ENGLISH CLASSROOM LEARNING AND TEACHING ACTIVITY AT ISLAMIC JUNIOR HIGH SCHOOL IN PONOROGO

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Abstract

English classroom is a learning process that receives the subject matter from the teacher. Students play an active role by carrying out activities that can support the learning process. The variety of teaching techniques will help learners to get higher motivation to learn English easily. This research has been conducted at class VIII C MTs Ma'arif Al-Mukarrom, Kauman, Ponorogo in the academic year 2020/2021. The research objective was to describe English classroom learning and teaching activity. The writer used the research design of descriptive qualitative. The techniques of collecting data in this research were observation, interview, and documentary. The data were analyzed by using data reduction, data display, and conclusion drawing/verification. The result of the research showed that the English teacher had been applying contextual language learning to develop the students' vocabulary skill. It was aimed to motivate students to understand the significance of the subject matter learned by linking the material in the context of their daily lives. This approach was expected to make students think scientifically, logically, critically, and objectively in accordance with the facts.

Keywords: English Classroom; Learning and Teaching; Scientific Approach

Abstrak

Pelajaran Bahasa Inggris adalah proses menerima materi pelajaran dari guru dengan peran aktif siswa dalam melakukan kegiatan yang dapat mendukung proses pembelajaran. Berbagai teknik pengajaran membantu peserta didik untuk mendapatkan motivasi tinggi untuk belajar Bahasa Inggris dengan mudah. Penelitian ini dilakukan di kelas VIII C MTs Ma'arif Al-Mukarrom, Kauman, Ponorogo pada tahun akademik 2020/2021. Tujuan penelitian untuk mendeskripsikan aktivitas belajar dan pembelajaran Bahasa Inggris. Penulis menggunakan desain penelitian kualitatif deskriptif. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Data dianalisis dengan teknik reduksi data, penyajian data dan menyimpulkan/memverifikasi. Dari penelitian ini diketahui bahwa Guru Bahasa Inggris telah menerapkan pembelajaran kontekstual untuk mengajarkan kosa kata. Tujuannya untuk memotivasi siswa untuk memahami pentingnya mata pelajaran dengan menghubungkan materi pembelajaran dengan konteks kehidupan sehari-hari.. Pendekatan ilmiah digunakan dalam mengajar dengan penekanan pada penggunaan metode ilmiah, pengajaran, dan pembelajaran. Pendekatan ini diharapkan membuat siswa berpikir secara ilmiah, logis, kritis, dan objektif sesuai dengan fakta.

Kata kunci: Kelas Bahasa Inggris; Belajar dan Mengajar; Pendekatan Ilmiah

INTRODUCTION

Learning is a formal process of acquiring or getting knowledge of subject or skill through study, experience, and instruction. Learning occurs by study, giving experience, and doing instruction. Krashen (in Arifin, 2016) emphasized that the term learning differs from acquisition. Further, he claimed that learning happens in the educational setting and requires the learners' consciousness level. Learning is retention of information or skill; learners will make sense of information or skill uniquely into the learners' retention. When the teaching and learning process occurs, the learners will keep in their mind what they have seen and listened. Each learner has their own strategy in receiving new information. Arifin (2016) argued that every learner is unique and has different competencies and background of knowledge.

Retention implies storage systems, memory, and cognitive organization, storage system concerns with storage and retrieval of information and ways of organizing the information for its storage. Memory concerns with creating mental linkages (grouping, elaborating, and placing new words into a context), applying images and sounds (using imagery, representing sounds in memory), and reviewing well (structure reviewing). Cognitive organization deals with practicing (practicing naturalistically, repeating, recombining, recognizing and using formulas and patterns). Today, the learners develop their learning awareness with the help of multimedia knowledge, sources, reference materials, and explanations (Suprihatin & Misrohmawati, 2021).

Learning involves active, conscious focus on and acting upon events outside or inside the organism, learners become more aware of the strategy they use, and to distinguish between appropriate and inappropriate ones, that is, they use specific behaviors in response to a problem, such as guessing the meaning of a word, and other more general aspect such as learning style, personality and motivation. Learning is relatively permanent but subject to forgetting, some prior experiences are remembered well, while others are forgotten. It means not all the material given to the learners will be memorized. Unimportant information will be easily forgotten.

Learning involves some form of practice, perhaps reinforced practice, practice concerns with storage and retrieval of information or skills include repetition and rehearsal; the practice itself could be reinforced. Learning is not just theoretical aspects, but it is also emphasized on practical aspects. Learning is a change in behavior, learning not only concerns with the cognitive aspects, but also the affective aspects which deals with behavior and attitude. The good of learning is that the learning itself makes the learners become good people and act nobly.

According to Brown (2000:7), teaching is guiding and facilitating learning, enabling the learners to learns, setting the conditions for learning. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000:7). While according to Tardif (in Adrian 2004:20) said that teaching is any action performed by a teacher with the intention of facilitating learning to the learner.

Arends (2001:56) emphasizes that teaching as a process of attempting or promoting growth in students. The intended growth here may be far reaching, such as developing a completely new conceptual framework for thinking about science or

acquiring a new appreciation for literature. Language classroom is the routine language that it used on a regular basis in classroom like giving instructions of praise, for example "take out your books" or "please sit down". Anderson & Spaulding (2007:27-31) stated that classroom management is one of the most important aspects of teacher's daily responsibilities. Teachers can choose from a variety of classroom management strategies based on their personalities and values as well as the personality of the class.

Learning English is important to interact with other people in the world. Therefore, learning English is expected to do in school and other institution. The teacher should have a good strategy to evoke the students' willingness in teaching and learning process. It is due to the important function of language which serves as a means of communication, language consists of form and meaning (Wulandari & Harida, 2021). The goal of using a strategy is to make the students more active and communicative in the classroom. The strategy is used by the teacher to give motivation the students to speak up. The teacher has to stimulate the student by applying the good strategy.

English classroom is a learning process that receives the subject matter of the teacher; students play an active role by carrying out activities that can support the learning process. The learning process in the classroom as a sequence of changes in the development of learning activities which occur inside the desire to obtain a change in the self learner's form of knowledge, skills, or attitudes and behavior carried out by the interaction between learners and teacher in a learning environment. Learning process in the classroom is levels of learners in learning something that is implemented in the classroom. Putra (2021) points out that the first language takes a vital role in the target language learning, such as English in Indonesian context.

When following the study of English class usually gets some difficulties, the teacher should use the various techniques during the lesson. In the classroom the students are sometimes crowded, less attention when learning takes place and many students lack of English vocabulary. The teachers therefore are challenged to develop various teaching techniques. The variety of teaching techniques will help learners to get higher motivation to learn English easily. Zulaihah & Harida (2017) highlighted that the successful students use their learning strategies more often, more efficient, and varied. In contrast, the less successful students have fewer and even less applicable learning strategies. Therefore, the teacher needs to apply the appropriate methods, strategy and learning approach to students' learning. This study is aimed to describe the English classroom learning and teaching activity.

METHOD

The researcher used the design of descriptive qualitative research. It a research method which solves the problem based on the descriptive data which are investigated by describing the condition of subject research based on the phenomena at the time of study. The research conducted at MTs Ma'arif Al-Mukarrom Kauman Ponorogo in the academic year 2020/2021. It is located at Jl. Raden Patah Kauman Ponorogo. The qualitative research carried out from second semester on April up to May in academic year 2020/2021. This research used observation, interview and documentary as the technique of collecting data. The writer used several instruments to support this research; they were observation

sheet, interview sheet, field note. And then data analysis is the process of systematically searching and compiling the data obtained from observation, interview, and field note, so it can be understood easily, and its findings can inform others. After collecting data he research analyzed the data by using the data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

MTs Ma'arif Al-Mukarrom Kauman Ponorogo was carried out education between national curriculum and developmental one, theory and practice, material and media. Besides the education programs were oriented to the mastery of life skill, so all graduates were hoped to be good academically and had good life in order to be able to overcome any problem they will face in the future.

MTs Ma'arif Al-Mukarrom Kauman Ponorogo had 238 students and 8 classes, 31 teachers and 8 employers. In this research, the writer chooses class VIII C of MTs Ma'arif Al-Mukarrom. Students' of VIII C grade of MTs Ma'arif Al-Mukarrom were chosen as subject of this study because had appropriate competency.

Through observation, the writer knew that the school had complied facilities. Such as computer laboratory, library, drums band, sport facilities, art room and etc. Therefore MTs Ma'arif Al-Mukarrom Kauman Ponorogo gives the good effect to the English teaching learning process. With the sufficient facilities, the English teaching activities in this school were organized well. While through interview, the researcher got more information about the activities in MTs Ma'arif Al-Mukarrom Kauman Ponorogo. The data description was taken from English teacher, and some students. The interview presented the information about the English classroom learning and teaching activity.

The through observation, interview and documentation the researcher got more information about the activities. This research describes how to manage the class activity, how to language learning and teaching, and how teaching and learning activity. The teacher is able to improve its ability to manage class well. The ability of teacher good classroom management starting from lesson plan to the implementation of learning can create effective learning. The teacher could manage the situation in the classroom well enough. She was able to control their students to keep their attention in the classroom by giving warning and also giving some jokes. They quite successfully reduce students' boredom and attract students' attention during the lesson.

MTs Ma'arif Al-Mukarrom in class VIII C students' tend to be less enthusiastic in learning a foreign language number one in the world. Not all students' like English learning and they assume that the English language is very difficult and interest of students' English learning less. Students' don't know for the future or what the purpose of the English language. There are students' who think the English language does not feel important. While learning English teacher also make the game so that students' know the vocabulary. And the students' find it difficult understand English lesson but media use the teacher and textbook English can greatly help to learn.

Teaching is a process to provide guidance or assistance to students' doing the learning process to match the expected goal and the necessary strategies appropriate to the students' ability. Teaching thinks about a strategy that is able to meet the need of all student as well as can the integrity and draw up a strategy to establish the most memorable

in teaching. The teacher is creative enough to create the methods in order to help the students' mastering the four basic skills of English language, like listening, speaking, reading and writing.

Teaching methods are needed in teaching learning process. A suitable teaching method and good class management are needed by the teacher to expand English materials, because it will influence the students' understanding in learning English. In teaching learning process at MTs Ma'arif Al-Mukarrom the teacher in English teaching not only uses English but also uses Indonesian because it help the students' to understand of English.

Teaching strategy is very essential and can help the students learn more effectively. The teacher used strategy well designed because teaching strategy is in need to make the learning process and method applied by the teacher is contextual language learning. After getting information in the data description above, the interview was able to find what she should really find in this research. In the first observation phase, the researcher observed the condition of the school environment and facilities owned by MTs Ma'arif Al-Mukarrom Ponorogo. The second observation, the writer conducted observation of the teaching and learning English in eighth grade C to determine the extent of students' skill in English.

This research describes how to manage the class activity, how to language learning and teaching, and how teaching and learning activity. Classroom management is the process by which teacher and school create and maintain appropriate behavior of students in classroom settings. In conducting the teaching and learning process, the teachers of MTs Ma'arif Al-Mukarrom encountered some problems related to the teacher. They even do their own activity such as chatting with their classmates. During the classroom observation, the researcher found some students who did not pay their attention to the teacher. Even, they enjoyed chatting with their classmates. It might disturb the other students when the lesson was being conducted. When the teacher was in the classroom, she could organize the class well. Even some students occasionally create noisy sound. The teachers always warn every student who make noise and chat with his classmate.

MTs Ma'arif Al-Mukarrom in class VIII C is one that is certainly very important skill that must be mastered. But students' tend to be less enthusiastic in learning a foreign language number one in the world. This because the English junior high school in class VIII C felt so hard for them to understand and master English because the material is rather complicated and too foreign to them. Media and English textbook in class VIII C can be used as a guide to learn English.

Teacher has the ability to teach the fun. The teacher is able to make an impact on students' through personality. Teacher wants students' experience progress in learning English and always wanted to improve the way in teaching. Teacher understand clearly lesson to be presented, students can also be attracted to the lesson depending on how teacher present it. Clear teaching will make students can see clearly the intention of the lesson then students' capture all the lessons even their progress in learning.

The teacher is creative to create the methods in order to help the students' mastering the four basic skills of English language, like listening, speaking, reading and writing. Teaching methods are needed in teaching learning process. A suitable teaching method and good class management are needed by the teacher to extent English materials, because it will influence the students' understanding in learning English.

In teaching learning process at MTs Ma'arif Al-Mukarrom the teacher in English teaching not only uses English but also uses Indonesian because it help the students' to understand of English.

Teacher activity is an activity that teacher do during the learning process. In the process of teaching and learning, teacher has a duty to provide knowledge, attitude and values, and skill to the students'. In other word, the main task of the teacher who is in the field of teaching. Teacher has a responsibility to see everything that happens in the classroom to help students' development process. The delivery of the subject matter is just one of the various activities of teacher in learning as a dynamic process in all phases and development of students'. The teaching and learning process is teaching strategy. It shows how the teacher design and conduct her teaching and learning process effectively. The better teaching strategy her designed, the better quality of teaching and learning will rise up.

The teaching material the use of teaching material could show the quality of teaching and learning process. An interesting teaching might attract the students' attention. In the word, the more interesting material is the more students will devote their attention to it. The teaching material used by the teacher in MTs Ma'arif Al-Mukarrom is printed material, such as book, student's worksheet, video visual and so on. The main material used by the teacher is a book published by the government. The teacher also give the students LKS to help them to learn English.

The technique used is to observe and ask in integration. Observing activities and ask integrated because they both support each other at the time of observation of students' will encounter many new things that need to be given the chance to ask. The other way, by asking the students' will get an answer that will increase the quality and quantity of observations. Teacher explains the material of LKS and read stories about Mouse, deer, and crocodile. The purpose of this activity is not only for understanding in the form of such a test comprehension, but the full involvement of students into nature stories by the teacher. Teacher sometimes need to repeat long sentences or key words, ask the students to imitating certain expressions, debriefing about story content and etc. The students' scrutinize, actively respond, and comment on the read story by teacher.

After completion discusses a recount text, teacher asks students to read and understand again to story copy into the book each. Students' make a summary of the story based on stories read by teacher. Students' asked to do a self evaluation of what is already understood. Beside the teacher also warned one of the students' who make noise and teacher around to see the students' work.

CONCLUSION

The English teacher has been applying contextual language learning to develop the students' vocabulary skill and contextual language learning. It aimed to motivate students' in understanding the significance of the subject matter. The activity is realized through linking the material in the context and their daily lives. Scientific approach is approach used in teaching with emphasis on the use of scientific method and teaching and learning. This approach is intended to make students thinking scientifically, logically, critical and objective in accordance to the facts. This technique uses description stories model to stimulate ideas and creativity of the students. So, the students' vocabulary can be increased.

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