In listening, students are expected to be able to identify the detail of information, to be able to identify the intonation in positive and interrogative sentence and to be able to identify detail information of a dialogue.

- b. In speaking, students are expected to be able to respond a question, to be able to make conversation about a fact, to be able to make conversation about their daily activity and to be able to sing a song in English.
- c. In reading, the students are expected to be able to read a functional text orally with good intonation, to be able read a descriptive text loudly with good intonation, to be able to identify pronunciation of *-ing* and to be able to identify information from a table.
- d. In writing, the students are expected to be able to write a letter, to be able to rewrite a descriptive text, to be able to identify the use of present continuous form and to be able to identify the use of simple past tense.

In the future the students are expected to produce English both orally and written correctly.

It is appropriate with the theory by Sardiman (1996:68). It is similar with the previous study which the English teaching-learning process has same teaching objective.

B. Curriculum

The curriculum that is used in English teaching-learning process in SMP N 1 Cepogo is based on 2006 curriculum or in Indonesian, it is called Kurikulum Tingkat Satuan Pendidikan (KTSP). It is appropriate with the previous study and 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 used in English teaching-learning process in SMP N 1 Cepogo is based on theme-based syllabus. Theme-based syllabus is syllabus that develop the material based on theme of the content. It means that the subject matter the students' learning through language is used as a tool to convey the content. The syllabus focused on four language skills, they are listening,

speaking, reading, and writing. To make the teaching-learning process easy to understand by the students, the teacher should develop the material based on the syllabus by designing the lesson plan. It is same with the previous study.

D. Teacher's Roles

There are several roles of the teacher, those are as a monitor, as motivator, as a controller, as a model, as a material developer, and as an evaluator. As monitor, the teacher is monitoring the students while teaching-learning process. It includes checking the attendance and check whether the students understand or not. As motivator, teacher should be able to give motivation and advice to the students about mental, attitude, and behaviour. As controller, the teacher takes full control in the class. So the teacher should be responsible in English teaching-learning process. It is done in order to make the situation of the class more comfortable for learning. As model, the teacher should give a good guide to the students inside or outside the class. Because the students sometimes imitate what the teacher does. As material developer, the teacher has to develop the material using facilities and media. It is conducted in order that the English teaching-learning process runs more smoothly. So the students can understand the content of the material delivered by teacher. As evaluator, the teacher must evaluates the students' work. It includes daily task, homework, daily test, mid test, inal test, etc. It is done to measure how far the students understand the materials. The teacher can evaluate the students by using both oral and written question. Based on the explanation above, the roles of the teacher are appropriate with Richards' theory and previous study and it is almost appropriate with the teacher's role in SMP N 1 Cepogo Boyolali.

E. Students' Roles

The students have two roles. They are as listener and as performer. As listener, the students have to listen what the teacher said in the classroom. It includes explanation of the material, motivation, advice, instruction, etc. As

performer, the students do what the teacher asks in the English teaching-learning process. It means the students perform or practice their work. They are expected to develop their mental. Based on the theory, the research finding about students' roles is not appropriate but it is appropriate with previous study.

F. Material

The material that is used to the eighth grade students of SMP N 1 Cepogo is Book (handbook and workbook) and cassette or CD. Handbook contains materials and exercises. The workbook contains summary of the materials and exercises. Cassette or CD is used only in listening session. Those are supports with the theory by House (1997:13-15). It is different with the previous study, in the previous study was not explain about the using cassette or CD as listening media.

G. Classroom Procedure

Classroom procedure is important to make the English teaching-learning process more effective. The English teacher of SMP N 1 Cepogo, Boyolali uses Indonesian and English to teach the students, because most students of SMP N 1 Cepogo, Boyolali don't master English well. Using both Indonesian and English makes the students easier to understand the materials. The teacher also combines some teaching methods to make the teaching learning process fun and easy to understand. The teacher used Grammar Translation Method (GTM) combined with Communicative Language Teaching (CLT) to make the English teaching learning process fun and the materials are acceptable to the students. Based on the interview, the teacher sometimes also used media to make the students easier to understand. While in English teaching-learning process, the teacher gives opportunity for the students to be active in the classroom. It is different from the previous study. The teaching methods that are used in previous study are Communicative Language Teaching (CLT) and Cooperative Language Learning (COOp-LL).

H. Assessment

Based on the research finding, the teacher in SMP N 1 Cepogo Boyolali uses 3 stages in assessment. First is the daily test. It is held twice a month. Beside, the teacher also uses daily task in assessment. The teacher also gives homework to make the students remember the previous materials. Second, assessment is taken from mid test made by the teacher. It is held in the middle of a semester. The last assessment is the final test. Final test is held in the last of a semester. The goal of the final test is to know the result of the students' learning in English teaching-learning process in a semester. It supports the theory that was explained in the previous chapter. It also has been explained in the previous study.

I. Problem Faced in Teaching-learning Process

1. Problems Faced by Teacher

Based on the research finding, the writer found several problems faced by the teacher. The students often give little attention to the English teaching-learning process. The students always make noise. They are still childish. They sometimes didn't pay attention to the teacher and talked to the each other. The next problem is the teacher has limited time to deliver the material. The teacher also faced the difficulty in managing the class. The students often make noise, so that the instruction from the teacher couldn't be heard. It makes the situation of the class difficult to manage. Over all it is similar with the previous study. But some problems that the writer found are different with the previous study. The teacher is difficult in managing class and has limited time are not explained in the previous study.

2. Problems Faced by Students

Based on the research finding, the writer found some problems faced by the students. First, English is the second language for the students, it is hard for the students to understand English fluently. Second, the students

have limited vocabulary. Third, the students have limited facility to learning English. In other hand, the problems faced by the students are same, such as the students have limited vocabulary, and the students have limited facilities. In the other hand, the writer found new problem faced by the students that was not explained in the previous study. The problem is that the English is the second language for the students, so they don't understand well on the word in English form.

CONCLUSION

Based on the research finding, the writer concludes that:

1. The aim of English teaching-learning process of the eighth grade at SMP N 1 Cepogo Boyolali is to improve the students' English ability. It includes four language skills, those are listening, speaking, reading, and writing.
2. The general objective of English teaching-learning process in Junior High School is to improve the students' English ability. It includes four language skills, those are listening, speaking, reading, and writing. In listening, students are expected to be able to identify the detail of information, to be able to identify the intonation in positive and interrogative sentence and to be able to identify detail information of a dialogue. In speaking, students are expected to be able to respond a question, to be able to make conversation about a fact, to be able to make conversation about their daily activity and to be able to sing a song in English. In reading, the students are expected to be able to read a functional text orally with good intonation, to be able read a descriptive text loudly with good intonation, to be able to identify pronunciation of *-ing* and to be able to identify information from a table. In writing, the students are expected to be able to write a letter, to be able to rewrite a descriptive text, to be able to identify the use of present continuous form and to be able to identify the use of simple past tense. In the future the students are expected to produce English both orally and written correctly.

3. The curriculum that implemented in the SMP N 1 Cepogo Boyolali is *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or the 2006 curriculum. The syllabus applied by the teacher is theme based syllabus.
4. There are some roles of the teacher that the writer found in SMP N 1 Cepogo Boyolali. The roles of the teacher are as a monitor, motivator, controller, model, materials developer, and evaluator. The writer also found some roles of the students. The roles of the students are as listener and performer.
5. The materials taken from textbook and workbook, there are many explanation and exercises in every topic.
6. The teacher used some teaching methods and combined the teaching methods to make the teaching-learning process be fun and easy to understand.
7. The assessment is conducted by using daily test, homework, mid test, and final test. The teacher also conducts remedial test for the students who fail in the test.
8. Problems faced by the teacher are the students often gave little attention to the English teaching-learning process and always noisy. They are still childish. They sometimes didn't pay attention to the teacher. The teacher just has limited time to deliver the material. The teacher also faced the difficulty in managing the class. Problems faced by the students are first, the students are not familiar with English. Second, the students have limited vocabulary. Third, the students have limited facility in learning English.

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