



CASE STUDY OF THE TEACHING AND LEARNING ENGLISH FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study has an aim to describe the teaching learning process by the teacher and the students in junior high school. The researcher wants to describe about the teaching learning process and the factors dealing with the problems on how the process of teaching and learning English for the junior high school students. The researcher chooses the class eight of junior high school students in SMP AL-Islam Kartasura as the source. The other source is taken from the teachers of SMP Al-Islam Kartasura. The data are collected then analyzed by descriptive qualitative method. From the result, it can be concluded that the teaching learning process on the class eight students of the junior high school of SMP Al-Islam Kartasura is as follows; preparation, teaching learning process, material, media, teacher role, students role, obstacles and the solutions.

Keywords: case study, teaching learning process

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan proses belajar mengajar oleh guru dan siswa di Sekolah Menengah Pertama. Peneliti bermaksud untuk mendeskripsikan tentang proses belajarmengajar dan faktor-faktor apa saja yang mempengaruhi di dalam proses belajar mengajar bahasa Inggris bagi siswa Sekolah Menengah Pertama. Peneliti memilih kelas delapan SMP Al-Islam Kartasura sebagai sumber penelitian. Sumber yang lainnya diambil dari guru-guru SMP Al-Islam Kartasura. Data dikumpulkan dan kemudian dianalisis menggunakan metode deskriptif kualitatif. Dari hasil penelitian, dapat disimpulkan bahwa proses belajar mengajar di kelas delapan SMP Al-Islam Kartasura adalah sebagai berikut; persiapan, proses belajar mengajar, materi, media, peran guru, peransiswa, hambatan-hambatan dan solusinya.

Kata Kunci: Studi kasus, proses belajar mengajar

INTRODUCTION

Language has an important role in the social and emotional development to the students, and also as a basis for success in learning everything. Learning language has aims to help people know themselves, their culture, and also understand the other culture. Furthermore, language helps people to express their ideas and their feelings.

Language is a tool to communicate in spoken and written, also to understand and to convey the information in many things and many ways. In Indonesia, we use the Indonesian language, but English as a foreign language also has an important role in global communication. Therefore, English introduced to the students when they are in the early school such as kindergarten until university.

Otherwise, the government has stated that English is one of the lessons that must be learned by students, especially in junior high school. Here, the students are hoping to happy and interested in learning English deeply. Learning English will help the students in developing their mind, ideas, and creativity of their own.

In learning English, it cannot deny that there is a lot of problem faced by the students. It is really difficult for the students to understand the meaning, and to express their ideas in English. It needs strong basis in learning English, so that is why English is given to the students since they are in junior high school.

There are some problems faced by the students in learning English; lack of motivation, less facilities, lack of vocabulary, afraid and shy to speak English. Those factors made the students difficult to learn and master English well. Besides that, the factors affect the students' on their score.

Based on the reasons, the researcher interested in analyzing the problem which contributes to teaching and learning English in junior high school students. Here, the researcher also analyzed the process of teaching and learning English in junior high school students and also find the solutions for the best result in teaching and learning English.

The Meaning of Teaching and Learning

According to Brown (2012: 7), teaching is guiding or facilitating learning, enabling the learner to learn, setting the condition for learning. While, learning is acquiring or getting of knowledge a subject or a skill by study, experience or instruction. So, the students can increase their skill in teaching and learning process.

According to Hornby (2013: 886), teaching is causing someone to know or be able to do something, giving someone knowledge and skill, giving lesson at school, etc. While, learning is gaining knowledge or skill by studying, practicing or being taught. Hence, the students can improve their creativity in teaching and learning process.

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. More specialized definition learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble & Garmey in Brown (2012: 7). Moreover, teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.

The definition of learning, domains or research and inquire: (1) Learning is acquisition, In the study the learner must practice more to get the knowledge. In addition, by learning, the students can be more fluent in doing something; (2) Learning is retention of information or skill. In learning, the students keep and continue to have or hold the information. By learning students get more information and skill. Besides, the information or skill that having is not decreasing but increasing. In learning, the students must have positive thinking to keep their knowledge or skill; (3) Retention implies storage systems, memory, and cognitive organization. The learners who want to learn more must get positive things, including in the social life. To keep the information or skill, the learners must learn; (4) Learning involves

active, conscious focus on and acting upon events or outside the organism. In learning, the learner must be active not passive. To face the knowledge or information the learners implements their skills to focus on; (5) Learning is relatively permanent but subject to forgetting. Usually, if somebody ever gets some material knowledge than some day in future the learners will be remembering; (6) Learning involves some form of practice, perhaps reinforce practice. The learner gets knowledge not only in the school but also in the social live, although the learners get much knowledge from the outside of school the learners get from practice and experience their life; (7) Learning is a change in behavior. Knowledge can make the learners different in thinking and their act in daily life. The learners can change his behavior by learning, through the knowledge they learn.

Which concept can also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory, system, recall, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, the role of practice. Very quickly the concepts of learning become every bit as complex as the concept of language.

Based on explanation above, the writer concludes that teaching and learning is where the teachers guiding or facilitating learning, enabling the learner to learn, setting the condition for learning to gain knowledge or skill by studying, practicing or being taught.

The Structure of Language Lesson

Lessons are events which are take place in a particular setting (e.g., a school or classroom), they normally involve two kinds of participants (the teacher and students), and they normally consist of recognizable kinds of activities (e.g., the teacher lecturing in front of the class, the teacher posing questions and calling on students to answer them).

The research on teaching in mainstream classes has found that when teachers structure their lesson effectively, they: (1) begin a lesson with a short review of pervious, prerequisite learning; (2) begin a lesson with a short statement of goals; (3) present new material in small steps, with student practice after each step; (4) give clear and detailed instructions and explanations; (5) provide a high level of practice for all students; (6) ask a large number of questions, check for students' understanding, and obtain responses from all students; (7) guide students during initial practice; (8) provide systematic feedback and corrections; (9) provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students during seatwork (Richards and Lockhart, 2011: 113-124).

While the four dimensions of structuring (how lessons are organized into sequences and how the momentum of a lesson is achieved) are:

Opening

The opening of a lesson consists of the procedures the teacher uses to focus the students' attention on the learning aims of lesson. Research on teaching suggests that the opening, or "entry", of a lesson generally occupies the first five minutes and can have an important influence on how much students learn from a lesson (Kindsvatter, Wilen in Richards and Lockhart (2011: 114).

Lesson beginning can serve a variety of purposes. For example, specific lessons opening can be used to (a) helps learners to relate the content of the new lesson to that of the last or previous lessons (cognitive contribution); (b) assess relevant knowledge (cognitive

contribution); (c) establish an appropriate “set” in learners: i.e., prepare them for what is to follow (cognitive and affective contribution); (d) allow ‘tuning-in’ time- which may be especially important in situations where learners have come directly from a radically different environment (pragmatic contribution); and (e) reduce the disruption caused by late-arriving students (pragmatic contribution).

According to Richards and Lockhart (2011: 115) there are the way of opening lesson, as follow: (1) describe the goal of a lesson; (2) state the information or skill the student will learn; (3) describe the relationship between the lesson and the real world need; (4) describe what the student are expected to do in the lesson; (5) describe the relationship between the lesson and the forth coming test; (6) begin an activity without any explanation; (7) point out link between the lesson and the previous lesson; (8) do something in order to capture the students’ interest and motivation; (9) review learning from a previous lesson; and (10) the previous lesson.

Sequencing

Richards and Lockhart (2011: 118) state that sequencing is analyzing the overall goal of lesson and the content to be taught ad then plan a sequence of activities to attain those goal. In second of foreign language teaching, a number of principles have emerged for determining the internal structure of lessons. These principles are based on different views of the skills and processes underlying of different aspects of second language learning and how learning can be accomplished most effectively.

Pacing

Pacing is the extent to which a lesson maintains its momentum and communicates a sense of development. Strategies recommended to help achieve suitable pacing in lessons include (a) avoiding needless or over lengthy explanations and instruction, and letting students get on with the job of learning; (b) using a variety of activities in a lesson, rather than spending the whole lesson on one activity; (c) avoiding predictable and repetitive activities, where possible; (d) selecting activities of an appropriate level of difficulty; (e) setting a goal and time limit fir activities; (f) monitoring students’ performance on activities to ensure that students have had sufficient but not too much time (Richards and Lockhart, 2011, : 122).

Closure

Closure refers to those concluding parts of lesson which serve to (a) reinforce what has been learned in a lesson; (b) integrate and review the content of a lesson (c) prepare the students for further learning.

Strategies which teachers use to achieve closure include (a) summarizing what has been covered in the lesson; (b) reviewing key points of the lesson; (c) relating the lesson to the course or lesson goals; (d) pointing out links between the lesson and previous lessons; (e) showing how the lesson relates to students’ real-world needs; (f) making links to a forthcoming lesson; (g) praising students for what they have accomplished during the lesson (Richards and Lockhart, 2011: 124).

RESEARH METHOD

In this study, the researcher held the case study. Case study means a research study for investigating a phenomenon. Here the phenomenon is the process of teaching and learning English in the eighth year students of SMP Al-Islam Kartasura. In this case, the researcher will analyze the teaching and learning English in the eighth year students of SMP Al-Islam Kartasura. So, the researcher can know the problems in teaching and learning English and gives some contributions on teaching and learning English in the eighth year students of SMP Al-Islam Kartasura. So, this chapter will discuss about the general meaning of research method, the strategy of the research, the data and the source of data, the technique of collecting the data, the technique of analyzing the data and procedure of analyzing the data. The further explanation is as follow.

The Meaning of Research Method

According to Sugiyono (2012: 2) research method is scientific method to get data with a certain purpose and certain use. Based on the statement above, the meaning of research method is a scientific method to get the data with a certain purpose done by the researcher. Hornby (2013: 734) states that method is a way of doing something, so research method is a way finding, developing and testing the truth of knowledge that is done by using scientific method. Based the definition above, the meaning of research method is a strategy that is used in a research or way of doing research and the science method is called *Methodology* that is a set of methods used for the study action in particular subject, such as in science or education.

This study includes in a case study. Case study is a recount qualitative research, since it does not test the hypothesis, but it observes the situation to find out the phenomenon. In this study the writer observes the process of teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura.

The Strategy of the Research

The strategy of the research that is used in this research is qualitative analysis research. In qualitative research, where qualitative data have been collected by procedures such as unstructured, observation, open interviews, examining records, diaries and other documents, the data are usually in the forms of words in oral or written modes. The types of all qualitative analysis are that at different stages of the analysis the researchers identify, delimit and sort the relevant segments of the text according to an organizing scheme

Based on this opinion the writer collects, identifies and delimits the data about teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura.

Data and Source of Data

According to Hornby (2013: 291) the data is information fact: things *certainly (and form which conclusion may be drawn)*. In this study, the data are the activities of the process of teaching and learning English, the atmosphere of teaching and learning English, and the teacher's technique to teach English of the eighth year students of SMP Al-Islam Kartasura.

Source of data is the subject where the data can be taken. In this research, the sources of data are:

Event

In this study the researcher will observe the process of teaching and learning English in Junior High School. The events are all activities related to the process of teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura.

From this event, the researcher will get some information about the media in teaching and learning, the classroom activities in teaching and learning, assessment in teaching and learning, the material in teaching and learning reading, and the obstacles in teaching and learning reading.

Informants

The informants are an English teacher in SMP Al-Islam Kartasura. From the informant, the researcher can take some information as follows: The English teacher is the main component of the process of teaching and learning English especially teaching reading. From the English teacher, the obstacles in teaching and learning reading teacher, the researcher can take some data about the preparation of the teacher before he teaches in the class, the material, media, classroom activities and assessment of teaching and learning reading and the effort and the reasons to overcome the obstacles. The English teacher will be an informant in this study is Mrs. Sri Handayani, S.Pd.

The Document

The documents here are lesson plan, syllabus, curriculum, the list of the students' value and all document related to English material for the eighth year students of SMP Al-Islam Kartasura. Curriculum is needed to know about the material should be taught in Junior High School.

The Technique of Collecting the Data

The techniques used in this study are observation, interview and documentation about teaching and learning English of the eighth year students of SMP Al-Islam Kartasura .

Observation

Observation is used to get data from the source of the data like activity, place or location, thing and picture. Observation can be done directly or indirectly. In this research, the researcher will observe the process of teaching and learning English on the eighth year student of SMP Al-Islam Kartasura.

Interview

There are three kinds of interviews, those are unguided interview, guided interview, and guided free interview: (1) Unguided interview, in this interview, there is not an interference of the interviewer to direct the interview to the point of the object. They become the focus of the research activity; (2) Guided interview, the main characteristic of this

interview is the interviewer as collector through the interview and second is as data collector related to the aim of the research; (3) Guided free interview, This kind of interview is the combination between guided and unguided interview. In this interview, the interviewer brings framework of questions to be asked.

In this research the writer uses the guided free interview to find some data about the condition of the students and the teacher in accordance with the teaching and learning recount text in the classroom and the researcher collect the result of interview with the informants and analyze them and the last step is making conclusion about the result of interview.

Documentation

Document is a source of data which has important role in qualitative research. Document is used to get some information and to check the validity of the data. So, in this study the researcher uses documentation in technique of collecting the data. Documentation in this research is the curriculum, and the book source that used by the teacher in teaching English.

The Technique of Analyzing the Data

In analyzing the data, the writer uses qualitative recount method. According to Miles and Huberman in Sutopo (2006: 113) in using qualitative analysis, there are three main component; data reduction, arranging the data, and concluding the data. The researcher uses the steps as follows: The researcher was collecting the data by doing observation of the teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura, then arranging the sequence of the result of observation which is gotten by using interview and observation. For the next step was doing reduction of the data which is gotten from observation into their types and encoding the data, organizing the data and describing the teaching and learning English of the eighth year students of SMP Al-Islam Kartasura, and finally giving conclusion about the process of teaching and learning English of the eighth year students of SMP Al-Islam Kartasura.

DISCUSSION

The researcher will analyze the data taken from the observation of the teaching and learning process. The explanations are as follows;

Data Analysis

In this research, the researcher got the data from many sources:

The process of teaching and learning English

It deals with the preparation, which is made the students as a professional in teaching. In this case the syllabus is the most important in teaching. This syllabus will help the teacher when teaching in the classroom.

The activity of teaching learning process

The first step in this activity is opening. In this section there are activities that always did by the teacher when they are teaching, such as; greeting, giving apperceptions, and

motivate the students with interactive games. Then in main activity in teaching and learning English process are: presentation (giving explanation about the material), practice, question answer activity concerning the material given to the students, and the last is giving exercise dealing with the material. And in the last section of the teaching learning English activity are closing part. Here, the teacher asked the students to make a summary dealing with the material. This activity is to find out how far the students understand the material given by the teacher. Then, the teacher asked students dealing with the problems which occur when they learning English. Finally, the teacher gives home works for students.

Media

Media is important thing when you are teaching. Here, the teacher in SMP Al-Islam Kartasura use the media such as; blackboard, whiteboard, picture, cassette, etc. Cassette and picture sometimes brought by the teacher when they are teaching in classroom. By bringing the media inside classroom hoped the teaching learning situation more fun, and easy to understand for the students.

Evaluation

Evaluation usually did by the teacher by giving home works to the students in the end of teaching and learning English process. This evaluation has an aim to measure the understanding of the students dealing with the material given by the teacher.

The Obstacles

Here, the researcher will discuss about the obstacles and the solutions during the teaching and learning English process.

The obstacles during teaching learning English process

There are obstacles found by the researcher in the classroom; (1) Teacher entering the classroom without preparing the material and the lesson plan. This is serious thing, remembering that the teacher should prepare everything well when they are entering the classroom; (2) There are still many students who are not active in the classroom. Some of them are not confident with their ability in learning English. It is because the less talking in English when they are in the classroom. Besides, they are still having lack of English vocabulary.

The Solutions

From the observation, it is found that the effort from the teacher in controlling the English classroom was really hard. They used the media which is attracted students to do active in the classroom, and also make the classroom more conducive and fun.

Furthermore, the teacher must be prepared more when they are teaching in the classroom. Start from the syllabus, and prepare the lesson plan well. The teacher also should motivate the students and give some advice to the students to be more active and confident in the classroom, asked students to bring dictionary to the classroom. Here the teacher applied fun games and activities during the teaching and learning English process.

CONCLUSION

Here comes the conclusion for the research; Using interesting methods and varieties media could be motivating students to learn English in classroom especially for students who are usually not active in the classroom. It also could raise the student's confident to be more active in classroom. Furthermore, the teacher should have more power and techniques to manage the classroom.

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