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**THE TEACHING OF ENGLISH LEARNING PROCESS TO THE NINE  
GRADE OF SMP NEGERI 5 SATU ATAP SUNGAI KUNYIT MEMPAWAH  
AN ACTION RESEARCH**

**Dofir**

Lecture of Sekolah Tinggi Agama Islam Mempawah  
Contributor Email: dofirghoni@gmail.com

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***Abstract***

*This study is intended to describe how the teaching and learning English at Nine Grade of SMP Negeri 5 Satu Atap Sungai Kunyit Mempawah and the students' motivation of English learning.*

*This research belongs to descriptive qualitative research. The instruments are by classroom observation and teaching learning process. In SMP Negeri 5 Satu Atap Sungai Kunyit Mempawah, researcher teaches English to the students with direct content of the lesson. Teaching English with an easy method so that the students can apply the methods easily and appropriately in teaching and learning process.*

*There were three steps in the teaching process: pre, while, and post activity. In pre step, the researcher did introduction. Teacher taught in particular topic dealing with favorite activities, asking and answering; and post step, teacher and students reviewed the lesson and summarized of learning process.*

*The students showed actively involved in the teaching and learning process. They like the interesting activities such as practicing the lesson in fun way so that they like an English language teaching and learning. They were motivated and confident to practice and gives a good effect for students in teaching and learning process.*

***Keywords:*** *Teaching English, Learning Process, Nine Grade*

**A. Introduction**

English language through the Nine grade level of Junior High Schools are focused to students in teaching learning proces. Focusing on the way that was easy understood in learning by students. The textbooks for Junior High School students are emphasized telling favorite activity. An English teaching should be taught in a fun methode, using activities such as school activity, daily lives, and etc.

(According to Hudelson 1996, 258). Learning resources for students must be appropriate for students's aptitude, will, world, and so forth. Therefore, ideal English teachers to learners are those who are familiar with English sgames, school environments, library, daily live, and etc. In addition, they are able to order those materials into becoming interesting ones. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.

In the teaching-learning process, the English researcher must know the kinds of language learning resources. Learning resources are not additional materials for pleasure but main materials that are ordered and learned as interesting activities in their daily lives.

(Krashen 1983. 84) the topic-based activities begin with a subject appropriate for the students and then that subject is designed to involve the students in investigating the topic and using the language as an integral part and the core of investigation. The use of this topic supports the success of the teaching of English to learners because the materials are based on students' interest on the topic. Using media as a means of teaching English to students helps the teachers create classroom situations to be more alive.

(Meanwhile Gardner 2005, 349) states that the media also help the teachers render materials and help the students comprehend the given materials. In place of reading, we can use flash cards, pictures, and various objects and realia to make the classroom come alive and resemble more closely the outside world. According to (Wiles 1990, 92), teachers also needed to have their teaching performance. At the same time, they would write down their and raise questions in the discussion.

Researcher motivates and guides them to learn through various learning and fun learning. When the students can relate the lessons that they have got in school to their favorite activities, they will be aware of the benefit of learning. Besides, they will realize the importance of going to school.

### **1. Review Literature**

(Krashen and Terrell 1983, 18) state that acquiring a language is 'picking it up', i.e., developing ability in language by using it in natural, communicative situations. Students acquire their first language, and most probably, second languages as well. Language learning is different from acquisition. Language learning is knowing the rules.

The students' development and the two concepts above (acquisition and learning), the teaching of English to students at Junior High School requires situations in which the students acquire language abilities by means of acquisition rather than learning. It means that the students acquire language naturally and communicatively.

(Hudelson 1996, 330) In the teaching process, the English teachers must know the kinds of language learning resources for students, as follows :

- a. Learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which students usually do in their daily lives.
- b. Learning resources for children must be appropriate for students' aptitude, will, world, and so forth. Therefore, ideal English teachers to students are those who are familiar with English songs and games in English. In addition, they are able to order those materials into becoming interesting ones.
- c. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.
- d. Students learn through experiences by manipulating surrounding objects. This means that they learn through hands on experiences and through manipulation of objects in the environment. Accordingly, it is important that the English teachers use media or realia in delivering the materials in order that the students are able to understand easily.

Based on the theories above, it can be inferred that teaching English to students is not merely a matter of setting them of authentic language tasks in the classroom. To successfully teach learners a second or foreign language requires specific skills and intuitions that using appropriate method. Therefore, the English teachers should help their students to laugh with (not laugh at) each other at various mistakes that they all make, be patient, supportive to build self-esteem, and elicit as much oral participation as possible from students.

## **2. Management of the teaching for students.**

Classroom management and the classroom situation are parts of factors which determine the success of the teaching-learning process. Good classroom management and a conducive situation will lead to good results of the teaching learning process. Classroom management needs special attention, especially in language classrooms, tudents are expected to

communicate in the target language. Therefore, there must be such a situation available for the students to learn.

(According to Scott and Ytreberg 1993, 46), a good and conducive classroom will help the teachers make a classroom atmosphere (a classroom situation) which supports the success of the teaching of English to young learners at the elementary school. Therefore, the English teachers should have things as follows.

**a. Ability**

The teachers of English to young learners should be able to sing songs, tell stories, and organize the classroom atmosphere seems interesting.

**b. Attitude**

The teachers respect the students and appear to like all the students equally because they seem sense of fairness.

**c. Helping the students feel secure.**

The teacher shows respect to the students. The teacher listens to whatever the students say-mistakes as well. The teacher does not mind the students' getting things wrong and students maketah mistakes when they are learning a new language.

**d. The physical surrounding.**

Students usually respond well to surroundings that are pleasant and familiar, so, if possible, on the wall had better be put things like pictures, calendars, posters, and so forth. Those visual aids should be given captions, Students can discover the English word for the objects in the pictures.

The students in the class have different characteristics, students tend to learn things in the form of scripts holistically. This is reflected very well in students' play such as meaningful, interesting, and fun.

Based on the explanation above, it can be concluded that teaching students require the knowledge of knowing all the development differences. Consequently, teaching them requires fun way and easy to be understood. The teacher develops the system of work that he or she will

use in the process of teaching. The teacher should know and be aware of students' characteristics in order to choose the good technique and media in teaching the students.

### **3. Practical Activities**

The activities develop the capacity for interaction and talk, the capacity for creative use of language resources, the capacity for play and fun. Create a learning activity experience that is fun and focuses on children feeling good, gaining confidence and enjoying what they do.

According to the Jones, M. (2004 : 149).), the teaching learning process should be done as follow :

#### **a. Introduction activities**

Prepare the students to participate in the learning process. Ask questions about the material that has been studied, and the ones related to the material to be learned. Lead the students to talk about the topic then relate them to the purpose of learning. Outline of the range material and the explanation of the activities that will be done by students.

#### **b. Main activities**

Main activities is a learning process to achieve the goal of learning, which is conducted in an interactive, inspiring, fun, and motivating so that the students become active in learning process. The main activities use methods that are adapted to the characteristics of students and the lesson. The researcher facilitates the students in the learning activity. In that process, the students are asking and answering while the teacher is checking, giving feedback, and training to students.

#### **c. Closing activities**

In the closing activity, the researcher and the students make conclusion of the lesson. The researcher make reflection or an assessment of the activities. They provide feedback on the process and learning outcomes.

Learning process is implemented in an interactive, fun, and motivating situation with the result that the students participate actively in learning process. A teacher should create order, dicipline, and safety in oraganizing

their learning process. Teaching English in Junior High School level is the good time to learn secondary language. Considering the characteristics of young learner, it will make sense that the students in elementary school are easy to accept what they learn and use it as the base of teaching English for the next level.

#### **4. Students' motivation**

At the beginning of teaching, researcher can provide students with a bright and colorful classroom with pictures and projects completed by the previous year's students. This gives students the impression that learning the target language will be easy and enjoyable. Motivation plays a significant role in the process of English learning. The researcher cannot effectively a language if they do not understand the relationship between motivation and its effect on language acquisition.

(Gardner 2005, 349) defines motivation as the combination of effort desire to achieve the goal of learning language. This definition includes three components: (1) effort expanded to reach the goal; (2) desire to achieve the goal; (3) favorable attitude towards learning language. Motivation is a force that energizes, sustains, and directs behavior toward a goal.

As emphasised by (Dornyei 2001, 116), teacher skills in motivating learners should be seen as central to teaching effectiveness. Motivated learners are enthusiastic, eager to support of students' learning, do not require constant encouragement, willingly confront challenges, and could even motivates others.

Praise your students often. Recognize them for their contributions. If the classroom is a friendly place where students feel heard and respected, they will be more eager to learn (Arns 1979-80) .

##### **a. Encourage Students**

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important.

**b. Get Them Involved**

One way to encourage students and teach them responsibility is to get them involved in the classroom. Give students the responsibility of tidying up or decorating the classroom. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class.

**c. Get Creative**

Encourage students to learn and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create a warm, stimulating environment.

**d. Draw Connections to Real Life**

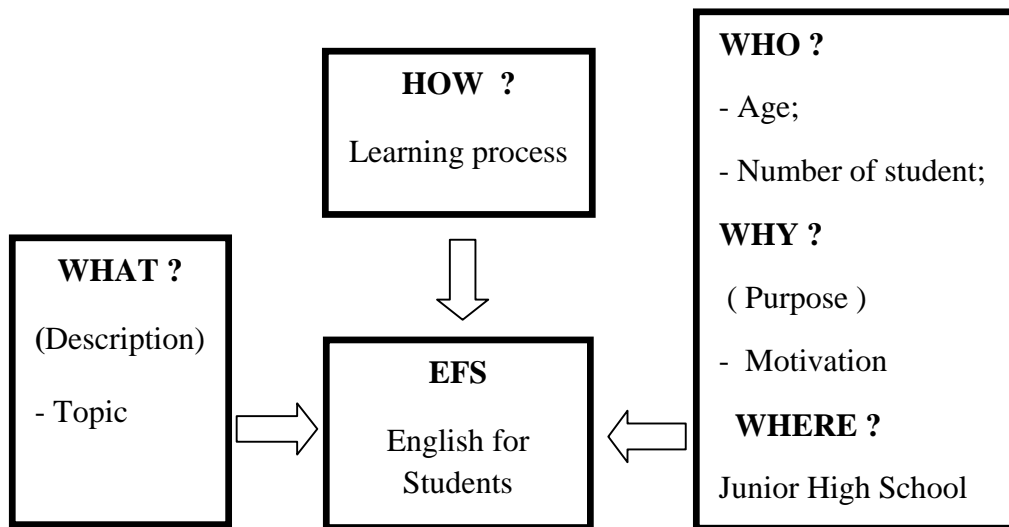
Really amaze them by telling them that they may use it in their career. Showing them that a subject is used everyday by “real” people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.

Based on explanation above, it can be concluded that motivation refers to how much students desire to study English for the mere pleasure or enjoyment of learning the language. However, the motivation is an availability of interesting and appropriate instructional materials, or the application of a learning development model that is relevant to the students’ learning needs.

**5. Needs Analysis**

Designing teaching materials is not an easy job. The problems are faced by those who are responsible for the teaching process, in this case the teaching of English. It needs considerations to meet needs, wants, and lacks. These considerations are usually covered what is called needs analysis. One of the areas of the needs analysis is in general education which includes Junior High school (Yalden 1985, 91).

The diagram of needs analysis, as Hutchinson and Waters (1987: 53-63) state, can be seen as follows.



In the teaching process at elementary school, the needs analysis is useful for teachers as Burden and Byrd (1999: 31) state that needs analysis will help teachers make a number of planning decisions, group students, decide strategies and activities, and capitalize on students' strength and motivations. Needs analysis in order that he is able to work in line with the needs, wants, and lacks involved so that he is able to achieve the planned objectives.

## 6. Conceptual Framework.

Teaching English consisted of listening, speaking, reading, and writing. These four elements are taught in teaching and learning English. In SMP Negeri 5 Satu Atap Sungai Kunyit Mempawah, the the researcher focused on how the teaching of English learning process.

The English researcher are not only required to be able to teach well but also to be able to design materials so that they can apply the methods of teaching English easily to be understood and appropriately. To reach the goal of the teaching and learning of English at Junior High school, the English teacher should also know what to consider in designing such as ; materials, syllabus, classroom management of the students in order that the materials given to the students are motivated of English learning.



## **B. Method**

The research method was descriptive qualitative. The data are taken from teaching learning process to the students at the Nine grade of SMP Negeri 5 Satu Atap Sungai Kunyit Mempawah in academic year 2017/2018.

In analyzing the data, the researcher used descriptive qualitative method. The data analysis process includes of identified the data, and descriptive of the data. The data were analyzed by descriptive qualitative. The researcher read the result of an classroom observation and teaching learning process. While reading the data, researcher gave the descriptive explanation on the data based on the researchs of data.

## **C. Discussion**

The motivated students were more excited to learn and participated in learning process. Majority of students were self-motivated, with a love of learning English. The teacher can make learning fun and inspire them to reach their potential in learning process. Motivation was needed in teaching and learning process in order that the students interested to take action of learning subject.

### **1. Learning process**

#### **a. Introduction**

The researcher started the lesson by greeting and checking students' attendance. The researcher asked one of the students to lead the prayer. The teacher checked the students' attendance. He prepared students' condition in order to make them ready to participate in the class activity and explained what the students would do in the class activity. The teacher telled the topic of the lesson directly.

Below is the transcription of introduction the teaching and learning process.

*T : Assalamualaikum wr.wb.*

*SSs : W.salam.wr.wb.*

*T : How are you, all of students.. ?*

*Ss : I am fine..*  
*T : Oke, We will study about favorite activities..*  
*T : Tau, favorite activity ..?*  
*S : Yes Pak, I know..*  
*T : Pavorite activities artinya kegiatan kesukaaan.*  
*T : Contoh, my favorite activity is reading book..*  
*T : You know reading book ?*  
*Ss : Ya pak, tau.*  
*T : Apa artinya reading book ?.*  
*S : Membaca buku..*

In this class, the researcher greeted the students by *Salam*. The researcher explained the daily activity to the students and they were asked to pay attention in order that they listened and understood of the lesson, students were also enthusiastic to respond to what teacher asked them. Then, the researcher told directly to the students of the topic. The topic of the lesson was “*Favorite activity*”.

**b. Asking and Answering**

The researcher gave the sample to speak up together with the students by giving an example of daily activity. The researcher drilled the students to speak loudly what the teacher said. Then the students were asked to practice by repeating after the researcher. Then, the students were asked to write.

*T : What is your favorite activity ?..*  
*T : Reading book is my favorote activity..*  
*T : Semuanya, Paham ?.*  
*Ss : Paham..*  
*T : Ok. What is your favorite activity ?*  
*Ss : What is your favorite activity..?*  
*T : Singing is my favorite activity..*  
*Ss : Singing is my favorite activity..*  
*T : Sekali lagi !*  
*T : What is your favorite activity ?*  
*Ss :What is your favorite activity ?..*  
*T : Studying English is my favorite activity..*  
*Ss : Studing English is my favorite activity..*

The activities above was conducted by the researcher and students. In this class, the researcher asked the students to repeat what the researcher said. They responded well. The students gave good attention

to her although a there was a student chatting with his friend when the learning was running. They were also enthusiastic to respond to what teacher asked them.

**c. Closing**

Before closing the lesson, the teacher reviewed the lesson on that day. The teacher asked students to remember what has been learned by their learning experience.

Below is an example of closing activities

*T : Ada yang ingin ditanyakan ?.*

*Ss : Ada pak.. ?*

*S : Baca buku di perpustakaan, apa bahasa Inggrisnya pak ?.*

*T : Oke, Reading book in the library..*

*T : Sebelum kita akhiri, repeat after me !*

*T : What is your favorite activity ?*

*Ss : What is your favorite activity*

*T : My favorite activity is reading book in the library..*

*Ss : My favorite activity is reading book in the library..*

*T : Waktunya sudah istirahat.*

*T : Dari Saya, Assalamualaikum.wr.wb.*

*Ss : W.salam.wr.wb.*

Dealing closing activity, the researcher and students reviewed the lesson. He gave a chance to students to ask the question. No students asked question. In this activity, The students were interested in studying. It could be seen that all students actively engaged in the activity. They were eager to practice the lesson. The class was noisy because the students were not patients to take rest. When the time given was over, the teacher said *Salam* and closed the lesson.

Based on explanation above, it can be concluded that the teaching and learning of daily activities can significantly give students' confident to practice the lesson although some of them had not practiced well in learning process. During of learning process, the students showed great interest to be actively involved in the teaching and learning process. They were also eager to join all activities and practice it in the classroom. The students can practice the words of daily activities correctly, they understood the lesson well.

## 2. Discussion

The researcher focused his interpretation on how the teaching of English learning process in SMP 5 Satu Atap Sungai Kunyit Mempawah in academic year 2017/2018.

Based on research findings in previous section, the teaching and learning consisted of three steps : introduction, asking-answering, and closing. The students participated well in the teaching and learning process. They took part in every activity that was learned in the class although there were some students chatted with his/her friend when the teaching and learning was running. But all of the activities run well. The better participation from the students was also indicated by their willingness in asking and answering questions in learning process.

Motivated students were more excited to learn and participate . Teaching a class of motivated students was enjoyable for researcher and student alike. Majority of students were self- motivated, with a love of learning. The researcher can make learning fun and inspire them to reach their potential in English learning. The researcher interpreted the teaching and learning process in the class.

(Noels, K.A. 1994) stated that the teacher's use of motivational strategies is generally believed to enhance student motivation, yet the literature has little empirical evidence to support this claim. The study examined the link between the teachers' motivational teaching practice and their students' language learning motivation. The motivation orientation of language teaching was also used to assess the teachers' use of motivational strategies.

From the discussion above, it can be concluded that the teaching English could create fun learning and motivations because the teaching and learning was conducted to practice what they learn directly. In teaching and learning material were closely related to their real world and the students were actively involved in their learning. The availability of interesting and appropriate instructional materials, the application of a learning development model that is relevant to the students' learning needs so that they can apply their knowledge to their real life.

#### D. Conclusion

Teaching English in SMP Negeri 5 Satu Atap Sungai Kunyit Mempawah gave good influences for the teaching of English learning. The students participated well in following all of the teaching learning process. They took part in every single activity in *pre*, *while*, and *post activities* in teaching and learning process. In learning process of pre step, the teacher did an introduction; while stage, teacher taught in particular topic dealing with *favorite* activity in asking and answering, and post step, teacher and students reviewed the lesson and summarized of learning process. The students were interested and motivated in learning favorite activity. Since the teaching was done in class, the students did not feel shy to ask to their own friends or the researcher. The students were enthusiastic and active in participating the learning process.

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