

TEACHING LEARNING PROCESS OF A SYNTAX CLASS AT KRESNA ENGLISH LANGUAGE INSTITUTE PARE KEDIRI

Didik Santoso

Abstract

The study is aimed to describe the teaching learning process of Syntax Class at Kresna English Language Institute. Those are including of: The teaching learning process, the English teacher's problem, the problem solving of teacher, the student's response, and the appropriate material for student. This research design used descriptive qualitative. The subjects were a teacher and 25 students of Syntax Class. The methods were observation, interview, and documentation. Observation used for collecting data on the teaching learning process that consisted of: lesson plan, the material, method, and media that the teachers used in teaching. Interview used for collecting data on the teachers' preparation, students' response, and the teachers' evaluation in teaching learning process. Documentation was used to collect data about a record of events that have passed. This research had some results: (1) the teaching learning process was running well by some phases such as : preparation, implementation and evaluation, (2) the problems of the teacher happened in implementation and in evaluation phases, (3) in implementation, the problem faced by some advices and even punishment to the student and in evaluation the problem solved by giving motivation and additional duty, (4) there were more positive responses than negative responses from the students, (5) the appropriate material in this class was Syntactic structure and sentence analysis. The conclusion of this research was that the teaching learning process ran well, but there were some activities of teacher that were not suitable with lesson plan.

Key words: syntax class teaching, teaching learning process

INTRODUCTION

Teaching is a complex process. According to Brown, (2000) teaching is showing and helping someone to learn or to do something giving instruction, guiding in the research of something, providing with knowledge, causing to know or to understand. Teaching is guiding and facilitating the learners and setting the condition of learning.

The role of teacher in the process of learning English is very important in the classroom, students will listen, and do whatever the teacher ask to do. They will not do anything unless the teacher tells them to do.

The teacher has very important role in teaching learning activities. According to Harmer (1991) the teaching learning process can come useless if the teacher does not organize his/her role properly, an effective teacher as a controller, an assessor, an organizer, a prompter, a participant, a resource, a

tutor, and an investigator. Besides the important role of teacher in teaching learning process above, according to Ardiansyah (2011) they are three phases of teaching learning process; planning phase, implementation phase and evaluation phase.

Syntax is “the study of how words combine to form sentences and the rules which govern the formation of sentences” (*Longman Dictionary of Applied Linguistics*, 1985: 285). Syntax is one of grammar class at Kresna, and Syntax is the most popular program at Kresna, this is the advanced class after Helping Program. The students who want to enter this class should join Helping Program first. Syntax is a month program and there is once meeting in a day, and this class will learn about grammar which is more specific and more complete than other grammar program.

This research held in Syntax class at Kresna English Language Institute Pare – Kediri which is founded by Sri suharti on October, 10th, 2003. Kresna is a non- formal educational institution. The location of Kresna English Language Institute is divided into three , the first is on Asparaga Street No. 15 A Tegalsari – Tulungrejo – Pare- Kediri , Telfon 081252454323/ 085806476442, www.kresna-kampunginggris.com, code pos 64212. The purpose of this research is to know the teaching learning process of Syntax class at Kresna English Institute Pare – Kediri.

RESEARCH DESIGN

This research design, the researcher uses descriptive qualitative, according to (Denzin and Lincoln :1987) at Moleong (2005) the qualitative research design is the natural research that purposes conjugate phenomenon which happens and done by involving the various taught method.

The study was done at Kresna English Language Institute Pare Kediri. The object of this research was focusing on the teaching learning process of a syntax class. The subjects (key of informants) were the manger, the teacher, and the students of Syntax class. In collecting the data, it was used some data collection method. They were observation (observation guide), interview (interview guide), and documentation (documentation). After collecting some data, the next step is analyzing the data. In this case, the research used descriptive analysis.

RESEARCH FINDING AND DISCUSSION

Based on the observation, interview the teacher and collected the documentation at 6th until May 10th 2019, the teaching learning process of Syntax Class at KRESNA English Language Institute Pare – Kediri had three phases : Preparation, Implementation and Evaluation. As long as the data gotten by researcher, planning in teaching learning process from the teacher such as making syllabus, and making lesson plan. The teacher made the learning peripheral before teaching learning process. Based on the discussion above, the teacher made learning peripheral well complete, and there is no problem in teacher’s preparation in teaching learning process. In implementation, the teacher did the teaching-learning interactions through the application of various methods and

techniques of teaching strategies, and the use a media. It consists of three activities in implementation they are pre-activity, main-activity, and post-activity.

Based on the observation and interview from the teacher, the teacher prepared everything before teaching the students but in fact, it is not suitable with the lesson plans. The teacher said that it happened in teaching learning process, it is about skill in every meeting. The English teacher made lesson plan in every meeting with one skill exactly writing skill. However in fact, The teacher combined with the other skills, they are writing ,speaking, reading. In implementation, the teacher must have guide for conducting the process of teaching, because he planned it before. It is suitable with Wilkins (1987) who states that teaching must be planned in such a way that learning becomes an interesting, even at time entertaining process. Evaluation phase in teaching learning process did after the teacher gave material in teaching learning process. although this phase is the last phase in teaching learning process, this phase has important role to know the ability of the students . In this phase, the teacher gave the exercise to the students about the material, and from that exercises the teacher will know how the result of teaching learning process is.

Based on the observation and interview the teacher at 6th until May 10th 2019, the problem faced by the teacher happened in implementation and evaluation .The problems faced by the teacher in implementation consisted of the students made noisy in the class and talked with their friends when the teacher explained the material, and the students could not answer the question or even not active in the class. In the evaluation, based on the interview from English teacher, there was a problem in the evaluation phase, such as the students got bad score exactly , there were 5 students who got score bad score.

Based on the observation and interview of the Teacher at 6th until May 10th 2019. In interview , the teacher stated that the problem solved by some ways example in implementation , the problem solved by advice and even giving punishment to the students . In evaluation , the problem solved by giving motivation and additional duty . Based on the observation and interview, the teacher solved the problem in implementation by some ways such as ; The teacher gave advice and even punishment to the students who made noisy in the classroom, and the teacher reminded and gave motivation to the students who could not answer the question. It is suitable with Hamer (1991) about the teacher's role. The function of the teacher as a tutor, the teacher should be able to help students clarify ideas and limit the task. Then, based on the interview with the teacher, the problem solving faced by the teacher in evaluation when there are some students who got bad score. The teacher solved that problem by giving motivation and additional duty to the students such as: doing another duty with the same material. The purpose of additional duty for the student is getting better score that must be reached.

Based on the interview of 25 students at May 10th 2019. The researcher got some different responses from the students such as : positive response and negative response to this teaching learning process. Based on the interview, the researcher got positive response such as : they liked to study in a Syntax Class, they were comfortable to study in a Syntax Class, they were satisfied with the

teacher's explanation, and the media used by teacher is good enough, and there was negative response such as : this class was boring , the explanation was unsatisfied and the media used in teaching learning process was monotonous because only uses white board, three markers, and there is no LCD.

Based on the interview of the teacher at May10th2019 about the appropriate material for the students. The teacher stated that the appropriate material in a Syntax class for the students are syntactic structure and sentence analysis. This material is the main material in Syntax class because this material learn about how to analyze the structure of phrases and sentences. The students who join Syntax class must know and understand this material. And this material divided into four ways such as :structure of modification, structure of prediction, structure of complementation, and structure of coordination. Structure of modification is Structure that regulates the relationship between head and modifier. Structure of prediction is Structure that regulates the relationship between the subject and its predicator. Structure of complementation is structure that regulates the relationship between predicator (verb) and complement. Structure of coordination is Structure that regulates the relationship between word and word, phrase and phrase, clause and clause, sentence and sentence are equivalent. On the purpose of this material, the students can analyze the structure of sentence.

CLOSURE

Based on the finding above, it can be said that the teaching learning process of a Syntax Class at kresna English Language has run well although there are some problems that the teacher should face and solve in the classroom, and from those problems, the teacher gets some lesson and experiance to do teaching learning process better than before. To improve the student's ability, the teacher in the future can use interesting and various techniques and more teaching aids to explain the material in the class in order to the students enjoy in the teaching learning process. The method that the teachers used in teaching can be more various and the teacher should do the lesson plans in implementation phase, so the purpose of plans in teaching learning process can be learned well by students. Moreover, the teacher should be better in teaching learning process, so that the students are not bored in the class. The last, this thesis is expected to be used as a reference for the next research.

BIBLIOGRAPHY

- Bodine, R.J., Crawford, D, K., &Schrumpf, F. 1994. *Creating the peaceable school: A comprehensive program for teaching conflict resolution, Program Guide*. Champagn, IL: Research Press.
- Brown, D, H. 2000. *Principle of Language Learning and Teaching*. The fourth edition: Addison Wesley Longman, Inc.
- Brown, D, H. 2001. *Teaching by Principles*. The second edition: Addison Wesley Longman, Inc.
- Coloroso, B. 1994. *Kinds are worth it!. Give your child the gift of inner discipline*. New York: William Morrow.

- Djamarah, S.B. 2006. *Strategi Belajar Mengajar*. Jakarta: PT. RinekaCipta.
- Kreidler, W.J. 1984. *Creative conflict resolution*. Glenville, IL: Scott, Foresman.
- Longman Dictionary of Applied Linguistics*, 1985: 285
- Matthews .1982:1. in Van Valin's book
- Moleong, Lexy J.2007. *Metodologi Penelitian Kualitatif*. Bandung. PT RemajaRosdakarya Offset
- Wilkins, D.A. 1987. *Second-Language Learning and Teaching*. London: Edward Arnold.