

**ENGLISH TEACHING EXPERIENCE AT SMKN 2 GEDANGSARI
GUNUNGGKIDUL : A PHENOMENOLOGICAL PERSPECTIVE**



**Arranged as one of the conditions for completing the Strata I Study Program at
Department of English Language Education, Faculty of Teacher Training and Education**

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Surakarta, 28 December 2018

The Researcher



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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan perspektif guru dalam pengalaman mengajar bahasa Inggris di SMKN 2 Gedangsari Gunungkidul dan beberapa permasalahan yang ada selama mengajar. Penelitian ini bersifat deskriptif kualitatif. Peneliti menggunakan wawancara untuk mengumpulkan perspektif pengalaman guru bahasa Inggris dalam proses pembelajaran. Wawancara adalah teknik yang tepat untuk mengumpulkan data. Wawancara adalah metode yang sesuai untuk mengeksplorasi informasi dari peserta untuk mendapatkan data narasi secara alami. Subyek penelitian adalah guru bahasa Inggris "NTL" yang telah bekerja di SMKN 2 Gedangsari Gunungkidul sejak tahun 2008. Objek penelitian adalah cerita dan pernyataan guru bahasa Inggris di SMKN 2 Gedangsari Gunungkidul Untuk menganalisis data, peneliti menggunakan pendekatan fenomenologis hermeneutik. Hasilnya menunjukkan bahwa: 1) perspektif pengalaman guru dalam mengajar Bahasa Inggris merasa senang, menjengkelkan, kecewa, sedih dan bangga kesemangatan murid, 2) permasalahan dalam mengajar bahasa Inggris termasuk guru merasa bahwa faktor geografi lingkungan siswa merupakan hambatan bagi siswa untuk belajar, laporan akademik siswa dikirim ke orangtua oleh guru, dan fasilitas sekolah yang tidak memadai menjadi hambatan bagi guru

Kata Kunci : pengalaman, mengajar bahasa Inggris, perspektif guru

Abstract

This study aims to describe the perspective of teachers in the experience of teaching English at SMKN 2 Gedangsari Gunungkidul and several problems that exist during teaching. This research is descriptive qualitative. The researcher used interview to gather perspectives in the experience of English teachers in learning process. The interview is the right technique for collecting data. The interview is a valuable method for exploring information from participant to get narrative data in a natural setting. The subject of the study was a English teachers namely "NTL" who has been worked at SMKN 2 Gedangsari Gunungkidul since 2008 year. The object of the research is the story and statement of the English teacher at SMKN 2 Gedangsari Gunungkidul. To analyze the data, the researcher used a hermeneutic phenomenological approach. The results show that: 1) the teacher's experience perspective to teach english feels happy, annoyed, disappointed, sad and proud of the student's enthusiam, 2) the problems in teaching English include the teacher feels the geographical factor of the student environment is an obstacle for students to learn, the students' academic report was sent to parents by the teacher and inadequate school facilities become obstacles for teachers.

Keywords : experience, teaching English, teacher perspective

1. INTRODUCTION

Being a teacher has many challenges. Become a teachers not easy. Some teachers have unique experience in teaching process at classroom. Teachers experience sometimes fun but also sad or annoying. A teacher have to understand the many characteristics of students. Moreover, they have different backgrounds of their families.

The experience between teachers with one another is different. Different school has different experience by teacher. There are several factors that can affect the teacher's experience in teaching process. The geographical location of school and the school environment can also become experience of the teacher are different.

Finally, teaching English has been challenging. The experience is has been frequently research, however, the perspective used mainly from the teacher experience. The investigation of the first year experience on the teacher perspective has not been well researched.

Therefore this research is worth to conduct because it will reveal information how the condition of the teaching experience. Hence, by understanding the nature of their first year experience in teaching, it will be a different insight to the problems.

The researcher is interested in investigating the problems of understanding the teaching experience which can help giving references on the problem to the school to improve students necessity to accomodate students aspiration to failure. The researcher chooses the participant to understand more deeply about the teaching experience in the school.

2. METHOD

This research used descriptive qualitative research to collect and analyze the data. According to Moleong (2007) descriptive qualitative research is having view on natural phenomenon which the subject research can be a behaviour, perception, motivation, action, by holistic and exploiting various natural methods. It means that descriptive qualitative is a type of analytic research which not includes any

calculation. Therefore, the data in qualitative research concerned appear in words rather than in number. This research involves three phases, namely the conceptual, narrative, and interpretative phases. (Field & Morse 1996). That is the reason why the researcher used descriptive qualitative research to collect and analyze the data.

The research focus on teacher's perspective in English teaching experience as a subject at SMKN 2 Gedangsari Gunungkidul. The researcher needs to get the data from teacher who learn English language. The researcher wants to know about teacher's perspective on English teaching experience. Thus, this research is tries to analyze the interview transcript and then the researcher describe the conclusion from the data analysis to carry out the type of research.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 The teacher's experience perspective to teach english at SMKN 2 Gedangsari Gunungkidul feels happy, annoyed, disappointed, sad and proud of the student's enthusiam.

Teacher have good and arguably proud teaching experience, that is, students at SMKN 2 Gedangsari Gunungkidul have quite good achievements in terms of learning and graduates in the workforce.

With the condition of students who are very limited, such as the location of their house on the mountains that can only to accessed by walking, help their parents before school but they still want to go to school, although, in learning english they always asleep . In addition, there are some students who get scholarships, even the first year graduation more students already get the jobs.

3.1.2 The problems in teaching English experience by teacher include the teacher feels the geographical factor of the student environment is an obstacle for students to learn, the students' academic report was sent to parents by the teacher and inadequate school facilities become obstacles for teachers. The condition of the home environment of the majority of students in mountainous and hilly areas made it difficult for students to study at SMKN 2 Gedangsari Gunungkidul. In this case the teacher feels that the distance traveled from the student's residence to the school makes the student an obstacle for students in learning.

The teacher have experience so interest, that become something challenges lived, who told when graduating in the first year school, the graduation results were announced online or in social media groups, but first graduation results were delivered to student's homes.

School facilities play an important role in the continuity of the teaching and learning process in the classroom, but in this case the teacher experiences obstacles related to the facilities and infrastructure of teaching in the school.

3.2 Discussion

3.2.1 The teacher's experience perspective to teach english at SMKN 2 Gedangsari Gunungkidul feels happy, annoyed, disappointed, sad and proud of the student's enthusiam.

Derived from the data, the teacher gets some experience when she learns English subject. She perceives that English teaching is become challenging in learning process, practically learning process of English subject become the teacher feels proud, sometimes feels happy, sad, annoyed, and disappointed . This finding supported by theory of Van Manen (1990) suggests, is to present meaningful phenomenological description that focuses on a vivid example and/or includes an incident in such details as how one's body feels or how thing smell. The teacher feels that the student

achievement is quite good. Teachers have good and arguably proud teaching experience.

3.2.2 The problems in teaching English experienced by teacher.

Based on the research finding above, the English teacher feels the geographical factor of the student environment is an obstacle for students to learn. The condition of the home environment of the majority of students in mountainous and hilly areas made it difficult for students to study at SMKN 2 Gedangsari Gunungkidul.

The teacher have experience to teach English so interest about the students' academic report was sent to parents by teacher in the first year graduation (starting in 2007/2008 graduated in 2010), Then, the teacher finds difficulties in school facilities. School facilities play an important role in the continuity of the teaching and learning process in the classroom, but in this case the teacher experiences obstacles related to the inadequate school facilities and infrastructure of teaching in the school.

4. CONCLUSION

The result of the research, the researcher can present the conclusions. The data from the interviews which analyzed into two themes used natural unit meaning. Firstly, the teacher's experience perspective to teach english at SMKN 2 Gedangsari Gunungkidul feels happy, annoyed, disappointed, sad and proud of the student's enthusiam.

Secondly of themes is the problems in teaching English experience by teacher include the teacher feels the geographical factor of the student environment is an obstacle for students to learn, the students' academic report was sent to parents by the teacher and inadequate school facilities become obstacles for teachers.

It can be concluded that in the English teaching experience, the teacher feels that the enthusiasm of students to study at school is very high. In English teaching experience, the teacher has different experience because every teacher learn

english language from different place. From this it can be seen that teacher found interesting of experience in learning process.

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