

THE ENGLISH TEACHING AND LEARNING PROCESS OF MAN 1 BOYOLALI



THESIS

Submitted in partial fulfillment of the requirement to achieve the Master Degree
in English Language Study

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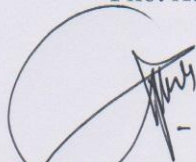
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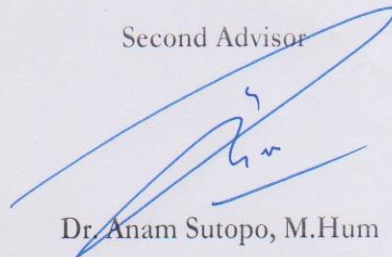
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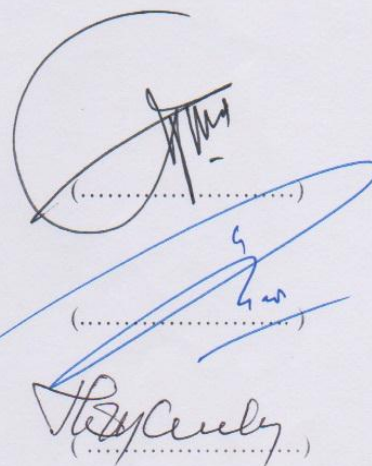
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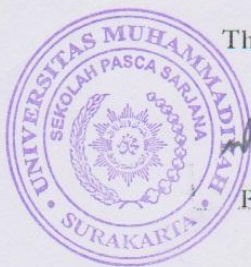
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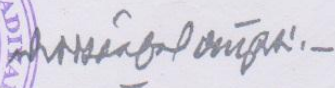
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Windrati
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coordinator dan pemecah masalah. Peran guru yaitu manager, instruktur dan pemberi keterangan. Media yang digunakan adalah laboratorium bahasa, laptop, LCD, internet dan pengeras suara. Penilaian yang diterapkan dalam bentuk tes tulis adalah tugas melengkapi dialog, pilihan ganda dan melengkapi teks kalimat rumpang. Penilaian juga menggunakan pengamatan, portofolio dan proyek. Ada kelemahan dan kelebihan dalam proses kegiatan belajar mengajar di MAN 1 Boyolali. Berdasarkan penemuan, pembahasan, kesimpulan, saran dan implikasi, penulis menyarankan bagi guru bahasa Inggris untuk memperluas pengetahuannya dan melibatkan siswa di kelas dengan aktif. Penerapan berbagai metode, model dan teknik sungguh diperlukan dalam pengajaran bahasa Inggris. Penulis juga merekomendasikan bagi penelitian lanjut untuk memperluas penelitian dengan sudut pandang yang berbeda.

Kata kunci : Belajar, Mengajar, Proses

1. Introduction

English is gateway of knowledge. English is main means as a way of international communication in the world. It is world window to attain enormous knowledge. In the ASEAN economy community, It really needs to compete at diverse field. In order to prepare young generation, they must have competency to react the rapidly changing development multiple environment.

Due to the essential purpose of English, Indonesian Education of ministry and ministry of religious affair has conducted in curriculum by pertaining to scholar, human resource education development, house representative, stake holder have concerned to English language teaching. They aware that English is absolutely needed because it is one of device of global communication, a window of world and a tool to develop science and technology. The highlight of education is deliberated mainly to endorse learner's needs and make progress rapidly in education.

The existence of senior high school is recent issue which have attracted more attention to Education and Culture Ministry. "SMA UNGGUL" is claimed as spirit of education national development. Rely on the occurrence, Richard et. al (1993) stated that teaching learning process is tied with curriculum. Curriculum is an educational program which states namely, 1) the educational purpose of the program, 2) the content, 3) teaching procedure and learning experiences will be necessary to achieve of the purpose, and 4) some means of assessing whether or not the educational and have been achieved. Additional, Brown (1994: 43) argued that teaching learning process usually is intended set of action about

what they do not seem to be able to express in theoretical orientation. Depart from the theories, the English teaching learning process is apparently needed in senior high school.

Some aspects of English teaching learning process such as learning objective, syllabus, classroom procedure, classroom technique, learning material, teacher and student's role, media and assessment. Those have major purpose to afford students with good command of English, so they can fight to academic activities and job vacancy.

English teaching is delivered in regulation of the competency standard implementation. It was designed to be one of educational innovation to enhance the quality of education. KTSP referred to Permendiknas No.22/2006. Ministry of Education has declared English teaching in Indonesia applied 2006 curricula at Senior high school by conducting School Based Curriculum Development which is also familiar as KTSP (Kurikulum Tingkat Satuan Pendidikan). Due to English teaching, basic factors are teacher and learner's involvement. Those aspects are giving aid in teaching learning process. There will be no learning if learner doesn't take part as well in it. Vice versa, the role of teacher will support pupil in engagement education purposes. It is essential that every learning process' purpose is attaining and progressing learning's achievement and attitude. The success of learning process which delivers the student's mind, feeling and knowledge better and larger. By receiving of learning material are hoped that they held fruitful and meaningful case so they are encouraged some activities such as taking a note, responding and sharing their idea and hopefully learning process become attractively.

Regarding with the English teaching learning process at MAN 1 Boyolali, it appears writer's curiosity to reveal it. MAN 1 Boyolali is the favourite Islamic senior high school in Boyolali. The school gets grade "A" in accreditation which is held by BAN (National Accreditation Foundation) at 2013. The school graduated of this school usually have received in many well-known university. It

is because they have competency in science, social and religion which is encouraged by foreign language such as Arabic, Japanese and also English.

The English teaching learning process at MAN 1 Boyolali is fascinating to study because it is significant aspect to develop school's progress. Therefore, the researcher determined to deliver the study entitled, " The English Teaching Learning Process at MAN 1 Boyolali.

The research problem of study is about the English teaching and learning process at the MAN 1 Boyolali. It involves namely; 1) the objective of learning, 2) syllabus, 3) Classroom procedure, 4) Classroom technique, 5) learning material , 6) Teachers and students' roles, 7) Media, 8) Assessment, and 9) strengths and weaknesses.

The objectives of research illustrate the objective of learning, syllabus, Classroom procedure, Classroom technique, learning material , teachers and students' roles, media, and Assessment used for English teaching .

Some studies have discussed about English teaching and learning process. In current study, the writer extends some previous research. It is indispensable for the writer and may for the reader to capture more specific and what is the different or similar point between the exploration with the preceded research that have done by other researches.

The first study has investigated by Ken Kelch's (2008) entitled, "Curriculum Development in English Language Teaching: Innovations and Challenges for the Asian Context". The objective of the study is to describe the barriers and curriculum innovations which have been developed and implemented, achieving varying levels of success. The method of Kelch's study is comparative study. There were 93 students were subjected to one of the two pedagogies over a 12- week period. The result of this study is that on a standardized measure of oral proficiency, the students in the TBLT group scored significantly higher gains from pretest to post-test than did the Grammar Translation group. Overall, this study concluded that language benefits can derive from a communicative approach, and that its implementation can be facilitated if (a) all participants understand

the challenges of curriculum revision at the outset; (b) there is an understanding of the relationship between theory and practice; (c) opportunities are created for students to use the target language in real-world tasks; and (d) students develop an awareness of their learning process and take advantage of the opportunities for genuine communication that emerge from a task-based approach.

The second is Victoria M. Taylor, et. al (2008). The title of the research is “Development of an EFL Curriculum to Educate Chinese Immigrants about Physical Activity”. As its topic, this research explains that one area for strategic development in the area of health education is the design and assessment of English as a second language (ESL) curricula. The objective of this study is to demonstrate a need for programs to increase levels of physical activity. Only 31% of the survey respondents engaged in regular physical activity (did at least 30 min of physical activity five or more days per week) and 14% were physically inactive (did physical activity less than once a month). The method of this study is experimental study. The study results that in general, focus group participants recognized that physical activity contributes to physical and mental wellbeing. However, the benefits of physical activity were most commonly described in terms of improved blood circulation, immune responses, digestion, and reflexes. The importance of peer pressure and the encouragement of friends in adhering to regular physical activity regimens were mentioned frequently.

The third study is Kasaian’ (2010) . The title of this study is “Iranian Parents’ Resistance Incompatible Aspect of Western Culture: Implications for ELT Material Development”. The objective of this research is to find out the high school students’ parents’ cultural attitudes confirmed their resistance to their children’s exposure to the manifestations of the incompatible aspects of the western culture and disapproval of their possible adoption of a western lifestyle. The results of both methods showed that the assumption of the normality of data was not met. Accordingly, the researchers used the non-parametric tests to analyze the data obtained from the survey. To determine whether the high school students’ parents generally resisted their children’s adoption of the

western lifestyle and/or their exposure to the incompatible aspects of the western culture, the chi square test was applied to the frequencies of responses in the three categories of resistance, neutrality and approval. The result showed that the high school students' possible adoption of the western lifestyle and their exposure to the manifestations of incompatible western culture were resisted by their parents. Based on the findings of this research, the researchers made a number of recommendations for international, regional and local ELT material development.

The fourth research is Graves's study entitled "The language curriculum: A social contextual perspective". The topic of this research is the curriculum from a social contextual perspective in which enactment teaching and learning is the central process, to which planning and assessment contribute. The objectives of the research are to examine the ways two kinds of contexts, target-language embedded and target-language removed, influence language curriculum planning and enactment. It also provides a brief history of syllabus design and a rationale for moving beyond syllabus as the primary construct for curriculum planning. It then explores the classroom as the context of enactment and the role of the teacher as catalyst for curriculum change. It reconceptualizes the classroom as a learning community with potential links with real, virtual and imagined communities. It briefly explores integrated approaches to assessment and assessment and concludes with examples of promising directions and suggestions for further research. Examples of practice that illustrate concepts are provided throughout the article. The method of this study is need analysis. Needs analysis, in a narrow sense, is analysis of information about what the learners already know and know how to do and what they need to know and know how to do so that the curriculum can bridge the gap (Graves 2000). The study results that given the multiplicity of roles and responsibilities at all levels, developing a shared discourse among decision-makers and stakeholders is also critical for a coherent curriculum. By framing language in terms of competence, and providing descriptors of all levels and modes of language competence, it

provides a common language for those involved in large-scale curriculum development, enactment and assessment to talk about language curriculum.

The fifth is Haider et.al (2010) with title “Repositioning of CLT from Curriculum to Classroom: A Review of The English Language Instructions at Bangladeshi Secondary School”. The topic of the research is an analysis of the current English curriculum and textbooks for the secondary grades and explores the current classroom practices through classroom observation and teachers’ interview. The classroom observations were conducted to identify the features of Communicative Language Teaching (CLT) approach prescribed by the curriculum and syllabus document of National Curriculum and Textbook Board (NCTB) as the desired approach for teaching English at secondary level schools in Bangladesh. This research objective is to identify connections between the curriculum objectives and the classroom realities faced by the teachers and seeks suggestions for achieving the stated objectives. It based on qualitative study of teachers’ and learners’ behavior within the EFL classroom. The result of this study is that features of CLT and the criteria set for teaching and learning in the curriculum documents provide the opportunities for the teachers and learners to improve their practices and attitudes. However, the present realities do not replicate the methodological aspects suggested in the curriculum documents. In fact, the implementation of the methodological underpinning of the communicative approach is being impeded by many constraints that exist in the present teaching-learning context. To overcome those problems, teachers were asked to suggest ways for adjusting the features of CLT within their classroom realities.

The theoretical review are consisted from English teaching and learning process at MAN 1 Boyolali are learning objective, syllabus, classroom procedure and technique, learning material, teacher’s role and student’s role, media and assessment. Ashan (1981: 45) stated that learning objective is a goal to attain the competency consist of knowledge, skills and abilities or capabilities that one’s achieved, which becomes part of his or her being to the extent he or she

can satisfactory, perform particular cognitive, affective and psychomotor behavior. Richard and Rodger (2001:20) defined design as the level of method analyses in which we consider : a) what the objectives of method are, b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates, c) type of learning task and teaching activities the method advocates, d) the role of the learner, e) the role of teachers and f) the role of instructional material. The second is teaching.

The previous study has investigated part of elements in teaching learning process for instance: curriculum, activity, perspective and material development. The position of current study is to extend some previous study in classroom method and technique, media, assessment teacher role and student's role.

2. Research Methodology

In this research, the writer uses a qualitative research. According to Ritchie et.al (2003 : 3) stated that qualitative research is a situated activity that locates the observer in the world. It is consist of set interpretive, material practices that make the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photograph, recording photographs, recordings and memos to the self. It involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in term of the meaning people bring to them.

This research is held at MAN 1 Boyolali . It is sited on Kates Street, Siswodipuran, Boyolali . The location is in the middle of Boyolali regency where it can be reached by public transportation easily. The method of collecting data are observation, interview, and document analysis. The data validity is triangulation. It carried out event, informant and document. The technique of analyzing data is interactive. They are are reduction data, data categorization, sintesization and arrange work proportionally.

The technique of data validity follows a certain criterion. In this research, the researcher uses four criterion as the techniques of validity inquiry. They are credibility, transferability, dependability, and conformability (Moleong, 2007: 324). In credibility the researcher seeks the compatibility between the constructed realities that exist in the minds of the inquiry's respondents and those that are attributed to them through prolonged engagement, stay in the field until the data saturation occurred.

3. Finding and Discusssion

The effort of study reveals the learning objectives are general and specific learning. The syllabus is belonged mix syllabus which consist of It consist of functional, structural, lexical, genre based text and skill based syllabus. The classroom procedure is two pattern namely : BKOF-MOT-JCOT-ICOT and BKOF- MOT-ICOT. The classroom technique are mind mapping, brainstorming, think- pair-share, think-aloud pair problem solving, drilling, questioning, presenting, practicing, discussing, and concluding. The learning material is divided into printed for instance, handbook, worksheet , handout and and unprinted such as MP3 file, slide, cassette and CD room. The Student's role are as listener, an active participant, processor, coordinator and problem solver. The teacher's role are a manager, guide and instructor, a guide and instructor and explainer. The media are language laboratory, laptop and LCD projector, internet and , speaker active. The assessment applied to written test such as dialogue completion task, multiple choice and listening close task. It also uses observation, portfolio and project in assessment. There are strength and weakness among English teaching learning process at MAN 1 Boyolali.

The discussion of the research stated that the writer compared current study to previous research finding and underlying theory. The writer also extended the previous study and underlying theory in different point . The researcher found that the study attempt to extend the previous researches. Therefore, the current study concern to English teaching and learning process, but the write aware which it has weakness. This study endeavor to give differences and similarity between previous finding and current finding.

The first is learning objectives. The learning objective finding in the current study is different content from Maludin (2013), Kelch (2008), and Taylor et.al (2008). They focused on English teaching in college and immigrant area. It has similiarity with Maludin (2013). His study concerns the objective at senior high school.

The second is the model of syllabus applied by English teacher MAN 1 Boyolali is mixed syllabus. This syllabus was organized around a lot of communicative functions and genre based such as report, narrative, recount, exposition, requesting, complaining, suggesting agreeing and disagreeing (Richard, 2001: 154) Therefore, the syllabus development build the opportunity to teacher the language communicatively. It means that the students are able to know that the language does not only the knowledge but also a device of communication. When it compared with the previous findings which conducted in public elementary school, kinder garden and English the course. The model of syllabus are different with Wang et. al (2011), and the same Maludin (2013) which based on the BNSP. Both of them focused on genre based and language function.

The third revealed a little description about classroom procedure and technique. The current study stated that procedure applied BKOF-MOT-JCOT-ICOT . The classroom technique are drilling, presenting, mind mapping, brain storming, discussing. On the other hand, the research of Chen et. al (2011) is about the teaching learning process of English at Preschool . He illustrated the classroom activity in detail. In listening teaching, teacher used identifying word from songs or stories. In teaching of speaking, teacher applied oral drill. Related to writing, the teacher conducted free writing. When the current research was compared with previous study, it can be seen from Hanafi (2014). He stated the classroom procedure in the term namely: introduction, main activity and closing.

The fourth is teachers' role and student's role at MAN 1 Boyolali have variety roles. They are controller, observer, organizer and explainer. The English teacher has awareness of their role to aid student to attain their ideal objectives

by enduring them continuously to study hard. It is different from previous findings Sutrisno (2013) work that they emphasize on the role of motivator and explainer. The researcher tries to compare the other findings. The learner's aspect really influences some roles of student. It means that the segment of learner's characteristic have an implication to some roles owned by learner. For instance, the research in elementary school was cited as participant and listener, but in vocational high school have variety role. It can be seen in the Hanafi (2014). His study includes young learner at junior high school. The current discussion of classroom activity at MAN 1 Boyolali has reflected the suggestion's theory. In the researcher's point of view, it has different name, but the glossary of steps are the same. The other finding of the research is found at Yunus et.al (2012) and Oommen (2012). She stated the media applied paragraph pouch and power point. When the current finding conducted varieties of media in teaching learning process, it revealed that school have awareness to complete some devices of teaching encompasses LCD projector, speaker active and creative media such as Ms-Excel and internet.

The fifth is assessment. It has similarity about the evaluation from Maludin (2013). His study also engaged the summative and formative assessment. There is a little different with current study. It is different from the type of assessment, middle test and final test. It also have differences on model of assessment are namely : cloze procedural text, project, portfolio, observation and compellation task.

4. Conclusion

The study described the English teaching and learning process obviously. It describes all components of English teaching at MAN 1 Boyolali. All of the aspect of it has been reveals briefly on research finding which involves , learning objective, syllabus, classroom procedure and technique, teacher's role and student's role, learning material, media, assessment and strength –weakness. The research study conducted ethnographic study where the writer make on

observation, interview and document analyzing in submitting the data. The research have pedagogical implication that English teaching and learning process which concern to senior high school is absolutely needed to prepare student's competence in facing ASEAN Economic community. The writer also constraint the classroom procedure and classroom technique. Therefore, the researcher delivers some suggestions to English teacher in order to motivate the student in classroom activity, apply the diverse method in teaching-learning process and pay more attention in ICOT step in order the classroom atmospheres become comfortable, cheerful and joyful. The writer also recommended to future researcher enlarges the scope of research field.

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