



A STUDY ON TEACHING STRATEGY IN ELT TO THE SECOND GRADE
STUDENTS OF SMPN 1 MOJO
KABUPATEN KEDIRI IN ACADEMIC
YEAR 2014 / 2015

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THE FACULTY OF TEACHER TRAINING AND EDUCATION
NUSANTARA PGRI KEDIRI UNIVERSITY
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Has been approved to be proposed to The English Department Committee of
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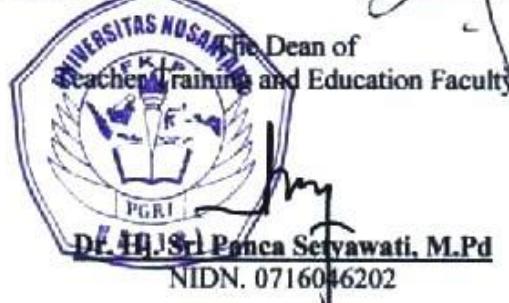
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Abstract

The purpose of this study focused in strategies used in the application of English Language Teaching (ELT) in the classroom; it includes the strategy of developing writing material by the English Teacher who teaches eighth grade students at SMP NEGERI 1 Mojo Kediri, in activities of english language teaching. As the subject, the English teacher of seventh grade at SMP NEGERI 1 Mojo Kediri has been teaching in this school.

English teachers should integrate the four language skills; they are listening, speaking, reading, and writing in english language teaching (ELT) process. These four skills cannot be separated from the language elements such as pronunciation, vocabulary, spelling, grammar, structure, phonology, morphology and some others roommates influence the mastery of the four language skills. Teaching English is to teach those language skills and elements as well, it is supposed to give various learning experience to the students to achieve the goals of learning language, Providing a good learning process is one of things that can be done to develop education.

This study uses qualitative research method, the subject in this research is English teacher in the implementation of teaching strategies are effective in the classroom, using the form survey researcher identified the process in the classroom, the researcher also applied a questionnaire addressed to the students to determine the response of students how to learn applied by English teacher in english language teaching (ELT) especiaaly in writing subject.

Based on applied research, the researcher found that the strategies are less effective, many students who do not understand the material being taught because teacher do not presents some background material taught, the teacher directly to the subject matter, it confuse students, in addition to material that is considered difficult because of language used instead of everyday language, teachers tend to use language that is a mix between the national language, the Java language, and English. But on the sidelines of the material the teacher gives students the chance to ask when finding the material presented is not understood. In the hands of the material the teacher gives a quiz are taken from the textbook used in the learning process. In the process of learning the teacher punishes those students who make mistakes, this is considered teachers as educational character of the students to take responsibility for what is done.

The conclusion of this research is; (1) The English teacher of eight grade in SMPN I Mojo Kediri, did not developing the material available. (2) The teaching learning steps is almost same with the teaching learning steps in usual. (3) Teacher did not have much capability in manage classroom.

Keywords: Teaching strategy, English Language Teaching (ELT)

I. Introduction

In Junior High School, English is compulsory subject, it is still difficult for the students to master the subject. Therefore, having English as a subject seems to be a burden. It is known that English is a considerable unfamiliar language for the majority of Junior High School students. In this case the teacher is the main actor to support the success of education in Indonesia. There are many factors which help teacher getting success in teaching especially English subject.

English teachers should integrate the four language skills; they are listening, speaking, reading, and writing in teaching learning process. These four skills cannot be separated from the language elements such as pronunciation, vocabulary, spelling, grammar, structure, phonology, morphology and some others roommates influence the mastery of the four language skills. Teaching English is to teach those language skills and elements as well, it is supposed to give various learning experience to the students to achieve the goals of learning language. Providing a good learning process is one of things that can be done to develop education. According to Peraturan Menteri Pendidikan Nasional (2007):

Pembelajaran adalah proses interaksi peserta didik dengan guru dan sumber belajar pada suatu lingkungan belajar.

From that statement, there are some aspects that influence the education. Those are students, teachers and learning sources which have to connect among others. In the process of implementing education, teachers are central figure. As Brown (2001) states in his book;

Teacher has to play many roles; authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent.

It means, as central figure, teachers have to be active in managing classroom; also they have to be responsible to make the students feel comfortable in teaching learning process. Teachers are not only as educators figures, but also as models for the student.

Based on the description above, the urgent as one of the four language skills, writing defines as an ability to express the idea, opinion, and feeling in the written form beginning from the simplest one to the highest advanced level. In writing, there is a stage where writer goes through in order to produce something in its final written form, commonly called as writing process. Harmer (2004: 4) states; Writing process has four main elements: planning, drafting, editing (reflecting and revising), and final version (final draft). From that statement, as learners, students must organize and prepare well before produce something. Because writing is a productive skill, students are not

only able to write sentences in a piece of paper, but also have to be able produce an organized and meaningful written form. In order to help the students' mastery in writing skill, teachers have to consider some important roles. In teaching writing, teachers' roles are different from other skill actually. It depends on the purpose of each English language skill. Brown (2001:340) states; In teaching writing, teachers play roles as facilitator and coach. From that statement, it can be concluded that teachers have to be a guide in order to help the students compose their writings based on their own ideas. Teachers have to assure that the students produce the original written form. The English teacher of seventh grade at SMP N 1 Mojo Kediri ought to be a facilitator and coach in teaching writing like the roles of teachers in teaching writing. As facilitator and coach, teacher had to provide guidance in composing writing based on their own ideas. But in fact, the teacher did not play those roles. She could not guide the students to develop their own ideas and produced original written form. Besides that, the teaching learning process felt uncomfortable. Some students said that the teacher looks unfriendly with the students.

Based on the problem above the writer wants to do a research entitled "A Study on Teaching Strategy in ELT to the Eight Grade Students of SMPN I Mojo Kabupaten Kediri in academic year 2014 / 2015.

II. Research Method

In this research, the research design is Qualitative research. Qualitative research is descriptive research. It is a method that is used to describe the phenomena of a case based on the data that would be analyzed and generalized. Qualitative research is a method that is mostly used by researcher. Hancock (1998: 2) states Qualitative research is concerned with developing explanations of social phenomena. This statement means that the qualitative tend to describe the subject of the study in detail also explain the specific information clearly.

Patton (2002:40) state that there are twelve major characteristics of qualitative research, and three of them is:

- 1. Naturalistic inquiry**

Studying real-world situations as they unfold naturally, non manipulative and non controlling, openness to whatever emerges (lack of predetermined constraints on findings).

- 2. Qualitative data**

Observations that yield detailed, thick description; inquiry in depth interviews that capture direct quotations about people's personal

- 3. Inductive analysis and creative synthesis**

Immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships; begins by exploring, then confirming, guided by

analytical principles rather than rules, ends with a creative synthesis.

This research held in real-world situations non manipulative and non controlling, and the data gotten by inquiry in depth interviews that capture direct quotations about the condition. Most of the information above has the same with all the preparations to conduct this research.

III. Research Finding

Basically, teacher should be able to develop the material to create a good teaching learning process. By developing the material, teacher can provide an appropriate level of difficulty, motivate and usefull practice. In order to develop the material, teacher may use ommiting, adding, replacing, and also adapting the textbooks. But in fact, teacher did not applies those ways. All of material taken from those textbooks. She never made her own materials and never make worksheet or another teaching aids. In short, teacher only focused on those textbooks without developing them.

In teaching writing *procedure text*, the goals which students have to achieve was based on the standard competence and basic competence of teaching writing to the second grade.

Basically, the teaching learning was not oriented on the textbooks only. There are a lot of things that teacher can use to teach English beside textbook, for example

cassettes, videos, pictures, etc. Teacher might use one of those things to help them in teaching.

In fact, teacher did not use another material in teaching learning process. The one guide that teacher used in teaching learning process was textbook. Teacher did not use picture, video, audio, and various media to engage the students' interest about the lesson. She used two textbooks when teaching English. All of activity in teaching English oriented in those books.

When teacher only used textbook as the basis of teaching learning process, she should developed the material which is in the textbooks. Actually, developing the material is very useful to improve the teaching learning quality.

IV. Conclusion

1. The English teacher of eight grade in SMPN I Mojo Kediri, did not developing the material available. She only used textbooks as the basis of teaching learning process in classroom without develops them. Teacher used two textbooks in teaching English. Besides that, teacher did not use any other learning sources.
2. The teaching learning steps is almost same with the teaching learning steps in usual. Teacher's activity in pre-teaching is quite different as usual, because teacher

has her own rule agreement and consequent to whom broke that rule. For whilst-teaching activity, teacher did not apply writing process in teaching writing skill. Teacher did not encourage the students to plan. She did not encourage the students to draft, reflect and revise. Teacher only gave guidance in producing written form by changing the steps into a paragraph. In post-teaching, teacher invites the students to pray together. She does not make conclusion about the lesson.

3. Teacher did not have much capability in manage classroom. Teacher mostly used whole-class teaching when teaching English. Teacher never did grouping or pairing activity. All of classroom activity did individually. So the classroom activity becomes monotonous.

Teacher did not apply some variation of seating arrangement. Students seat in orderly rows or classical style. In front of the class states a teacher's table and white board. This seating arrangement is always like that in a year.

Teacher did not use English in classroom but she used Indonesian and sometimes Javanese. While teaching, teacher look very rigorous and she never

smile. She has not a sense of humor. Sometimes she makes a joke but she did not smile.

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