

THE TEACHING OF ENGLISH AT JUNIOR HIGH SCHOOL

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ABSTRACT

This study aimed to describe the objective condition about how the teaching of English at Junior High School, this study is focused on the instructional materials, the instructional activities, the assessment the teacher used to measure the students' achievement and how the students' achievement is, and the teacher evaluates the students. In this study, the researcher used a descriptive qualitative research design. The researcher collected the data through observation, interviews and documentation. The finding of this study showed that the teacher used the one instructional material and the various kinds of supplementary materials. The supplementary materials are selected by the teacher to become the interesting materials; it also suitable for the students. In the instructional activities, teacher presented the four skills and language components in the teaching and learning activities; the teacher always has given reward to the students who answer her question. The assessment was carried out by the teacher using 2 methods which are direct and not directly. The students' achievement increase since the teacher applied the good practices. Next, the teacher evaluated the students by using process evaluation. summative evaluation was the evaluation of the students progress after the teaching of English process in the classroom.

Keywords: Instructional, Teaching.

INTRODUCTION

Recently, almost 400 million people in this world used the English language as their first language; on the other hand, people used the English language as their second language. People learned English to follow the current of globalization, It is indicated that the English language as a global language. Through mastering the English language, some people will exist and compete in the field of politics, economy, education, etc. In Indonesia, the government has made some efforts to improve the system education by

developing the quality of teacher, students and other components which are related with educational processes.

Education is an important part of human's life, through education all of the people capable to follow the current development of the world. In the field of education, the teacher has an important role; she/he is person who gives and share the knowledge for their students. According to Ashokia (2009) stated that teaching is communication and teaching is the way to communicate among teacher and students. The word of teaching is not only related to some activities in the classroom, but the teacher encourages their students to learn about their environment in outside the classroom or outdoor.

There are some factors can influence the goal of teaching-learning process. They come from the teacher, students, methods, strategies, condition of the classroom, materials, activities, media, etc. According to Baradja (1995) stated that there some factors are determining the success of the second language or foreign language, they are teachers, students, environment, materials, etc. The teacher has a very important role in determining the success of English teaching. The teacher has to be able to construct classroom activities in such a way that the learning objectives which have been formulated previously can be achieved successfully. The teachers need skill, knowledge in English teaching, there are four skills to be mastered by the students; they are speaking, listening, writing, and reading. Through mastering the four skills fluently, they can use active and passive English correctly.

Students achievement basically is expected the students outcome. The students can achieve after they had learning activities. Learning activities will be maximal if the desired achievement achieve with excellent and efficient result. One of the ways to find the results of the learning process is from the score given by the teacher. According to Syah (2001) classifies the affecting factor of the students' achievement in three factors such as internal, external, and learning approach.

To know the students' achievement in the learning English, the teacher should assess and evaluate the students' progress. Assessment had traditionally played a relevant role in the process of the teaching and learning not only in English language, but almost in the field of study in education. Meanwhile, according to Brown (2003) stated that assessment is ongoing process which includes a much wider domain; the teachers should consider many aspects in determining the final scores of students. In addition to the daily test, mid-semester, and final semester scores. Not only that, the teacher should pay attention to the students' participant, performance, presentation, homework, etc.

The evaluation has a broader sense and function than assessment; assessment is the subset of evaluation. The evaluation is a procedure or method of knowing whether or not the teaching and learning

processes have been done by the teacher effectively by knowing whether the indicators, materials, learning strategies, media, the assessment procedures, learning situation, etc. Patton (1990) stated that evaluation is a type of action research purposes to provide some information about someone's work and improve it.

Considering that the teacher is an influential factor in the teaching and learning process, the researcher is interested to investigate the teaching of English at Junior High School. This school is one of the favorite state junior high school in Malang. This school has good qualities in terms of achievements, disciplines, graduates in the teaching and learning process, the teachers have experiences and dedicated. This school has the vision and mission, the vision is to actualize the students' faith and science and technology, who are character and cultured, intelligent and skillful.

In theoretical, the result of this study is expected to contribute to existing theories or previous studies in the teaching of English; this study provides the good practices conducted by the teacher. It might be useful for other teachers when they get an understanding of applying good practices in the teaching of English. Meanwhile, In practical, the result of this study expects can be used as a reference for further researchers or people who want to research in the teaching of English. The researcher expects that this research can give opportunities for further researchers to comprehend how good practices in the teaching of English in the classroom.

In line with the background of the study as described above, the present study attempts to answer the research question, How are the good practices that can be learned from the teacher in the teaching of English conducted at Junior High School? The research question is further into the subspecific question, as follows: 1) What instructional material does the teacher use in the teaching of English? 2) How does the teacher conduct instructional activities in the teaching of English? 3) What are the types of assessments does the teacher used to measure the students' achievement in the teaching of English? 4) What are the students' achievements?

Several studies have been conducted related to the teaching of English. Putri (2014) found out that the teaching of English for specific purposes at vocational High School in Malang is well established. Another study is conducted by Prajas (2015) found out the good practice that involves any positive aspects supporting English teaching and learning at the Basic English Course (BEC) Kampung Inggris Pare. This study focus on main instructional and supplementary used by the teacher, the activities conducted by the teacher, the assessment used by the teacher and the students' achievements, and the evaluation conducted by the teacher so that, it makes this study different with the other studies.

METHOD

In this research, the researcher applied the qualitative research to describe the objective condition about English teaching and learning process in the classroom focusing on instructional materials the teachers used, instructional activities the teacher conducted, the assessment the teachers used to measure, and the students' achievement and the evaluation the teacher do in English teaching in teaching and learning process.

The researcher chooses one class teachers and one class. The teachers have chosen here, she already has experiences in teaching English based on their duration of teaching. This research involved the English teacher who taught at class VIII J and her students consist of 33 students. The data were collected through observation, interviews, and documentation.

According to Creswell (2012) states that qualitative research is an obtain research useful for exploration and understanding a central phenomenon. In qualitative research the researcher interprets the meaning of the information, drawing on personal reflections and past research. The research did the exploration to learn more about the phenomenon based on the participants. By applied qualitative research can present the result of the teaching of English at Junior High School.

In obtaining the data, the researcher would act as the key instrument in this study. There were three instruments would be used by the researcher in this study, namely: observation, interview and documentation.

The data describing the real teaching and learning activities in the classroom between students and teacher or among students; it was an important techniques in this study that tried to learn about the implementation of teaching English. In this study, the researcher acted as an observer in which the researcher would observe and take down all related things that natural behaviors occurred in the classroom.

The interview technique is another instrument that the researcher uses in this study. This technique is aimed to complete the data obtained from the observation the English teacher. The interview was done when the data obtained from the observation are considered unclear and insufficient.

The documentary was a method of collecting the data about matter of variables which in the form of notes, transcripts book, and etc. Documentation could improve information that was relevant with the

research problem. There were many documents which were needed in this study, they are: handbook of teaching, worksheet and transcript of interview questions.

To collect the data, this study employed observation as data collection technique. Observation is defined as the act of noting a phenomenon, often with instruments and recording it for scientific (Morris, 1987 cited in Adler, 1994). The consideration of using direct observation is that all research problems are concerned with the teachers' behavior or activities in classroom that may be accurately gathered by using this technique. A systematic procedure is employed for identifying, categorizing, and recording the behavior. Here is how the observation used to collect the data. The first step was the researcher entered the class when the teaching and learning process take place and the researcher sit in the back of the classroom. However, the researcher did not interact with the teacher and students to keep the real or natural condition. Then, during the observation, the researcher focused on events happening in the class related to the instructional materials teacher used and the instructional activities that the teacher conducted in the teaching.

The data analysis was done during the activities of the data collection. This analysis is aimed to anticipate the possibilities of data exaggeration. This analysis is also applied by considering some factors such as the appearance of a sudden idea, the limited memory of the researcher. The analysis also helped the researcher to analyze the data step by step. Second, the data analysis was conducted after the data have been collected in the field. The data analysis was done by applying the procedure suggested by Miles and Huberman (1984) in which data collection, data reduction, data display, and conclusion drawing or verification take place interactively.

FINDINGS AND DISCUSSIONS

FINDING

Besides the teacher used the main instructional materials, the teacher also used the supplementary materials in the teaching and learning process. The instructional materials used by the teacher be classified into two kinds, they are printed materials and non-printed materials. The finding showed that the teacher use printed materials such as textbook, worksheet, handout, newspaper, magazines, and brochure; and non-printed materials such as video and recorder.

It showed that main instructional material used by the teacher in the classroom, the book entitled "*When English Rings a Bell*". It is published in 2014 by the Central of curriculum and library of ministry of education and culture. The steps of Scientific Approach, which are observing, questioning,

experimental/exploring, associating, and communicating activities; this textbook encourage the students to develop their competence the mastery of all language skills: listening, reading, speaking and writing.

The supplementary materials, the teacher used two books of the students' worksheet. The first book entitled "*Practice You English Competence*" written by Nur Zaida, it is published in 2014 by Erlangga. The content of this worksheet designed based on the curriculum 2013; it helped the students in learning the materials required in the basic competencies. The second book entitled "*Practice You English Competence*" written by Nur Zaida and published in 2017 by Erlangga. This book contains the kinds of text in form summary and the language structure (grammar), this worksheet is more detail or complete than the first one, because it is a revision edition.

The teacher also used the book entitled "*Skillful Reading and Writing Student's Book Pack 4*" written by Mike Boyle & Lindsay Warwick and published in 2013 by Macmillan Education. The content of the book contains the practice of reading and writing skills. This book is rewarding to support and build the confident independent learning with practical guidance.

Besides that, the teacher used the book entitled "*Speaking extra*", this book written by Mike Gamidge and published in 2004 by Cambridge University Press publisher. The book can encourage the students to expand their speaking skill using role play, problem solving, puzzles, games, interviews, storytelling and discussion. It is also accompany audio CD and the recording script section at the back of the book.

The teachers used the book entitled "*Word Games with English*" written by Deirdre Howard-Williams & Cynthia Herd. It is published in 1994 by Oxford: Heinemann English Language Teaching publisher. The content of this book contains some games and puzzle to increase and concentrate on building students' vocabulary.

Another supplementary material that the teacher used is brochure; the teacher took some brochure related to the learning in the school or with their environment. Sometimes, the teacher took some sources of instructional materials from the internet. The handout and worksheet are in the form of pieces of photocopied materials taken from various book, brochure, and internet. The teacher used several the supplementary materials; it supported and filled the disadvantages of the textbook.

The activities conducted by the teacher in teaching and learning activities, it is found that the teacher has three section, pre-teaching activity, while- teaching activity, and post-teaching activity. On the pre-teaching activity, at the beginning of the activities the students prayed first based on their own religion.

On the while-teaching activity, the teacher divided them into several groups. Then, the teacher divided them into four groups; each group consists of eight students. After that, the teacher gave the piece of the text to them.

In the last teaching activity, the teacher concluded the topic at that time. The teacher asked the students about what they have learned, asking whether they have a problems and asking how they feel during the teaching and learning process in the classroom.

This part contains the assessment conducted by the teacher in the teaching and students' achievement at teaching and learning process in the classroom. The assessment was carried out by the teacher using 2 methods which are direct and not directly. The direct method is the assignments are conducted at the end of the implementation of one topic or two topics; while non-direct method by assessing psychomotor development.

Based on the teachers' interview, the students' works are also considered as a form of assessment. The teacher used test to assess the students' achievement in learning process; based on the observation and interviewing, the teacher used spoken and written test. Sometimes the teacher used media, namely; the Edmodo and Socrative to assess the students' listening skill. It conducted in the language laboratory of the school. Before using Edmodo, the students asked to made an account of Edmodo.

From the finding above, before assssing the teacher should give some exercises to practice and some tricks to do the exercises are successfully. It is recommended if the teacher helps the students more be active participants in assessing their own achievement and how the way to learn the english.

On the other hand, the researcher underlines that teachers used two kinds of the assessment to measure the students' achievement; they are formal and informal assessment. It is also can be called the direct and non-direct assessment. It can help the teacher is easy to measure the students' progress and achievements in learning English.

Regarding with the students' achievement based on the result of students' scores of test being observed in the academic 2018/2019, it can be concluded that the students' score is higher than score of *KKM*.

The teacher evaluated the students by using summative evaluate. The summative evaluation was effective to apply for evaluating her class. This evaluation used by the teacher to know whether the materials have been used is work well and the instructional activities have been conducted or the strategies of learning have applied is effective and efficient. So, the teacher would improve the way of her teaching.

Discussion

Based on the findings related to the instructional materials used by the teacher, the teacher used the main and supplementary materials in the teaching of English learning process. The instructional materials used by the teacher divided into three categories; they are printed, non-printed, and combine both printed and non-printed materials. The findings show that the teacher used printed materials in the form of textbook, worksheet (LKS) and handout; the non-printed materials such as recorded CDs or DVDs and videos in the form of VCD or video are downloaded from the internet. In line with the statement of Tok (2010) classifies these instructional materials into two parts: printed one such as coursebook, workbooks, teacher's guide, etc. Meanwhile, the non-printed such as computer-based, videos, etc. While, the article and magazine that the teacher used is not designed for instructional materials. It also in line with the statement of Tomlinson (2012) stated that materials are anything which is used to help the learners to learn. The form of materials such as text book, work book, cassette, CD-ROM, videos, photocopied handout, newspaper, a paragraph written on the blackboard; anything presents the language being learned.

In the teaching and learning process, the teacher used the one textbook as a main instructional material, entitled *"When English Rings a Bell"* and Published in 2014 by the Central of curriculum and library of ministry of education and culture. The book recommended by the government; almost all of the school used this book as the main instructional materials. This book have filled the criteria, the criteria are; the book designed based on the School-based Curriculum to the Content-based curriculum issued by the government; the content of the book is interesting so that motivate students' learning; the materials cover all of the skills (listening, speaking, reading and writing); the book contains the language components such as grammar rules and vocabulary.

The supplementary instructional materials are needed to complete the weakness of the textbook as the main instructional material and they are also following the textbook; the supplementary materials in the forms of worksheet or handout, students' workbook (LKS), audio, video materials, magazine, newspaper or article and the reference materials selected by the teacher individually based on the students' need. The teacher stated that the materials should be interesting because it can motivate and increase the students' knowledge. According to Yundayani, Emzir & Rafli (2017) on their journal stated that the instructional materials must be relevant to students' learning goals, it can haelp the students to uplift their knowledge and skill, and also lead the students to motivate themselves. However, according to Krashen (2005) stated

that the learners should be motivated in order to do not feel threatened. The students are motivated since the teacher tries to provide them with many interesting and various topics during English class.

The teacher selected the instructional materials is appropriate for the students of Junior High School level. The instructional materials used by the teacher to fulfilled the good criteria of quality of instructional materials in line with the Curriculum of 2013, such as; 1) it can make the students to achieve the successful in learning English; 2) the instructional materials are suitable for the students' need and the condition in order to make the process of the teaching and learning run well; 3) the instructional materials cover all of four skills (Listening, Speaking, Reading and Writing) and also the language components (Grammar and Vocabulary); 4) the content of the instructional materials is interesting so that the students can be motivated in learning process. However, according to Snow (1997) also states that content is the use of subject matter for foreign language purposes. Subject matter may consist of topics based on students' interest or needs in an EFL setting; in this instance, the researcher supports that the subject matter or content should be directed towards learners' needs and interests and the purpose of the study.

Based on the findings of the researcher has described above, the teacher in Junior High School used more the supplementary instructional materials based on the students' need. The some instructional materials bring out some benefit to the teaching and learning process in the classroom. There are some the advantages of the instructional materials; the first is the instructional materials that can fill the disadvantages that are generated by the correspondence instructional materials used by the teacher. The second is it can minimize the boring of the language activities in the classroom. The third is the kinds of the materials can also motivate the students to learn the English language and also expand the students' knowledge. In addition, it can create the good atmosphere to please in the teaching and learning process.

The handouts and worksheet are selected by the teacher become the interesting materials; it also suitable for the students. So, the materials help to motivate the students in learning English process. It is recommended that the teacher should select some kinds of the interesting of supplementary materials

However, the teacher just used one the main instructional material, it is recommended if the teacher use two or three the main instructional material. If the teacher supply two or three the main instructional materials, so it would make the students would enjoyable and interesting in learning English.

Based on the findings, the teaching and learning activities process in the classroom at Junior High School; the teacher present the four skills in teaching English such as Listening, Speaking, Reading and Writing and the language components in the teaching and learning activities process. Sometimes four

skills are practiced integrated in one meeting. If the teacher would teach the listening skill, the teacher conducted in language laboratory, but it is not intensively.

Based on the observations, the interview to the teacher and documentary during the teaching and learning activities process; in the pre-teaching activity, the researcher found out that the teacher always greets the students. The greeting is one of the ways of teacher to make a good relation between teacher and students; it is implying a deep respect to them. Then, the teacher checked the students' attendance list; this is the way to know the students' name before the teacher start the lesson and review the previous lesson.

Before going to present of the topic, the teacher reviewed the previous lesson after that the teacher start to present the new lesson. It is used to active the students' background knowledge. It is done to know how deep or how what extent the students understanding about the topic. The teacher said that the students' background is an important component in learning English because it can make the students easy to understand the lesson at that time. In line with the statement of Brown (2006) stated that the prior knowledge or background knowledge is organized in schemata, generalized mental representations of our experience that are available to help the students to understand a new experience.

In the while-teaching activities, based on the observation, the data shows that the teacher always informs the students about what the topic would be discussion at that time and the objectives to be achieved before presenting the instructional materials. In this case, the teacher informs to the students that they will learn about how form of the recount text. The teacher explained clearly what the recount text, the structure of recount text and also the language component in textbook. The teacher also gave a chance for the students to ask if they got the problems or they do not understand related to the topics. According to Harmer (1998: 17) stated that the teacher needs to tell the students what they will be doing or in different lesson, need to discuss with the students what they are hoping to achieve.

In the post-teaching activities, the teacher concluded the lesson. It is needed in teaching and learning process to summarize the lesson, so that the students can be more understand about the lesson. In this stage, the teacher used some ways in order to manage the activities in classroom; the teachers also used the various strategies in transferring the lesson which is very interesting and motivate the students in teaching and learning process such as group work, pair work, class discussion, role play, mind mapping, storytelling, read aloud, etc.

Related to the English language used by the teacher in teaching and learning activities, it is recommended the teacher should use much English than Indonesian. It is consider use of Indonesian as

long as it can make the students understand about the topic. The teacher should use the English to communicate with other English teacher and the students in around the school.

Based on the findings, the teacher conducted several ways to assess the students' progress in learning process. The ways the teacher used, such as oral test, written test, assignment. However according to Arends (2004: 229) stated that the teacher's assessment activities are aimed at one of the following goals, diagnosing prior knowledge and skills, providing corrective feedback, and evaluating and grading students' achievement.

The daily test or weekly test, mid semester test and semester test, the daily test is conducted at the end the implementation of one base competence. The result of the test to show that the students progress in learning process, the teacher always inform the students how their progress in learning.

The teacher chose summative evaluation is a teachers' evaluation. According to well established or not. According to Hewings (1996) stated that the scope of evaluation has moved from a concern with the test result needs to collect information and make judgments about all aspects of the curriculum from planning implementation. Summative evaluation was selected by the teacher for the approach of the teaching of English. Through this evaluation the teacher would to know the information about the students' achievement. Through this evaluation the teacher would to know the information about the students' achievement.

Summative evaluation concern on whether a program is effective and efficient and to some extent acceptable; the points of this kind of this research conducted after the program has been implemented. According to Brown (2010) stated that doing an evaluation to the classroom process is not only evaluating the evaluation stage of a learning process. the evaluators need to evaluate the whole process of the classroom process which are include planning stage and classroom practices, instead of evaluation stage.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

Some important points of the good practices of the teacher in the teaching and learning of English, they are the instructional materials used by the teacher, instructional activities conducted by the teacher, the assessment used by the teacher and students' achievement, and the evaluation conducted by the teacher.

The first finding is about the instructional materials used by the teacher in the teaching of English at Junior High School. The teacher used one instructional material and several supplementary instructional materials; the textbook used by the teacher as a main instructional material integrates four language skills,

and grammar. However, the supplementary materials have fulfilled some criteria for the good quality of instructional materials. The instructional and supplementary materials have applied by the teacher from the variety of sources, it is captivating and motivates the students. Therefore, it can encourage the students' desire to learning English.

The second question is about the instructional activities conducted by the teacher in the teaching of English at Junior High School. The teacher used some strategies in applying the teaching and learning activities; the benefits from these strategies are it can help the students to be active in small or large discussion and it can enhance students learning. Furthermore, the also uses the instructional activities based on the School-based curriculum 2013. When the teacher teaches the students in the classroom, the teacher used more English than Indonesian. The teacher conducts interesting activities for the process of learning. Not only that, the teacher uses several appropriate strategies in teaching and learning activities. Last, the teacher uses interesting media such as Microsoft Office PowerPoint, Videos, and Pictures Series to make learning English is enjoyable.

The third conclusion is about the assessment used to measure the students' achievement in the teaching and learning process; the teacher uses the spoken and written test to assess the students' achievement in the learning process. For speaking, the teacher uses spoken or oral tests; meanwhile, for listening, reading and writing the teacher uses the written test. Sometimes the teacher uses media, the Edmodo and Socrative to assess the students' listening skill.

The last conclusion is about the evaluation, the teacher evaluates the teaching of English at Junior High School using summative evaluation to know the students' progress of teaching and learning is effective. It shows that the students have good progress. Some of the good practices conducted by the teacher gave a good impact on the students' achievement. The students' mean score is 79, the lowest score is 75 and the highest score is 93.

SUGGESTIONS

Some suggestions addressed to the English teachers. Teachers are suggested to improve the teaching-learning process by using several instructional materials to meet the students' need to modify the materials in the textbook by adding and combining with the others materials such as handout, internet, magazine, article, newspaper, etc to make the teaching and learning process more effective, interesting and motivating to the students.

In the instructional activities, the teacher should use more English than Indonesian. The teachers should give the opportunities for the students to ask questions. The assessment should be a systematic

way with clear criteria and objectives, so that the assessment would be valid and reliable. The teacher is also suggested to observe the students' progress during the teaching and learning process activities.

This researcher may be useful as a reference for other researchers who want to conduct further researcher in different setting.

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