
**THE IMPLEMENTATION OF TEACHING ENGLISH APPLIED BY
THE EIGHTH GRADE ENGLISH TEACHER IN SMP NEGERI 2
GROGOL ACADEMIC YEAR 2015/2016**



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
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Board of Examiners,

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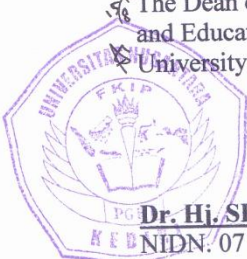
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ABSTRAK

The implementation of teaching English often gets problem because of the differences of the students' ability and need which are not be concerned by the teacher. Ideally, teacher should have some competencies in teaching English to develop materials based on the students' ability and need, deliver the materials based on the steps of teaching and manage the classroom. In reality, not all the English teachers are able to implement it, but there is one of the English teachers in SMP Negeri 2 Grogol who able to implement teaching English better than the other. Thus, this study explored more detail about the implementation of teaching English in SMP Negeri 2 Grogol dealing with the material development, teaching steps, and classroom management. The focus of this study was the English teacher's behavior or activities during teaching and learning process as the subject of the study. The data was found from observation during teaching and learning process, interview the teacher, and documentation. In this case, the researcher played as a complete observer and applied semi-structured interview. The result showed that in teaching English, the teacher developed the materials by modifying and extending the tasks based on the Richard and Harmer's theory. Then, in delivering the materials, the teacher tried to implement the scientific approach, even though in the application all of the teaching activities that had done was not totally able to achieve the concept of scientific itself based on the Kemendikbud's book. Furthermore, the teacher also managed the classroom well by applying group works, and setting the comfortable condition in the class during teaching and learning process. Then because of his discipline of time which dealing with time of attending the class, managing the allocation time during teaching and learning process, and supported by his way in order to communicate with his students that using loud, clear and low speed voice and also using body language to help the students understand the meaning, he was success to manage and make the teaching and learning process run well.

Key words: teaching English, materials development, teaching steps, classroom management.

I. Introduction

In Indonesian Education System, English is taught as a foreign language which is taught from elementary school, junior high school, senior high school and up to university level. There are four skills in learning English; listening, speaking, reading and writing which should be mastered by the learners if they want to be called as competent person. All schools and teachers work hard to improve their learners' English competency in order to prepare their graduates to face the global era by teaching them in fit portion, based on the students' need and the government's rules to achieve the education goal.

Teaching is an interaction between learners and teachers where the teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students are understand and able to do and produce something. (Brown, 2007:7). Besides teachers play many roles in teaching and learning process, the profession of teachers has complex duties and needs a lot of requirements. So, teacher is not a simple and easy profession, as stated on the government rules PP No.74 Thn 2008 about teacher,

there are some requirements to be a teacher and one of them is has competencies in teaching (English).

Ideally, the English teacher must have those competencies to teach English well. By considering that English is taught as foreign language and to be one of the most difficult subjects for many students in Indonesia, so the English teachers by using their competencies will able to develop and adapt the materials based on the students' need and ability by modifying and extending the content and task (Harmer, 1998: 111 & Richard, 2001: 260), able to deliver the materials in good order based on the steps of teaching by applying some teaching techniques in order to attract the students' attention and build up the students' motivation to study English, and also able to arrange and manage the classroom and everything in the classroom (students, students' seat, classroom facilitation, etc) and also manage the teacher itself before and during teaching and learning process (manage discipline, manage the voice and performance, etc) in order to create a good and comfortable learning condition and makes the teaching and learning process runs well (Brown, 2001:205).

In reality, not all the English teachers are able to implement it, but there was one of the English teachers in SMP Negeri 2 Grogol who able to implement teaching English better than the other. Thus, this study explore more detail about the implementation of teaching English in SMP Negeri 2 Grogol dealing with the way the teacher develops the materials which based on the Harmer and Richard's theory, the steps of teaching in order to deliver the materials which is focused the application of scientific approach based on the theory of scientific approach on the Kemendidbud's book, and the way how the teacher manages manage the classroom and everything in the classroom and also manages the teacher performance and personality before and during teaching and learning process based on the Borwn's theory in order to create a good and comfortable learning condition and makes the teaching and learning process runs well.

II. Research Methods

This research was held in SMP Negeri 2 Grogol on September 2015 until March 2016. This school was one of schools in Kediri which was recommended to implement 2013 curriculum and it is located at Jalan Raya Gringging 199 Grogol. The subject of this study is an

eighth grade English teacher of SMP Negeri 2 Grogol. This study focused on the teacher's behavior or activities during teaching and learning process. In order to know and get a deep description about the implementation of teaching English dealing with the materials development, teaching steps and classroom management in that school, this research applied a qualitative research method by using case study type. The data was found from observation during teaching and learning process, interview the teacher, and documentation.

In the observation activity, the researcher played a role as complete observer where she came to the class and observed the teacher's activities as the subject of research during teaching and teaching process by making notes and recording the activities without participated in the class activities. Then, to support the data found from observation activity, the researcher conducted an interview in form of semi structured interview where she asked some questions to the teacher dealing with the teacher's personal identity and educational background, teacher's teaching experiences and about teacher's activities during teaching and learning process dealing with the way the teacher develop materials, the steps of teaching and manages the classroom. In this case, she

didn't make a list of all questions but just made a list of question's topics so she could create and modify the question based on the situation. The last technique in collecting the data, researcher used documentation by asking the teacher's lesson plan, teaching media: pictures, videos or everything which is used to support the teaching and learning activity.

After getting all the data, the researcher analyzed it by using three stages: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing. At first, researcher collected all the data got from observation activities, notes fields, interview and documentation. And the next, all that data was transcribed were broken down into small units and coded based on the categories of each aspect (research questions). Then, those small units of all data were compared with the same categories (e.g small unit data about material development taken from observation were compared with the same data taken from interview). The last, the researcher explained the data found based on each aspects and made generalization toward the connection of all small unit in each categories and aspects. Then, she presented the data in a research paper after all the data was checked by using methods of data collection triangulation.

III. Research Findings and Conclusion

Research Findings

1. Material development

In developing material, the teacher used some strategy or way which was based on the Richard and Harmer theory. He re-organized the sequence of the tasks from easy to complex degree of complexity and based on the lesson. The strategy was in line with Richard's theory; the teacher may decide not to follow the sequence of activities in the unit but to reorder them for particular reason. Then, he added and replaced the materials with his own materials in order to give a real situation and used English in the students real communication was in line with the Richard's theory: Teacher can replace the materials in the textbook with one of the teacher's own. It can be useful for students' because the teacher's own materials probably interest him or her more than the textbook and it may well be more appropriate for students' need and ability. and then, the teacher also deleted some task because according to him, it was too easy and students could study by their self. This way was in line with Harmer's theory: The book may contain too much or too little for the program. Whole units may have to be

dropped, or perhaps section of units throughout the book omitted.

2. Steps of teaching

Because of SMP Negeri 2 Grogol was one of the schools in Kediri which was recommended to implement 2013 curriculum, so in delivering the materials, the teacher should follow the steps of teaching based on scientific approach. Based on the kemendikbud's book by title " Materi Pelatihan Guru Implementasi Kurikulum 2013", the steps of teaching are: pre-teaching activity, whilst activity (observing, questioning, experimenting/collecting data, associating and communicating) and post teaching activity. Here the description of each step:

a. Pre-teaching activity

In this stage, the teacher opened the lesson by greeting, preparing the students psychologically and physically to follow the process learning, reviewing the previous materials, and explaining the next materials which are going to be studied. Those activities was based on the Permendiknas no. 41 year 2007 about Standard Process, which is focused on build up the students' motivation in learning (English) and encourage them to involve in the teaching and learning process actively

b. Whilst activity:

1) Observing and questioning

In this stage, the teacher should build up the students curiosity, interest and attention toward the topic, encourage and motivate students to become actively involved in lessons, check the students' understanding and students' problems during teaching and learning process, encourage the students to speak or use the language, etc.

In fact, the teacher did not apply all the aspect on the kemendikbud's book by title " Materi Pelatihan Guru Implementasi Kurikulum 2013". The teacher did not build up the students curiosity by asking some question about the text or material, he just directly asked the students to look at their book and read some example of texts (short messages). While the students reading the message, the teacher checked the students' pronunciation and helped them to pronounce some difficult words.

2) Exploring or collecting the data

The concept of Exploring or collecting the data based on the Kemendikbud's book is to get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learners must have the skills to develop knowledge about the environment, and

be able to use the scientific method and scientific attitude to solve the problems they face in everyday life.

In the application, the teacher did not totally apply that concept. After reading the texts, the teacher asked the students to make a group consist of 4 members and discuss about the meaning of the word (short message) and also identify the content (sender, receiver and the topic). Those activity, only encouraged the students to understand the information or situation based on the book and not the situation in the students real life.

3) Associating

According to Kemendikbud's book, Associating is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions. The term "associating" refers to the ability to group diverse ideas and associate diverse events as experiences. When the experiences are stored in the brain, they will interact with the previous events or experiences. There are many activity in order to increase the students' association ability, some of them are, preparing the materials based on the curriculum, avoiding to use lecturing technique, just give a brief and clear instructions with provided some

examples to the students, and checking every students' work as soon as possible and provided by feedback,etc

Based on the result of observation, The teacher only asked the students to do the task in group and checked the answer together. Then, he gave another example of short messages and explained how to write a short message. The activity of explaining made the students only rely on the teacher's explanation and did not encourage the studnts to comprehend the text independtllly and make conclusion toward the material, so the concept of accociating was not totally achieved at this teaching and learning process.

4) Communicating

Based on the observation result, after all the students were understand about short message and how to write it, the teacher gave a situation "please text your friends and make an appointment with them to go to swimming class together next Wednesday". After gave the situation, he asked the students in group to make the outline, and when the students came home he asked them to practice to text each other and sent the result to the teacher by short message service (sms).

Those activities was in line with the concept of communicating in the

Kemendikbud's book, which consists of three steps; summarizing, presenting, and communicating. Summarizing step can be done individually or in a group, presenting can be done by present the project or result of discussion in form of oral and written.

c. Post activity

In this stage, the teacher gave confirmation toward the materials which have been studied in that meeting, gave or just reminded the students to do homework, and then lead the students to sing the National song, pray and greet the students. All those activity was in line with the Permendiknas no. 41 year 2007 about Standard Process, that consist of some activities, such as: making summary/conclusion about the lesson, providing feedback toward the process and the result of teaching and learning activity, giving the information about lesson plans or materials for next meeting, etc.

3. Classroom management

In this case, the teacher was able to manage the classroom well, both in arranging and managing the classroom and everything in the classroom (students, students' seat, classroom facilitation, etc) and also managing the teacher itself before and during teaching and learning process (manage discipline, manage the voice and

performance, etc) in order to create a good and comfortable learning condition and make the teaching and learning process run well.

a. Managing the teacher's personalities

1) Discipline

The teacher has a good time management and discipline during teaching and learning process. He came to the class on time, and divided the time allocation in good way: 10 minutes for pre-teaching activities, 60 minutes for whilst activities (observing-communicating) then 10 minutes for post activity. So, the teaching and learning process finished on time and based on the lesson plan.

2) Voice and body language (performance)

The teacher was able to manage his voice and his performance well. The teacher had a loud voice with low speed, and clear pronunciation. All students were able to catch his voice even though they sit in back row. During teaching and learning process the teacher used more target language, and to help the students understand his explanation and meaning, he used body language. Then to build up the students' behavior in speaking English, he encouraged the students to use

English even though in a simple sentence, and helped them when they got problems in choosing the correct verb and in speaking in correct grammar. Then to help the students understand about the teacher means or some new vocabulary without translating that word, the teacher use body language and facial expression.

Those activity was in line with the Brown's theory, that another fundamental classroom management and become one of the first requirements of good teaching is having good voice projection. Teachers do not have to have a loud, booming voice, but their voice need to be heard by all the students in the room. Then, for beginning level class teacher should slow down their normal rate of delivery and should have clear articulation. And teacher also can use nonverbal messages during teaching and learning process. In language class, especially where students may not have all the skills they need to understand verbal language, their attention is drawn to nonverbal communication.

b. Managing the classroom

To make the teaching process run well, the teacher applied group work consists of 4 members. Then, in order to limit the time, when the

teacher applied group work, he always directed and helped the students to move their chairs and sit face to face quickly. During the discussion activity, he always monitored the students by coming to each group and asked their difficulties or just to check their work.

Those activities were in line with the Brown's theory that the teacher should arrange the students' seat based on the activities: in small or big group discussion, pair work or individual work. They may change the students' seat make the students not boring by applying variation in students' seat (in row, semi circles, U shape or moving seat). So, by applying the group work it would build up a good communication and relationship among the students and it made the students learned to work together, build up their responsibilities, and worked in efficient way and also gave another type of learning situation that made the students more refresh and had more spirit to join the teaching and learning process.

Conclusion

By considering the data findings, it implied that an eighth grade English teacher of SMP Negeri 2 Grogol as the

subject of the research was able to implement the teaching English well, even though there was some aspect that still needed to be improved. The teacher developed the materials and managed the classroom well. He adapted and matched the materials on the textbook with his students' needs and ability. Then because of his discipline of time which dealing with time of attending the class, managing the allocation time during teaching and learning process, and supported by his way in order to communicate with his students that using loud, clear and low speed voice and also using body language to help the students understand the meaning, he was success to manage and make the teaching and learning process run well.

In contrast, there was still a problem in the teaching and learning process dealing with the steps of teaching. Because of this school was recommended to implement 2013 curriculum so the teaching and learning process should used scientific approach, but in fact, the process was not based on the steps of scientific approach. It means that the teacher's understanding about the concept of scientific approach and the way to implement each its steps still needed to be improved in order to make the teaching and learning process run better and to achieve the goal of teaching.

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