

THE IMPLEMENTATION OF TEACHING ENGLISH TO THE TENTH GRADE STUDENTS AT SMK NEGERI 8 SURAKARTA IN 2015/2016 ACADEMIC YEAR

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ABSTRAK

Studi ini bertujuan untuk menganalisis implementasi pengajaran bahasa Inggris untuk siswa kelas X SMK Negeri 8 Surakarta pada tahun ajaran 2015/2016. Terdapat tujuh komponen dalam implementasi pengajaran bahasa Inggris yang dikaji, yaitu: Tujuan Pembelajaran, Silabus, Materi Pembelajaran, Prosedur Pembelajaran, Teknik Pembelajaran, Media, dan Penilaian. Penelitian ini adalah penelitian deskriptif kualitatif, khususnya dengan pendekatan naturalistik. Data diperoleh dari peristiwa, informan, dan dokumen. Terdapat tiga metode dalam pengumpulan data, yaitu: observasi, wawancara, dan menganalisa dokumen. Prosedur analisis data meliputi pengurangan data, pemaparan data, dan penarikan kesimpulan atau verifikasi. Hasil dari penelitian ini adalah sebagai berikut: (1) Terdapat dua tujuan pembelajaran, yaitu tujuan umum dan tujuan khusus, berdasarkan silabus dan kurikulum 2013; (2) Tipe silabus adalah mixed syllabus, terdiri dari struktural, fungsional, dan nosional; (3) Materi yang digunakan adalah materi dalam bentuk cetakan (4) Prosedur pembelajaran yang digunakan adalah 5M (mengamati, menanya, mengumpulkan informasi, mengasosiasi, dan mengkomunikasi); (5) Teknik yang digunakan dalam pembelajaran yaitu membaca dengan keras, membaca tanpa suara, sesi pertanyaan, bekerja dalam grup, pengungkapan pendapat, pemahaman dalam membaca, bekerja secara individu maupun kelompok, permainan peran, dan model latihan; (6) Media yang digunakan adalah papan tulis dan gambar, dan (7) Tipe penilaian yang digunakan adalah persiapan untuk ujian akhir, tugas harian, ujian tengah semester, dan ujian akhir.

Kata Kunci: *pengajaran bahasa Inggris, pembelajaran bahasa Inggris*

ABSTRACT

The study is aimed at analyzing the implementation of teaching English at State Vocational High School 8 Surakarta in 2015/2016 academic year. The objectives of the study are to describe and explain the implementation of teaching English at this school. In this research, there are seven components of the implementation of teaching English which are investigated, namely: learning objective, syllabus, instructional material, classroom procedure, techniques in teaching English, media, and assessment. The type of the study is descriptive qualitative research especially naturalistic approach. The data are derived from event, informant, and document. There

are three methods of collecting data, namely: observation, interview, and document. The process of analyzing data includes data reduction, data display, and conclusion or verification. The results of the study are as follows: (1) There are two learning objectives of teaching English namely: general objective and specific objective. The general learning objective is based on curriculum and specific learning objective is based on the syllabus; (2) The type of syllabus is mixed syllabus, consisting of structural syllabus, notional syllabus and functional syllabus; (3) The instructional material used is printed material; (4) The classroom procedure used is observing, questioning, experimenting, associating, and communicating; (5) Techniques used in teaching English are reading aloud, silent reading, questioning session, group work, brainstorming, reading comprehension, individual, discussion, role play, and exercise modeling; (6) The media used in teaching learning process is white board and picture and image; and (7) Assessment types used are final test preparation, daily assessment, mid test, and final test.

Keywords: *teaching English, learning English*

INTRODUCTION

Modern science and technology are progressively altering world into ‘a global village’ and carrying people from different places around the world into public communication. Globalization is reflected the use of English as International language. Nowadays, most of requirement to enter jobs is use English language. Not only to enter jobs but also to communicate with another people in the different country. Mastering English is important in our modern society and global area. Human being needs communication to life in society. People can communicate in written and oral form. They communicate and interacts each other using language in spoken and oral form in daily life. English plays a crucial role in many areas: education, science, technology, politics, and trade.

The field of education is one of the important fields that need a special attention because education has a vital role to develop the human resource that plays a role in the formation of students to be assets of the nations expected to be a productive human. To be a productive human we need an International language. Language is a means of communication. It means that people normally use language to exchange their ideas, news, and information. They may also use it to express their attitudes and feelings towards others. As we know that English is the international language. So English is very important for people in global era, most of people in this world use English language.

Teaching language, especially teaching English is not easy job for many people. English teachers find a lot of problem. Teacher should understand the characteristics of the students. It is considered that the students as learners have different characteristics, especially in teaching learning process. One of the challenges in teaching foreign language is motivating the students to speak in English. Confident students are always participating, but the students who are less confident are unenthusiastic.

English language teaching has focused on teaching the language rather than teaching about the language. The importance is not the linguistic competence of language learners but also on the development in their communicative ability. Teaching English focuses on the ability of communication of the students. Listening, Speaking, Reading, and Writing are four important basic skills to improve student’s English skill. Those skills are integrated in English teaching learning process, and it will develop students’ skill. A teacher should be creative to apply

teaching method, so students can master the four important basic skills. A teacher should make students interested in the material in order that students can understand the material easily.

According to Fauziati (2005: 5) method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Teaching method is theoretically related to an approach and is organizationally determined by a design. Teaching method is one of the elements in teaching-learning process, and it is related to an approach, design, and teaching procedure. It is needed in teaching-learning process to determine the success in education.

Vocational High School is the stage which is determining the students to the next level in college or company. As we know that Vocational High School focuses on their department. The purpose of senior high school is to prepare the learner for careers that are based in manual or practical activities, occupation or vocation, hence the term, in which the learner participates. Vocational High School might be contrasted with Senior High School which might concentrate in theory or abstract conceptual knowledge. While Vocational High School can be at the secondary or postsecondary level and can interact with the apprenticeship system.

SMK N 8 Surakarta is one of Vocational High Schools in Surakarta. This school is different from many other schools because this school is provision of education service for vocational high school art and culture program including the development of curriculum. There are four major such as traditional music, traditional dancing, modern music, and puppetry. Although this school focuses on art and culture, besides that, there is also English class to the first, second, and third year students to master English. So, the researcher conducts research on the implementation of teaching English in this school.

In this study, the writer is interested in observing the implementation of teaching English to the tenth grade at SMK N 8 Surakarta. Based, on the interview, the writer found difficulties faced by the teacher such as the teacher has limited time because based on the curriculum 2013 English language is just two times in a week. The book is limited for students. And teachers find out some methods to teach English in order to make students interested. Based on the fact, the writer is concerned in understanding the English teaching-learning process.

The students also confront the difficulties in learning English. They do not realize that English is important for them. The students tend to study about their majors. Based, on the interview, the students tend to competent, not think, because, they don't like thinking too much. Based, on the observation, in the classroom students do their educational activities - learning - but they also do another activity like playing and socializing with their friends.

One important element, besides the teacher, is the students that also play the significant roles. In the classroom, the students can be as object; but sometime they have to put themselves as subject. It means that they are not only as receiver but also as an independent one who can speak up, give ideas, and contribute to language in the classroom.

The problem raises by the writer is that how the implementation of teaching English to the tenth grade at SMK Negeri 8 Surakarta. Which is included some component learning objective, syllabus, instructional material, classroom procedure, classroom techniques, teaching media and assessment model. The objective of the study is to know the implementation of teaching English to the tenth grade at SMK Negeri 8 Surakarta that included the component of teaching learning process above.

The benefit of the study theoretically is to be used as an input in English teaching. The practical benefit, it can be a reference to improve their ability and competence in English teaching and it will give an experience and clear understanding about the English teaching.

There have been some studies conducted in this field. Agus Febrian's (2015) study shows that there are two objectives of English teaching in SMP N 1 Cepogo Boyolali. First, the general objective of English teaching-learning process in Junior High School is to improve the

students' English ability. It includes four language skills, namely: listening, speaking, reading, and writing. Second, the specific objectives are such as in listening, students are expected to be able to identify the detail of information. In speaking, students are expected to be able to make conversation about a fact. In reading, the students are expected to be able to read a functional text orally with good intonation. In writing, the students are expected to be able to identify the use of present continuous form and to identify the use of simple past tense. The curriculum is the 2006 curriculum. The syllabus is theme-based syllabus. The teacher's roles are as a monitor, as motivator, as a controller, as a model, as a material developer, and as an evaluator. The students' roles are as listener and performer. The materials are books and cassette or CD. The classroom activities focused on the objectives of English teaching-learning. In assessment, there are three steps. Those are the daily test, mid test and final test. Problems faced by teacher are such as the students of SMP N 1 Cepogo give little attention to the English teaching-learning process, the teacher has limited time to deliver the material, etc. Problems faced by students are such as English is second language for the students; students have limited vocabulary, etc.

Mardiyah's (2013) work shows that the teacher did not fully follow the theories given by experts. However, the teacher manages to successfully implement the teaching technique. Also, the students have positive responses on the implementation of Small Group Discussion. Small Group Discussion is not limited to be implemented only for reading activities. Individually or integrated, this teaching technique can be implemented to any language skill in any language classroom activity.

The implementation will be considered successful if it matches with the material and meets the students' needs. While Megawati's (2014) study indicates that (1) There are two learning objectives of teaching English especially in English teaching namely: general objective and specific objective. In general learning objective based on KTSP curriculum. In specific learning objective of teaching English is written in syllabus and it supported indicator of lesson plan. (2) The type of syllabus is notional functional syllabus. (3) The instructional material used is printed material and the material that compare both print and non print source as well access material and material on the internet. (4) the classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) with different patterns. (5) Techniques used in teaching English are reading a passage, skimming and scanning a passage, brainstorming, discussing a topic or question, peer-editing. (6) The teacher's role are facilitator, observer, organizer, explainer. (7) the learner's role are monitor and evaluation their progress, learner learn from the teacher, members of a group and learn by interacting with others. (8) The media used in teaching learning process is textbook as printed media and LCD projectors as electric media. (9) Evaluation models used are daily examination, middle test and final test

This study aims at finding out the implementation of teaching English at SMK Negeri 8 Surakarta, especially it is to describe learning objective, syllabus, instructional material, classroom procedure, classroom technique, teaching media and assessment.

RESEARCH METHOD

This study belongs to descriptive research and it is classified into naturalistic research.. It is inquiry conducted in natural setting (in field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, and writing) in natural interests in what by people who have natural interests in what they are studying (practitioners such as teachers, counselors, and administrators as well as researcher & evaluators.

This study was conducted at SMK Negeri 8 Surakarta. The subjects of the research are the English teachers and the students at SMK N 8 Surakarta 2015/2016 academic year. The teachers

are Mrs. SJA and Mrs. BS and total number of the students is 68. The object of the research focuses on the implementation of teaching English at SMK N 8 Surakarta 2015/2016 academic year. The components of teaching English are teaching learning objective, syllabus, classroom procedure, classroom technique, teaching media, and assessment for teaching English. The data are taken from field note in teaching learning process in the classroom and interview script. The data sources are event that concerns with all activities in the classroom during teaching learning process, informant with the two English teachers, and document as the data are taken from syllabus, lesson plan, learning material, students' worksheet, and others.

The data are collected through observation, interview and document. The process of data analysis includes data reduction, display of data and conclusion or verification. In the first stage the data from field note and interview script are reduced and selected, the relevant data were analyzed while the irrelevant data were omitted. The second stage, the researcher presented the data. It was done by indentifying, classifying, arranging, and explaining completely, systematically, and objectively. The findings are displayed in this order: (1) learning objectives, (2) syllabus, (3) instructional material, (4) classroom procedures, (5) classroom techniques, (6) media, and (7) assessment. In the last stage, the researcher gives meaning and interpretation to the data. In this context, the researcher gives meaning based on review related theory. The result of this study is concluded and presented in the form of specific and clear description.

FINDING AND DISCUSSION

The writer presents the research finding and the discussion of the implementation of teaching English to the tenth grade at SMK N 8 Surakarta. The research finding shows learning objectives, syllabus, instructional material, classroom procedures, classroom techniques, media and assessment for teaching English between Mrs.SJA and Mrs.BS as the English teacher at SMK N 8 Surakarta. Moreover, discussion presents the discussion of the light of relevant theories and previous studies. It is presented based on the research problem.

1. The Learning Objective

There are two kinds of learning objective based on syllabus and curriculum 2013, namely: general objective and specific objective. The general objective consists of four competencies that the learners should achieve, they are: spiritual attitude, social Attitudes, knowledge, and skills.

The specific objectives were distinguished based on four skills. It means that the learners should master all skills of study English, those are a) Listening the student be able to understand the simple conversation, b) speaking the student be able to speak English in simple conversation, c) Reading the student be able to read short text, d) Writing the student be able to make a simple text based on the syllabus. The teachers are as facilitator to develop the students' ability of knowledge and skill. In the conclusion the writer can conclude that at SMK Negeri 8 Surakarta has two objectives learning. They are general learning objective and specific learning objective.

Learning objective is increasingly being used in the job performance evaluations of teacher. Doran (1981) said that learning objectives should be SMART. (1) Specific (target a specific area for improvement) (2) measurable (quantify or at least suggest an indicator of progress) (3) Assignable (specify who will do it) (4) Realistic (state what results can realistically be achieved, given available resources) (5) Time-related (specify when the result can be achieved). Based on Bloom's Taxonomy (1956) of classifying learning objectives is identifies in three domains. There are (1) cognitive (thinking skills) (2) psychomotor (manipulative and motor skills) (3) affective (attitudes, feelings, and values).

The researcher compares to previous findings, that will be different with Agus Febrian (2015), Megawati (2014). The previous finding in Agus Febrian's research (2015) is the objective of English Language teaching was to improve the students' English ability. It includes four language skills; those are listening, speaking, reading, and writing. In Megawati's research (2014) the learning objective of teaching English was to develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era. The writer's research found that SMK Negeri 8 Surakarta has two learning objective, namely: general and specific objective that based on syllabus and curriculum 2013 with clear objectives.

2. The Syllabus

The syllabus guides the teacher to prepare the material in a year. Syllabus makes the teaching learning process effective and efficient. The type of syllabus is mixed syllabus, consisting of structural syllabus, notional syllabus and functional syllabus.

Structural syllabus is based on the theory of language that assumes that the grammatical aspects of language form. In the syllabus is written the way of learner to understand about grammatical structure such as question words, simple present tense, simple present perfect, simple present perfect continuous, singular and plural, article, adjective, modal, article, past tense, and past continuous tense.

Notional syllabus is a particular context in which people communicate. For example the learning objective in every skill of the syllabus uses the real situation in every indicator. In the syllabus is written the way of learner to understand grammatical and communicate about family, friend, neighbor, job, hobby, the quality of job, appearance, achievement, health, success, failure, things in the classroom, school, house, activity, action, event, place, people, historical place, and announcement.

Function syllabus is a specific purpose for a speaker in a given context. The meaning of function is based more on the purpose for which language is used and on the meanings the speaker wanted to express than on the forms used to express them. In the syllabus is written the way of learner to communicate effectively in a particular event or situation introducing their selves, express and response of giving compliment, express sympathy, asking and stating of planning, congratulating someone, asking and stating of past event based on the time signal with refers to the result, mastering genre texts of descriptive text, and mastering functional text of announcement.

Widdowson (1984: 26) in Nunan (1988: 6) pointed out that syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearing can be taken. Mahdi et al. (2012: 4) stated that there are thirteen types of syllabus namely Structural syllabus, Situational syllabus, Notional functional syllabus, Built-up syllabus, Proportional syllabus, Negotiated syllabus, Procedural syllabus, Skill-based syllabus, Content-based syllabus, Task-based syllabus, Lexical syllabus, Cultural syllabus, and Multi-dimensional syllabus.

The researcher compares to other teacher in previous finding. Agus Febrian (2015) and Megawati (2014) also stated that syllabus is very vital item in arranging lesson plan. The model of syllabus is different with Agus Febrian's work (2015) is theme-based syllabus, and Megawati's work (2014) is notional-functional syllabus. In the previous finding in Febrian's work (2015) the contents of syllabus in general are about the description of the material, specifically it contains themes and topic. The teaching and learning activity in classroom is

carried out based on the topic and text. In Megawati's work (2014) the syllabus used learning to recognize and express the communicative function of language.

The writer found that the teachers use mixed syllabus consisting of structural syllabus, functional syllabus, and notional syllabus. Based on observation and interview, the writer concludes that the teachers used the same syllabus in teaching English. It serves from KEMENDIKBUD to the teachers for teaching learning process in a year.

3. The Instructional Material

The researcher showed the finding of instructional by focus on the role of instructional material and the kind of instructional used in the English teaching-learning process of tenth grade students at SMK N 8 Surakarta. Some roles of instructional material are a resource for presentation materials (spoken and written), a source of actively for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation and so on, a source of stimulation and ideas for classroom activities.

The material used by the teacher was generally taken from some sources based on syllabus. The teachers take printed material from other books. The teacher provided the material before the teaching learning process in the class.

According to Cunningsworth (1995: 7) stated that the role of instructional material namely: (1) A resource for presentation materials (spoken and written), (2) A source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) A source of stimulation and ideas for classroom activities, (5) A syllabus (where they are reflected) learning objectives that have already been determined and (6) A support for less experienced teachers who have to gain in confidence. Based on the Richard theories (2001) argued that instructional materials can take the form such as (a) Printed material such as book, workbooks, worksheet, (b) Unprinted material such as cassette or audio material, videos, computer-based material, and (c) Material that comprises both print and non print source as sell access material and material on the internet.

In previous finding Agus Febrian (2015) and Megawati (2014 at SMP means that they use textbook and cassette or CD to support the teaching learning process. Megawati (2014) stated that the instructional material used is printed material and the material that compare both print and on print source as well access material on the internet. In the writer found that the English teachers use printed material such as many textbook as source of study, and material on the internet.

4. The Classroom Procedure

The English teacher at SMK Negeri 8 Surakarta use the same classroom procedure, learning stage of scientific approach that called 5M namely: Observing, Questioning, Experimenting, Associating, and Communicating) that has two pattern in the teaching learning process, which the classroom activities were included in them.

In procedure of teaching learning process, between the teacher and students do some activities. The teachers use 5M (Observing, Questioning, Experimenting, Associating, and Communicating). In the previous finding, Megawati (2014) have term 5E (Engagement, Exploration, Explanation, Elaboration, and Evaluation. The writer concludes that the teacher used two procedure in teaching learning process namely, 5M (Observing, Questioning, Experimenting, Associating, and Communicating) and starting, developing, reporting, assessing. The procedure in teaching English is suitable with the scientific approach.

5. The Classroom Techniques

It becomes a hard job for teachers to create a good atmosphere in teaching learning process. Teachers must be creative, active, and attractive, so the students can deliver their material well and the students have a good understanding about their teachers' explanation. Teachers should make some activities which can support maximally to the objectives of teaching.

The teacher used some techniques in teaching learning process. It divided into every stage in classroom procedure. Those are Observing (reading aloud and silent reader), Questioning (questioning session and group work), Experimenting (brainstorming and reading comprehension), Associating (individual and discussion), and Communicating (role play and exercise modeling).

Classroom techniques are important in teaching learning process to engage the students. In teaching and learning process of English, the English teachers at SMK Negeri 8 Surakarta used some classroom techniques. Based on the observation, the researcher found the teachers used different classroom techniques in every steps of the cycle, those are reading aloud, silent reader, questioning session, group work, brainstorming, reading comprehension, individual, discussion, role-play, and exercise modeling.

It is suitable with the theory written in the chapter 2. According to Richards and Rogers (1993: 26) in Fauziati (2014: 13) there are three dimensions to a method at the level of procedures. First, the use of teaching activities (drills, dialogues, information gap) to present new language; second, the ways in which particular teaching activities are used for practicing language; and third, the procedures and techniques used in giving feedback to learners concerning the form or content of their utterances or sentences. To compare with other researcher, it can be acquire that differences with the finding from Mardiyah (2013) which showed that the classroom techniques used the teacher was small groups, exchange idea, and learn from the other group. In Megawati (2014) the classroom techniques used in teaching English are reading a passage, skimming and scanning a passage, brainstorming, discussing a topic, and peer editing.

6. The Media

Media is important in teaching learning activity at SMK Negeri 8 Surakarta because it makes the student remember with the material and they will more attention with the teaching learning process. The media which used in teaching English are printed material. The teacher used white board and picture and image in teaching learning process. The researcher found that the teacher explain the material orally, they used other media such as, textbook, board, and picture and image. It is similar with the theory written in chapter II. Harmer (2001: 134) state that Language teachers may use a variety of teaching aids to explain language meaning and construction, engage student in a topic, or as the basis of a whole activity. The other finding of the research is found in Megawati (2014) at SMP N 14 Surakarta that they used printed media and LCD. In the writer's research found media that used by the teachers in teaching learning process are textbook, white board and picture as the media.

7. The Assessment

The elements that teacher should do is assessment. Assessment is important aspect in teaching learning process, which is to measure the students' ability in teaching learning process. In teaching English, assessment is used to know the achievement of the learners after or during teaching learning process. Based on the researcher's observation and interview, the two teachers of had same technique of assessment, there are preparation for final test, daily assessment, mid test and final test.

The model exercises of evaluation such as make a sentence, complete a sentence or a paragraph and arrange the word or sentence. Brown (2003) mention some types of test, they are

including formative and summative assessment. It was suitable with the assessment which was done by English teachers at SMK Negeri 8 Surakarta. The writer concludes that the evaluation of writing suitable with Brown's Theory. It has a bit similarity about the assessment from Agus Febrian (2015) and the same Megawati (2014) they used daily test, mid test, and final test. There is a little different with current study. It is also different from type of assessment, preparation for final test middle test and final test. the two teachers of had same technique of assessment, there are preparation for final test, daily assessment, mid test and final test. The method of conducting test is to measure students' ability.

CONCLUSION

The conclusions are drawn related to the research problem of the study about how the implementation of teaching English to the tenth grade at SMK Negeri 8 Surakarta. The researcher can conclude that the implementation of teaching English to the tenth grade at SMK Negeri 8 Surakarta is good enough, because the English teachers almost have implemented all aspect in teaching learning process. The teacher did it systematically. The teachers have certain objectives in teaching learning process and it is based on curriculum and syllabus. They also have some guide before the teaching learning process, so the teaching learning process goes well. The teachers have a good understanding in teaching learning process, especially about scientific approach that is implemented at SMK Negeri 8 Surakarta. But the teacher cannot stand alone without students as the learners. The teachers need support from the students too. The students are still having less capability in English. Then, the media that used is limited. So, the students till have less interested in teaching learning process.

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