TEACHING LEARNING PROCESS OF ENGLISH AT MTs N SIMO:
A MICRO ETHNOGRAPHIC STUDY

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ABSTRACT: English plays the important role as a means of international communication. The teaching learning process of English bridges the students to master English. The main problem of this study is how English teaching learning process is applied in MTs N Simo. The problems of this study are what is syllabus used in MTs N Simo, what are the learning objectives, what are the instructional materials, what are the teaching designs including the teaching procedure, the classroom activities, the teacher’s roles, the student’s roles, what are the teaching medias, what are the evaluation models, and what are the strengths and weaknesses.

The objectives of this study briefly disclose the English teaching learning process in MTs N Simo including to describe syllabus used in MTs N Simo, to reveal the learning objectives, to explain the instructional materials, to describe the teaching designs consisting of teaching procedure, classroom activities, teacher’s roles, student’s roles, teaching medias, to describe the evaluation models, and to unearth the strengths and weaknesses. This thesis uses qualitative research that is an ethnographic study including description of setting, data and source of data, method of collecting data, data credibility, and technique of data analysis. The results of this study are the syllabus is School Based Curriculum (KTSP); the learning objectives are general and specific ones; the instructional materials are visual aids, audio aid, and computer assisted learning; the teaching procedures are BKF-MT-JCT-ICT; the classroom activities are reading aloud, question and answer exercise, getting student to self-assess, conversational practise, fill in the blank, dictation, and paragraph writing; the teacher’s roles are as facilitator, organizer, assessor, prompter, participant, resource, tutor, and observer; the student’s roles are plan their learning program, responsible what they do in the classroom, evaluate their learning progress, peer other learners, a member of learning interaction, and learn from teacher, student, and other learning sources; the teaching medias are printed medias involving dictionary, pieces of paper and colourful envelopes, while unprinted medias are laptop, LCD Projector, speakers active; the evaluation portrays the types of evaluation including formative and summative evaluations; and there are some strengths and weaknesses in the teaching learning process of English at MTs N Simo.

Starting out from the finding, discussion, conclusion, and implication, the researcher suggests for the English teachers to consider the students as the learning subjects by involving the students in the active learners. The various methods and techniques of teaching should be well prepared by the English teachers to avoid the uninteresting teaching learning process. The writer, then, suggests the future researchers to develop such kind of the study in the other disciplines.

Key words: MTs N Simo, English, Teaching, Learning.
INTRODUCTION

English becomes a part of the national curriculum in Indonesia. It is early taught from the elementary. The government regularly does some efforts to improve the quality and quantity of the English education in Indonesia by proving the better curriculum and managing legal order to get competitive graduate schools and ready to take part in the global competition by setting the minimum graduation rate of the national examination.

According to the Minister of national Education (2003: 6) the schooling system is partitioned into three stages of education, namely basic, high, and higher education. The plan of these levels and the curriculum is associated with the level which is taught.

The recent curriculum in Indonesia is school based curriculum. This curriculum emphasizes three aspects which the students must have involving cognitive, affective, and psycomotor. Kyriacou (2009: 10) states the goals of effective teaching may emphasize cognitive (intellectual) aspects of learning of affective (social, emotional and attitudinal) aspects of learning.

Macalister (2009: 10) states the aims of curriculum design are to make a course that has useful goals, that achieves its goals, that satisfies its users, and that does all this in an efficient way. The curriculum is very essential thing for the educational practitioners and the teachers in the instructional process. The educational authorities made some different English curriculums in order to give the guidance for the teachers.

In planning language teaching, designing curriculum, and developing curriculum and implementation may call different branches of knowledge and expertise into play (Fauziati, 2009: 8). It can clearly be seen that the teaching foreign language for the students will run smoothly and meet the goal if there is a set of a curriculum. The curriculum becomes the teacher’s guidance the teaching process in order to meet the goals of the teaching. The objective of
teaching English is to make the students master the four English language skills including listening, speaking, reading, and writing.

TEACHING LEARNING PROCESS OF ENGLISH AT MTs N SIMO: A MICRO ETHNOGRAPHIC STUDY

The problems statement of this study are: 1) What is the syllabus used for teaching learning process of English at MTs N Simo?, 2) What are the learning objectives?, 3) What are the instructional materials?, 4) What are the teaching designs?; It contains the questions: a. What is the teaching procedure?, b. What are the classroom activities?, c. What are the teacher’s roles?, d. What are the student’s roles?, e. What are the teaching medias?, 5. What are the evaluation models?, and 6. What are the strengths and weaknesses.

The objectives of this research are: to describe the syllabus applied in the teaching learning process of English at MTs N Simo, to reveal the learning objectives, to explain the instructional materials, to describe the teaching designs involving the teaching procedure, the classroom activities, the teacher’s roles, the student’s roles, the teaching medias, to describe the evaluation models used, and to unearth the strengths and weaknesses.

REVIEW TO RELATED LECTURE

The review to related lecture consists of previous studies and theoretical review:

PREVIOUS STUDIES

The research relates to teaching Learning Process of English has been conducted some researchers:

Abrar (2005) investigated The Teaching Learning Process of English at English Courses: An Ethnography Study in Pare, Kediri, East Java. This research studied some components of teaching-learning process, namely: the objectives of teaching English, syllabus, materials, methods, evaluation, and strengths and weaknesses. The Method of the study was a qualitative research with ethnography strategy. He took three samples of English courses at random with
the consideration based on the number of students, existence of year to year, facilities, and service of production. The methods of collecting data used in the research are observation, interview, and document analysis. The results of the previous research were as follow: the first, the objectives of the teaching English at the courses was content-based objective, which was matched for the program and level; the second, the kinds of syllabus, namely: grammar syllabus, functional syllabus, topical syllabus, and lexical syllabus; the third, the instructional materials used at the courses are diverse, namely, printed material, audio material, and visual material; the fourth, the method used at this courses were cognitive code learning, direct method, audio lingual method, and collaborative learning; the fifth, the evaluation forms used at the courses were summative evaluation and formative evaluation.

Kuswahyuningsih (2013) studied The Instructional Design of English Teaching at SMK BINA PATRIA 1 Sukaharjo. This research focused on the instructional design of English teaching at SMK Bina Patria 1 Sukoharjo. The method of this research was a qualitative research with an ethnographic strategy. The data were gained from several techniques including non-participant observation, in-depth interview, and document analysis. The results of the previous research were as follow: The first, the notional-functional syllabus which categorized into beginner, elementary, intermediate levels. The second, the learning objectives were general and specific learning outcome. The third, the instructional material was categorized into printed, audio, and visual materials. The fourth, the classroom procedures were: BKOF-MOT-JCOT; BKOF-MOT-JCOT; and BKOF-MOT-JCOT. The fifth, the media was grouped into two forms namely: printed and unprinted medias. The sixth, the evaluation models were dialogue completion task, multiple choice, and procedural text.

Singh (2012) studied Teaching English in Rural Area. The method of the research was a qualitative research with naturalistic study. The data were acquired from several techniques including interviewing, observation, and
document analysis. The results of the previous research was that there were some various factors which leave English as a hard and tough subject for rural students today. The factors were as follow: First, the socio-cultural and financial background of the family. As most of the parents were illiberal, they could not directly take part in the daily routine of their children thought they aspire of their children’s bright future. Second, the inefficiency of the teachers. Most of the students from rural background were having Marathi or Hindi as their medium of instruction. The methodology of English language teaching in these schools was bilingual or translation method. Third, the model of the English examination papers. The examinations were contents based on memorization where the students were supposed to reproduce what they have recited. Fourth, the educational system itself. The rural students have been tutored and trained well enough in reading and writing, while the two others were not in the same situation.

Oommen (2012) investigated Teaching English as a Global Language in smart Classrooms with PowerPoint Presentation. The Method used in this study was a classroom action research that was ethnography strategy. He sampled a questionnaire survey within the classroom consisting of 50 learners of Preparatory Year English Program at Jazan University, Saudi Arabia. The results of the previous research were that the learners preferred the PowerPoint Presentations used in their classrooms to traditional methods of lecture delivery.

Rautrao (2012) studied Significance Of audio-visual Aids In Teaching English. The Method used in this study was a classroom action research that was ethnographic strategy. The result of the previous research was that the use of audio-visual aids would upgrade the teaching of English and give students with learning experiences in active participation in all phases of learning activities.

The position of existing study

The researcher is aware that some previous researches have gained their dissimilar within their researches.
The first research deals with the teaching learning process of English which is conducted at the English course of Pare, Kediri, East Java but the current researcher is a wider than the first researcher.

The difference from this study is the research object and writer has different curriculum from the course which is applied in a formal school. These courses employ thematic curriculum, games, and also by singing songs in order to make them speak English a lot.

The second study stressed on the instructional design of English that is conducted at SMK Bina Patria 1 of Sukoharjo. The difference from the study is the application of diverse methods and techniques are obviously required in English teaching and it applies the instructional which is focuses on the vocational. The students are emphasized to understand the English in the field on the vocation they major in.

The third study described the teaching learning process in rural area which focused on to show the illusion of English language learning. The dissimilarity from the study is the important for the parents’ participations in controlling their children’s learning process are very important and the social interaction can interference the student in learning English.

The fourth research studied the teaching English as a global language in smart classrooms with PowerPoint presentation. The distinction from this study was the frequent use of PowerPoint presentations displayed with the supporting animations as teaching learning media gave positive entry for the students’ learning achievements.

The fifth study investigated on the significance of audio visual aids in conducting the teaching learning process. The difference from this study was the use of the audio-visual devices could stimulate the students’ eagerness in learning English. These devices could be more effective in transforming the teaching materials to the students.
The five previous studies investigated the teaching learning process at courses, instructional design of English teaching, the illusion of English language learning, PowerPoint presentations, and audio-visual aids. While this research focuses on syllabus, learning objective, instructional material.

**THEORETICAL REVIEW**

The theoretical review discusses syllabus, learning objectives, instructional materials, teaching designs involving teaching procedure, classroom activities, teacher’s roles, student’s roles, teaching media, and evaluation. The theoretical reviews are:

Richards (2001: 2) states a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested; Learning objectives. Patel and Jain (2008: 53-54) argue there are two kinds of learning objectives, namely: general and specific objectives; Instructional materials. Patel and Jain (2008: 59) declare there are some types of instructional materials: (1). Visual aids (2). Audio aids (3). Audio visual aids (4). Language laboratory (5). Computer assisted learning; Teaching procedure. Fauziati (2009: 220) argues the most suitable approach to the teaching procedures are BKF, MT, JCT, ICT; Classroom activities. Larsem and Freeman (2000: 31) explain there are some techniques of the Direct Method to teaching including reading aloud, question and answer exercise, getting students to self-assess, conversational practise, dictation, and paragraph writing; Teacher’s roles. Harmer (1987: 57) explains within the classroom the teacher’s roles may change from one activity to another, or from one stage of an activity to another. If the teacher is fluent at making these changes, the effectiveness as the teacher is greatly enhanced. The teacher’s roles are as controller, organiser, assessor, prompter, participant, resource, tutor, and observer; Student’s roles. Johnson and Paulston in Richards and Rodgers (1986: 23) state learner’s roles in an individualized approach to language learning in the following terms: (a) Learners plan their own learning program and thus ultimately assume responsibility for what they do in the
classroom. (b) Learners monitor and evaluate their own progress. (c) Learners are members of a group and learn by interacting with another. (d) Learners tutor other learners. (e) Learners learn from the teacher, from other students, and from the teaching sources; Teaching media. Heinich, Molenda, Russell, and Smaldino (2002: 11-12) state properly designed instructional media can enhance and promote learning and support teacher-based instruction. But their effectiveness depends on the instructor; and Evaluation. Kyriacou (2009: 98) clarifies such records have highlighted an important distinction between two main types of assessment: *summative* and *formative*.

**RESEARCH METHOD**

The type of this study is a qualitative method with an ethnographic study strategy. Nunan (1992: 4) states qualitative research concerns with understanding human behavior from the actor’s own frame reference naturalistic and uncontrolled observation. Then, Murchison (2010: 4) claims ethnography is a research strategy that allows researcher to explore and examine the culturals and societies that are fundamental part of the human experience.

**FINDING AND DISCUSSION**

This part unearths the finding and discussion from the previous problems statement. The field study is done in MTs N Simo which is located in Sumber, Simo, Boyolali. This part is broken down into three sections:

**A. Description of MTs N Simo**

MTs N Simo is the same as the junior high schools. It is under the religious ministery of Indonesia. This school is big. And it has 2 separated locations. The main building faces to the east and it is at the left side of the main street from Simo. There is a big shop in accross from this school. And there is a stationary shop next to the school. The teacher’s parking area is the entrance gate of the school. It consists of many rooms. The teachers’ room is at the left entrance and the headmaster’ room is at the right one.
Meanwhile, the second building is situated at the north side of the main building. It is at the crooss of the main street. It forms U and faces to the west. This building is about 500 m². There are four rooms in this school. The rooms are the classrooms for VIII. 2, VIII. 3, VIII. D, and the school library.

B. Research Finding

The researcher presents the findings from the problems statement in the chapter I related to the teaching learning process of English at MTs N Simo. They are syllabus, learning objective, instructional material, teaching designs, evaluation, and the strength and weaknesses.

1. Syllabus

Syllabus becomes the teaching guidance for the teacher to teach which is published by the government. It frames competency standard, basic competence, and indicator. Belonging to the syllabus, the teacher will teach what are in the syllabus. The development and application of the syllabus are set based on the demands from the students, schools, and the school’s area. In the end, each school has its own sufficient authority to set and determine the learning materials, learning activities, and the evaluation.

MTs N Simo, recently, had the school based curriculum (KTSP) 2006. In this curriculum, the development of school based curriculum (KTSP) was handed to each school which can do it. Eventually, this school was given the freedom to develop the curriculum based on its need. In order to make the curriculum development ran as well as the frame of national curriculum development (National Standard), it was needed to consider the principles for developing curriculum should be scientific, relevant, flexible, continous, consistance, effective, and efficient.
There was also three development aspects introduced in the school based curriculum (KTSP) 2006, they are cognitive, affective, and psycomotor.

2. Learning Objectives

Learning objectives explain what students know or do at the end of the learning that they can not do it before. Learning objectives describes the process and expected learning result should be achieved by the students based on the basic competence.

Good learning objectives should not be abstract (the students will comprehend what good work is); narrow (the students know what a powered is); or be controlled to lower-level cognitive skills (the students will be able to mention the names of things). Patel and Jain (2008: 53-54) argue there are two kinds of learning objectives, namely: general and specific objectives.

Based on the researcher’s finding, MTs N Simo applied general and specific objectives in conducting the teaching learning process of English. The general objective was the first stage of design taken from an objective. The general objectives applied in MTs N Simo were to enable students to understand spoken or written language, to enable students to speak English correct language, to enable students to write the language properly, and to enable students to read the language easily. Meanwhile, the good specific objectives done in MTs N Simo contained four components, namely: audience, behaviour, condition, and degree.

3. Instructional Materials

Instructional materials are the things provided to serve as main tools for helping in the instruction of a subject matter. The instructional materials applied in MTs N Simo were visuals aids, audio aids, computer assisted learning, the visual aids were books, whiteboard and blackboard, pictures, and slide of digital book. The audio aid was soft
Computer assisted learning was frequently used by the English teachers in conducting the daily English teaching learning process. The findings were appropriate with Patel and Jain (2008: 54).

4. Teaching Designs:

To enlighten the teaching designs, there are five parts have been selected to discuss, namely: a. Teaching procedure, b. Classroom activities, C. Teacher’s roles, d. Student’s roles, and e. Teaching media. The brief elaboration of the five parts of teaching designs applied in MTs N Simo as follow:

a. Teaching Procedure

Teaching procedures play the important role in assisting the English teacher convey the ideas or knowledge to the students in the English teaching learning process in the classroom to be more exciting, productive, efficient, and positive learning environment. Excellent behavior and learning come hand to hand.

Based on the researcher’s investigation at MTs N Simo, and the interviews with Mrs. HYN, Mrs. YNT, and Mrs. DW, the teaching procedures were techniques well prepared by the teachers in teaching English in the classroom dealing with the materials to facilitate the students understand the transfer of knowledge from the teachers. The classroom procedure applied in MTs N Simo were BKF, MT, ICT. Those teaching procedures applied in MTs N Simo were the same as the theory from Fauziati (2009: 220).

b. Classroom Activities

Classroom activities refer to the varieties of skills and techniques which teacher makes well organized students, orderly, concentration, intention on task, and academically constructive during the teaching learning process of English in the classroom.
The classroom activities applied by the English teachers in MTs N Simo were reading aloud, question and answer exercise, getting students to self-assess, conversational practise, dictation, and paragraph writing. Those techniques were also applicable with the teaching genres from Freeman and Larsen (2000: 31).

c. Teacher’s Roles

A teacher is a person who has the specialization in a specific knowledge. The excellent teacher should vary the teaching techniques in conveying the ideas or knowledge based on the subject discussion to the students in order to be the effective teacher. The three English teachers in MTs N Simo were specialized in English. So, they could place their roles in English teaching learning process in the classroom. The teacher’s roles belonged to the teachers are as facilitator, organiser, assessor, prompter, participant, resource, tutor, and observer. Those were are in line with Harmer (1987: 57).

d. Student’s Roles

The teaching learning process of English will run well if there are some basic components, namely teacher, student, and a place for learning, it is a school. The main role of the student is learning. The student has a responsibility to acquire knowledge from the teacher. The students in MTs N Simo, in deed, had the learning schedules, so they managed their time for learning in the classroom. In the classroom activities, the learning interaction among the students seemed to be done among the students. It happened when Mrs. YNT devided the students into five groups for discussing about recount text. Besides, the students regularly acquired the new entries of knowledge from the teachers, other friends, and learning books. In fact, the students brought various kinds of book for learning in the classroom.
Those were appropriate with the theory about student’s roles from Johnson and Paulston in Richards and Rodgers (1986: 23).

e. Teaching Media

Media lets the teacher assist the handover the ideas and knowledge to the students. Mrs. YNT, the English teacher in MTs N Simo employed the interesting digital book as the teaching media in order to make her teaching became effective and stimulated the student’s learning motivation. These conditions were similar to the teaching media’s theory from Heinich, Molenda, Russell, and Smaldino (2002: 11-12).

5. Evaluation

Evaluation is the important part of the teaching and learning process. The teacher holds the evaluation program in order to know how well the students are influenced the knowledge after the class. MTs N Simo did formative and summative evaluations which were appropriate with the school based curriculum (KTSP) 2006. These all were in line with the theory from Kyriacou (2009: 95).

6. Strengths and Weaknesses

As long as the period of the classroom observation, the researcher did an investigation the teaching learning process of English in MTs N Simo. The researcher persistently noted that there were some strengths and weaknesses.

The strengths are the syllabus presents a design of the content of learning instructions and catalogues which ease the teachers do the teaching and evaluation; learning objectives are the ways to measure the student’s feedback and competency after studying the English materials. The learning objectives should be poured in the specific description or it is called indicator; the instructional materials assist the teacher transfer materials and make the learning becomes effective in the classroom; The
various kinds of classroom procedures help both the teacher and student generate a classroom a more productive, exciting, effective, and efficient; Various styles of learning activities in the English teaching learning process offer the students to be more active in their learning; The various English teacher’s roles in teaching make the teachers become effective. The teacher frequently interacts with students within the classroom or in the school areas; The appropriate student’s roles can modify the program for learning freely, monitor and evaluate the learning advance, interact to other friends smoothly by discussing about the course materials, assist the other friends solve the learning problem, acquire much learning information from different kinds of learning sources such as teachers, friends, and the other relevants of learning sources; properly designed instructional media enhances and promotes learning and support teacher-based instruction; Understanding the student’s feedback during the class promotes personal understanding and stimulus, and assists the students mend their standard of learning.

However, there are also some weaknesses of the school based curriculum (KTSP) such as the smallest amount of supporting materials to support the implementation of the syllabus, to apply this syllabus needs more time and training for the teachers in order to be able to understand the whole contents of the syllabus; The learning objectives have some weaknesses such as the teacher consumes much time for preparing the lesson plan of the day based on it before holding the teaching learning process in the classroom, it is quite difficult for the teacher modifies the learning activities in the classroom and providing the relevant medias in order to enclear the student’s learning; The teaching procedures make the teacher find the challenges to manage the appropriate teaching procedures in running the teaching learning process well because it does not only need the student gain the cognitive change but also the affective
and psycomotor changes; Running the effective classroom activities during the learning process is not as easy as we think. Teaching the large students sometimes wastes the time, energy, and thought. Junior high school students usually behave childish. They are playful and noisy. So, the teacher feels difficult to set and manage the students in the good classroom activities; if the teacher can not set the appropriate roles in teaching, the student ignores and gets bored in learning. In the end, they will not get valuable experiences in learning; When the students can not put their appropriate roles, such as irresponsible for their learning program and progress, speakless to the other friends, work individually, and never use the various learning sources, the students will get nothing during their learning; the monotonous and inappropriateness of using instructional medias can not give enhance and positive learning entries to the students. Those all because the teacher is not professional; and the teacher sometimes feels inconvenient when the teacher does the formative evaluation because it wastes much time to assess the student’s work. unfortunately, there are more materials to teach. Finally, the teacher conveys the more materials at glance. Unluckily, the students feels difficult to receive the more materials to study. Then in the summative one, the reliability and validity of the summative evaluation are not sometimes suitable with the student’s competence. Unluckily, the test maker merely copies the items from invalid sources without considering the standarized indicators.

C. Discussion

In this part, the reasearcher tries to discuss the findings in the English teaching learning process in MTs N Simo.

Firstly, the syllabus is a lesson plan in a particular lesson covering the competency standard, basic competence, learning material, learning activities, indicators, assessment, time allocation, and learning sources. So, the
teacher will be eased in conveying the teaching materials provided in the syllabus. This statement about syllabus is in line with Richards (2001: 2) states the syllabus is specification of content of a course of instruction and lists what will be taught and tested. Other supporting theories are from Brien, Millis, and Cohen (2008: 5), Abrar (2005), Kuswahyuningsih (2013). Secondly, the learning objectives applied by the English teachers in MTs N Simo were suitable with the theory from Patel and Jain (2008: 54). The learning objectives are general objectives and specific objectives. General objectives state what to achieve at the end of the course of the year. Specific objectives are short term goals. Specific objectives state what to achieve at the end of the teaching learning process. The another research is from Kuswahyuningsih (2013). Thirdly, there are some components in teaching designs are: 1. MTs N Simo basically, taught various kinds of genres text. The teaching procedures done in MTs N Simo are appropriate with the theory from Fauziati (2009: 220). The teaching procedures of genres based approach (GBA) are BKF, MT, JCT, ICT. Then, Kuswahyuningsih (2013) is also in the same position. 2. During the classroom’s observation in the teaching learning process of English in MTs N Simo, the kinds of classroom activities done by the English teachers are the same as Larsen and Freeman (2000: 31) and, Kuswahyuningsih (2013). But Abrar (2005) emphasizes the conversational practice in a course. 3. The English teachers in MTS N Simo played their roles effectively as as facilitator, organiser, assessor, prompter, participant, resource, tutor, and observer. Those are appropriate with the theory from Harmer (1987: 57), Abrar (2005), Kuswahyuningsih(2013), S.K. Singh (2012). While, Abraham Oommen (2012) and shivkumar Rautrao (2012) talk about the teaching medias. 4. The student’s roles in MTs N Simo are similar to Johnson and Paulston in Richards and Rodgers (1986: 23), while Kuswahyuningsih (2013) is different from the current study. 5. The researcher noticed the English teacher used effective teaching medias: printed medias including dictionary, pieces of paper, and
colourful envelopes and unprinted medias are laptop, LCD Projector, and speakers active. Those kinds of medias are the same as Heinich, Molenda, Russell, and Smaldino (2002: 11-12), Kuswahyuningsih(2013). While Abraham Oommen (20120) and shivkumar Rautrao (2012) focus on the unprinted medias.

CONCLUSION

The conclusions of this study are: Firstly, The syllabus provides a design of the content of learning instructions and series what the teacher should teach and do the evaluation. The KTSP syllabus contains contains the competency standard, basic competence, learning material, learning activities, indicators, assessment, time allocation, and learning sources. So, the teacher will be eased in conveying the teaching materials provided in the syllabus.; Secondly, Learning objectives are purposed what to achieve in the learning. The learning objectives assists the teacher prepare the learning activities in the classroom and provides the relevant learning media; Thirdly, Instructional materials are the physical instruments which are planned to assist the teacher transfer materials and make the learning becomes effective in the classroom; Fourthly, the teaching designs applied in MTs N Simo can be broken down into the following items :1. Belonging to the various teaching procedures, the English teaching process in the classroom will be more effective, productive, exciting, and efficient; 2. The various kinds of learning activities in the English teaching learning process such as reading aloud, question and answer exercise, getting students to self-assess, conversational practise, dictation, and paragraph writing offer the students to be more active in the learning; 3. A successful teacher figures out that teaching needs various effective strategies from one activity to other ones in order to make her teaching become effective; 4. The student’s roles can make the teaching learning run well and the students will be effective in their learning; 5. The appropriate designed instructional media can increase and promote student’s
learning and upkeep teacher-based instruction. So, teaching effectiveness depends on the teacher. The teaching medias develop and stimulate learning and maintenance the English teachers transfer information to the students based on the medias; Fifthly, Formative test is a test which is used to measure the student’ feedback in the end of the unit or after the teaching learning process in the classroom and the summative evaluation is aimed at measuring the student’s competence and become the consideration to the next levels.


Smaldino, Sharon E & Friends. 2002. "Learning is the development of new language, skills, or attitudes as an individual interacts with information and the environment." USA: Merriall Prentice Hall.


