

A Study on Teaching English at SMPN 1 Banyuputih Situbondo

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ABSTRACT

The purpose of the research is to find out the question of: " how does the English teacher teaches the four language skill: listening, reading, speaking and writing in A class students of second grade of SMPN 1 Banyuputih Situbondo. The study was conducted through descriptive qualitative design, because the data that are going to analyze is in the form of descriptions. In this study, interview and observation check list are used to complete the data. The population of this research are the English teacher of A class and the A class students of second grade in SMPN 1 Banyuputih Situbondo which consist of 32 students. The result of this research shows that The English teacher at SMPN 1 Banyuputih Situbondo evaluated the student's achievement. The teacher used two techniques to evaluate the students. Those are: written test and oral test. From the evaluations that give by the teacher, we can know the student's achievement in English. In this study, the researcher find that the A class students of second grade in SMPN 1 Banyuputih Situbondo can interact fluently with their friends in the classroom in English, and in recent years they got won several English competitions that held in Situbondo city and East Java, such as ; speech, telling story, essay, and news anchor. From the student's achievement above, the researcher found that teaching English at second grade of SMPN 1 Banyuputih Situbondo already fulfilled the national standard of teaching English requirement.

Key words: *Teaching English, Students' interest, Students' Achievement*

INTRODUCTION

Language plays a very important role in human life. As social creatures, people need to communicate, and interact to convey their thought. With language, asking question and providing information will be easier to do in our daily activities, and one of the functions of language is to build and maintain social relations. Furthermore, in Indonesia, English is commonly the first foreign language taught to the students in elementary school, junior high school and senior high school. It is expected that by having good English, students will easily

adapt to the outside world, because English is an international language that they must learned.

The English teacher in junior high school is expected to be able develop students' English language skills for oral and written communication. The curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in school or educational systems can be planned, measured, and evaluated. Teaching is the concerted sharing of knowledge and experiences among teacher and student. According to Crawford, Saul, Mathews, and Makinster (2005) who stated that teaching is more than a set of methods. Addressing a set of objectives, for a particular group of students, at a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting are some good teaching sequences.

Teacher should consider some factors towards successful teaching and learning process. There are many factors that contribute the successful English teaching and learning, such as: teachers, students, instructional material and teaching media. There are some competences that should teacher have in teaching and learning process. It is line with Sormin (2015: 119) "states that there are three competence that should teacher have in teaching and learning process, that are: the ability to plan teaching, the ability to conduct teaching and learning process and the ability to evaluate or give assessment of teaching".

The researcher interested to study the English teaching learning activities in SMPN 1 Banyuputih Situbondo, because this school is the favorite junior high school in Banyuputih sub-district of Situbondo district. Furthermore, this school has bilingual classes where the students must speak English in their daily activities while in the classroom. SMPN 1 Banyuputih also often wins English language competitions which held at Situbondo District, such speech, story telling , essay, and news anchor. In 2017, the bilingual students at this school won the telling story and speech competition that held by all junior high schools in Situbondo. They won second place for the story telling and third place for the

speech. In 2018, they were also at the second place in the news anchor competition.

METHOD

Dealing with this, Creswell (2012) said that qualitative research characteristic research are state general and broad objectives, the research questions regarding the experience of the subject, to collect the data based on the subjects. Related to the statements of the problem above, this research is in categories descriptive qualitative design, because the data that are going to analyze is in the form of descriptions. The subject of the study is the second grade English teacher and the second grade students in SMPN I Banyuputih Situbondo. The researcher chooses only one English teacher in second grade who teach in class A, and the researcher choose the A class of second grade to be observed, because the students in the A class is Bilingual class. Bilingual class means the students encouraged to speak foreign languages to communicate with friends or teachers.

To collect the data, the researcher uses three instruments. They are interview guide, observation checklist, and audio recording. The researcher used semi interview to collect the data, because the researcher has prepared some questions that will be asked to the teacher. This semi-interview aims to make the results of the interview really lead to the acquisition of data that expected by the researcher to answer the questions in her research. The interview was conducted with English teacher in Banyuputih Situbondo. In order do not disturb the teacher's activities, the researcher conduct the interview after the English class over. The interview conducted to get information from the teacher as subject of the study. Moreover tape recorder used to record the data needed.

The researcher directly observes the classroom activity to look for the information about the teaching and learning activities at second grade students. It deals with the teachers' teaching activities and learning process that includes the instructional material, the instructional media, the techniques of teaching, the classroom management by the teacher at SMPN I Banyuputih Situbondo. The

observation use is observation sheet in the form of giving check list. The researcher conducted the interview face to face to the teacher. Audio recording is also used by the researchers to record the results of interviews with the second grade teacher. The duration that needed to record the interview is approximately 30 minutes. In the academic year of 2018-2019 SMPN 1 Banyuputih Situbondo accept 190 students, and the researcher just conduct the research in the A class of eight grade which consist of 32 students. The methods used to collect the data are the information notes and explanation which correlate with the theme of research. Information and explanation was obtained through interview and observation.

FINDINGS AND DISCUSSIONS

The English teacher of the second grade at SMPN 1 Banyuputih Situbondo graduated from S1 degree of English Department of Semarang State University. She has been teaching English for about three years in this junior high school and more than four years in another school. Her experience as a teacher was began in 2012 at SMPN 7 Salatiga. Now, she does not teach at other schools, she focuses on teaching at SMPN 1 Banyuputih Situbondo. Her status in this junior high school is the English teacher subjects. According to the interview with the English teacher, it was found out that the English teacher at SMPN 1 Banyuputih Situbondo had implemented the curriculum 2013. The curriculum 2013 can effect to the student's development competencies, and teachers are required to be more creative and innovative in teaching because teachers are considered capable of all things that can help student's development. The teaching and learning process can run successfully by making the syllabus as a guideline. According to the English teacher at SMPN 1 Banyuputih Situbondo, she makes the lesson plan and the purpose of teaching and learning English in the lesson plan according to the syllabus. By making a lesson plan, teacher will easier in teaching and she can faced the unexpected situation in the class.

Material or text book is one of the factors in succeeding the teaching learning and process. The text book used by the English teacher and students at SMPN 1 Banyuputih Situbondo is English's book by the title "When English Rings a Bell" for second grade. She also used LKS (*Lembar Kerja Siswa*) by the

title “ *Modul Pengayaan*” which was published by Graha Pustaka and written by Ika Kurniawati. The content of this book are exercises for students. This book also covered four skills, such as listening, reading, speaking, and writing. After the researcher did an observation and interviewed to the teacher, she got some information about the techniques of teaching English at SMPN 1 Banyuputih Situbondo. The teaching technique employed by the English teacher was based on the materials which had been taught. The teaching technique used by the teacher included giving explanation, asking questions, discussing on group work, games, and presentation.

The teacher used explanation technique in the teaching process. Before the teacher began to teach the materials, she explained what the materials about. In teaching writing, the teacher explained to the students how to write a good sentence by explaining the grammatical that should be used in the sentence. The teacher also used this technique in teaching reading. It was used to explain about the content of the text. In explaining the materials, the teacher mixed language by using English and Indonesian in order the students easier to understand the topic.

Question and Answer used by teacher before starting the lesson. It was done as stimulation for the students to understand the topic that would be discussed. In teaching reading, teacher used this technique before the students read the text. She gave question to the students which relevant to the text. By used discussion technique, students will more active in the classroom especially in speaking, they can express their idea to their friends, and other students can argued about their friend's idea. The teacher usually used group work for doing the exercise. The group work was randomized by the teacher, where each group consisted of 4 students. The teacher asked to the students to do the exercise in group work such as conversation in dialogue form, and summarized a story. In giving homework, the teacher also used this technique.

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teacher also used this technique. When the teacher feels the students boring in the learning activity, she gives the students ice breaking “test the student’s concentration” by asking one of the students about the topic, and for the students who cannot answer the teacher’s question, they sing a song in front of the class.

In the presentation technique, student showed what they have learned with their group work in front of the class. Have a dialog or read some stories are activities that the students presented in front of the class. The teacher conducted the evaluation to know the students achievement. After the teacher finished in giving the materials to the students, she evaluated the students by giving a test. Not only a test, the valuation can be from homework and students activities in the classroom. The teacher used the test forms in spoken and written forms. The students write the questions in the white board or in the paper that given by the teacher, and sometime the teacher give some instructions without writing it on the board.

The English teacher at SMPN 1 Banyuputih Situbondo did some evaluations to find out the student’s achievement. She used two techniques to evaluate the students. Those are: written test and oral test. The oral exercise was given like expressing opinion and makes some conversations in front of the class. The written exercise was given like concluding a story and completing the word. From the evaluations that give by the teacher, the researcher can understand the student’s achievement in English. In this study, the researcher find that the students in SMPN 1 Banyuputih Situbondo can speak fluently in English with their friends, and they got several English competitions that held in Situbondo.

In every English lesson, the students A class of second grade are required to speak English in the class. The teacher trained the students to make dialogue with their classmates and teachers. Sometimes, there are vocabularies that the students do not understand the meaning of English in their conversation, they can directly ask to the teacher or open the dictionary. For students who break the rules or they speak other language during the English learning activities, they will be punished by the teacher. The punishment given is an agreement from teachers and

students, they should pay five hundred rupiah to the class treasurer, and the money can be used for the class needs.

In teaching English at SMPN 1 Banyuputih Situbondo, the teacher used syllabus as her guideline in teaching. The teacher can teach the students according to the content of syllabus. According to the English teacher at SMPN 1 Banyuputih Situbondo, she makes the lesson plan and the purpose of teaching and learning English in the lesson plan according to the syllabus. By making a lesson plan, teacher will easier in teaching and she can faced the unexpected situation in the class. The English teacher of the second grade at SMPN 1 Banyuputih Situbondo graduated from S1 degree of English Department of Semarang State University. She has been teaching English for about three years in this junior high school. Her experience as a teacher began in 2014 at SMPN 7 Salatiga. Now, she does not teach at other schools, she focuses on teaching at SMPN 1 Banyuputih Situbondo. Her status in this junior high school is the teacher subjects. She teaches English for second grade in SMPN 1 Banyuputih Situbondo twenty four hours in a week.

From the statement above, the qualification of English teacher at SMPN 1 Banyuputih Situbondo was good. She has graduate from English department and she teach English for a long time, so she has a lot of experience in teaching and learning English. As a teacher, she must prepare many things before conduct the teaching proses, especially the book for the students. The text book used by the English teacher and students at SMPN 1 Banyuputih Situbondo is English's book by the title "When English Rings a Bell" for second grade. The teacher not only used text book in teaching, she also used LKS (Lembar Kerja Siswa) by title "Modul Pengayaan" which was published by Graha Pustaka and written by Ika Kurniawati. The content of this book are exercise for students. This book also covered four skills, such as listening, reading, writing, and speaking. The exercise was relevant to the materials that were discussed, and there were various questions in this book for example multiple choices, finding word, essay, etc. To support the teaching, the teacher always brought dictionary in every teaching. There are five variations of the techniques of teaching that used by the teacher in A class of

second grade at SMPN 1 Banyuputih Situbondo. They are : giving explanation, asking questions, discussing on group work, games, and presentation.

The explanation technique used by the teacher in the beginning of teaching. She explained about the materials that to be learned by the students. In the teaching writing and reading, she also used this technique. In teaching writing, the teacher explained to the students how to write a good sentence by explaining the grammatical that should be used in the sentence. In teaching reading, the teacher used this technique to explain about the content of the text. She also often used dictation technique in her teaching, the teacher read the difficult word's pronunciation and students repeated after her.

To make stimulation for the students to understand the topic, the teacher used question answer technique before starting the lesson. The teacher will ask some questions randomly to the students, and she asked anything related to the topic. This technique aims to add students' insights in learning the topic. The question answer technique used by teacher before starting the lesson. It was done as stimulation for the students to understand the topic that would be discussed. In teaching reading, teacher used this technique before the students read the text. She gave question to the students which relevant to the text.

The teacher used discussion technique in teaching reading, speaking, and writing. The students discussed about the text that give by the teacher. They can share their opinions about the text with their peers or with group friends about the reading being discussed. Students will more active in the classroom especially in speaking, they can express their idea to their friends, and other students can argued about their friend's idea. The other technique that used by teacher in teaching the students is group work. There are some student's activities used group work for help them to carry on the activities. To select the groups, the teacher randomly chooses the students in to 6 groups, where each group consisted of 4 students. The teacher asked to the students to do the exercise in group work such as conversation in dialogue form, summarized a story, and home work.

The teacher used the game technique to maintain the students' concentration and their memory about the lesson. When the teacher feels the students boring in the learning activity, she gives the students ice breaking "test the student's concentration" by asking one of the students about the topic, and for the students who cannot answer the teacher's question, he will stand in front of the class to wait for his friend who cannot answer the same question from the teacher, then teacher asked them to make a dialogue or sing a song in front of the class. The last technique that used by teacher is presentation technique. This technique is done after they finish in the group work technique. Students showed what they have learned with their group work in front of the class. Reading the dialogs or read some stories are activities that the students presented in front of the class.

Evaluation is one of important part of teaching. The teacher conducted the evaluation to know the students achievement by giving some activities to evaluate their mastery in English. After the teacher finished in giving the materials to the students, she evaluated the students by giving a test. Not only a test, the evaluation can be from homework, assignment, check students' attendance and students activities in the classroom. The test forms that give by the teacher can from spoken and written forms. The teacher writes the questions in the white board or in the paper is a written test form. In the other time, the teacher gives some instructions directly to the students without writing it on the board.

By knowing students' achievements in English, we can also find out the results of teacher teaching to their students. The English teacher at SMPN 1 Banyuputih Situbondo made some evaluations to know the students achievement. She used two techniques to evaluate the students. Those are: written test and oral test. The oral exercise was given like expressing opinion and makes some conversations in front of the class. The written exercise was given like concluding a story and completing the sentences. From the evaluations that give by the teacher, we can know the student's achievement in English. In this study, the researcher find that the second grade students of SMPN 1 Banyuputih Situbondo can interact fluently with their friends in the classroom in English, and in recent years they got won several English competitions that held in Situbondo city and

East Java, such as ; speech, telling story, essay, and news anchor. From the student's achievement above, the researcher found that teaching English at second grade of SMPN 1 Banyuputih Situbondo already fulfilled the national standard of teaching English requirement.

CONCLUTION AND SUGGESTIONS

According to the findings of the research, several conclusions were described as follow:

- 1) The syllabus used in SMPN 1 Bnyuputih Situbondo is the implementation of curriculum 2013. The Curriculum 2013 aims to encourage students better in making observations, ask questions, reason, and communicate (present), what they get or they know after receiving the learning material.
- 2) The English teacher of the second grade at SMPN 1 Banyuputih Situbondo graduated from S1 degree of English Department of Semarang State University. Her experience as a teacher began in 2014 at SMPN 7 Salatiga. She has been teaching English for about three years in this junior high school. She focuses on teaching at SMPN 1 Banyuputih Situbondo, and her status in this junior high school is the teacher subjects.
- 3) Material or text book is one of the factors in succeeding the teaching learning process. The text book used by the English teacher and students at SMPN 1 Banyuputih Situbondo is English's book by the title "When English Rings a Bell" for second grade. This book was published by Indonesian Ministry of Education and Culture and written by Agustien, Noorman, and Gunawan. There are four skills that covered in this book, such as listening, reading, speaking and writing. This book also displays several pictures and exercises. The teacher used text book and LKS (Lembar Kerja Siswa) in teaching. The LKS is "Modul Pengayaan" which was published by Graha Pustaka and written by Ika Kurniawati. This LKS covered four skills, such as listening, reading, writing, and speaking. There were various questions in this book, for example multiple choices, finding

word, essay, etc. To support the teaching, the teacher always brought dictionary in every teaching.

- 4) The teacher evaluated the students by giving a test, homework, assignment, check students' attendance and student's activities in the classroom.

The test forms that give by the teacher can from spoken and written forms.

- 5) The achievement of English teaching in second grade students of SMPN 1 Banyuputih Situbondo is very good. The students can interact fluently with their friends in the classroom, and in recent years they got won several English competitions that held in Situbondo city and East Java, such as ; speech, telling story, essay, and news anchor

To enhance the teaching and learning English process at SMPN 1 Banyuputih Situbondo, the researcher makes some suggestions that hopefully can be useful for teaching and learning process in this school. During the teaching and learning process, the researcher noticed that there were some students who were less focused on the lesson that delivered by the teacher in front of the class. Therefore, the teacher must be able to control students well, so that all students can understand the material that presented by the teacher.

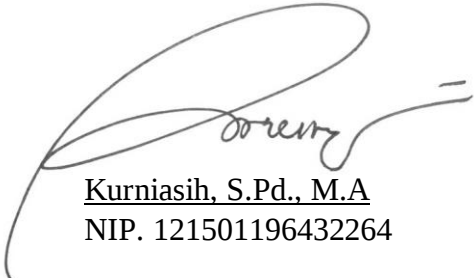
This suggestion especially for the students in second grade of SMPN 1 Banyuputih Situbondo. During teaching learning process in the classroom, there are students who permitted to go to toilet. It could hamper the learning process, so it is expected that all students go to the toilet before or after the learning activity. For the further researchers, observation is one of the instruments in this research. It would be better if you carry out the observations for more than a month, in order to get more specific results about the teaching and learning process in this school, and this research can be another reference for your research.

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