



**IMPLEMENTASI DAN PENYAMPAIAN MATERI BAHASA INGGRIS PADA MTs
SWASTA ITTAQALLAH AMBON**

**(THE IMPLEMENTATION AND DELIVERY OF ENGLISH MATERIALS
IN PRIVATE MTS OF ITTAQALLAH AMBON)**

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Abstract

The duty of teachers is how to manage the English teaching and learning process effectively, efficiently, and positively. They really need a good way in implementing and delivering English materials to prove the learning success. The teacher should give more focus on that, so there will be a joyful teaching and learning process. Related to the phenomenon above, the researcher would like to conduct a research about the implementation and delivery of English Material in Private MTs of Ittaqallah Ambon. This research used a qualitative design. One of the type is descriptive data. Moreover, the instrument used here were observation, interview, and documentation. The result of this research showed that in implementing and delivering English materials, teacher used some kinds of teaching technique like using song to attract students' motivation, using question and answer to stimulate student in speaking, and so on. The teacher often used conversation in every meeting. Therefore, teacher were able to create a successful teaching and learning process.

Key terms: *Implementation, Delivery, English Material*

Abstrak

Tugas guru adalah bagaimana mengelola proses belajar mengajar bahasa Inggris secara efektif, efisien, dan positif. Mereka benar-benar membutuhkan cara yang baik untuk menerapkan dan menyampaikan materi bahasa Inggris sebagai bukti atas keberhasilan belajar. Guru harus lebih fokus pada hal itu, sehingga dapat terciptanya proses belajar mengajar yang menyenangkan. Terkait dengan fenomena di atas, peneliti ingin melakukan penelitian tentang implementasi dan penyampaian Materi Bahasa Inggris di MTs Swasta Ittaqallah Ambon. Penelitian ini menggunakan desain kualitatif. Salah satu jenisnya adalah data deskriptif. Selain itu, instrumen yang digunakan di sini adalah observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa dalam mengimplementasikan dan menyampaikan materi bahasa Inggris, guru menggunakan beberapa jenis teknik mengajar seperti menggunakan lagu untuk menarik motivasi siswa, menggunakan pertanyaan dan jawaban untuk merangsang siswa dalam berbicara, dan sebagainya. Guru sering menggunakan percakapan di setiap pertemuan. Oleh karena itu, para guru dapat menciptakan proses belajar mengajar yang sukses.

Kata kunci: *Implementasi, Penyampaian, Materi Bahasa Inggris*

INTRODUCTION

Teaching English provides many challenges. In junior high school, especially for the beginning teacher should be ready for the badness side in managing the class well. The teachers have to be able to make them silence, listen to us, and understand what we explain in front of the class. So, it is quite hard, especially for the teachers who do not have any experiences before in handling junior high school students. In this case, the duty of a teacher is how to manage the English teaching and learning process effectively, efficiently, and positively. We can say that the learning process will be success if the students change their behavior, mindset, feel and act. Therefore, teachers really need a good way in implementing and delivering English materials to prove the learning success.

The classroom management consists of many components. According to Jacobsen (2009), there are three components in managing instructional or teaching and learning process. One of the component is material implementation and delivery. The teacher should give more focus on that, so there will be a joyful teaching and learning process. In fact, when students learned English, sometimes they felt bored. In fact, Harmer (2007) takes the view that the children can be easily bored and lose interest after ten minutes or so. The teacher must be creative in selecting, or even developing the materials and media to teach the children. He/she needs to choose the most suitable methodology in delivering the materials.

In line with Ngatini (2004) that stated that we have to consider some aspects in teaching English. Those aspects are the English as Foreign Language (EFL) teacher's qualification, the

textbook, media, and supporting environment in studying English. Ngatini also said that English teacher now uses media rarely and has low quality in classroom management. Also, English teachers in junior high school need to understand and use the epistemology of their field as the basic for reconstructing claims.

Related to the phenomenon above, the researcher would like to conduct a research entitled "The Implementation and Delivery of English Material in Private MTs of Ittaqallah Ambon".

REVIEW OF LITERATURE

Implementing or Delivering

Implementing the lesson to the students that is helping them to change is the second step of instructional process. According to Sabri (2005), there are three steps in teaching and learning process. There are: pre-teaching, whilst-teaching, post-teaching.

1. Pre-Teaching

Pre-teaching is the opening of lesson. In this session, the teacher provides the class setting to invite students ready to study. The teacher checks the attendant list, reviews the previous lesson, and gives the initiate idea to introduce the materials today or do any activities to stimulus their motivation.

2. Whilst-Teaching

In this step, the teacher presents the material and explains it clearly. In explaining the material, the teacher should use the appropriate examples and media. Also, he/she can use any interesting activities to make them understand what the teacher explains.

3. Post-Teaching

This is the last activity in teaching and learning process. This step consists of evaluation and conclusion. The teacher can

give the exercise or question relate to the materials today. Question and answer measures how far the student understanding toward the materials given. Finally, the teacher can give homework for the next meeting. Before closing the class, the teacher should tell the students what they will learn for the next meeting so that they can prepare their self.

The Other Components of Implementing and Delivering Material

To conduct a good teaching, there are some components of teaching should be considered by the teacher in order to make a successful teaching and learning process. According to Sanjaya (2006), except objective, materials and evaluation that have been explained above, there are two other components of teaching and learning process. They are; teaching techniques, and media.

1. Teaching Techniques

Teaching young learner is absolutely different from teaching adults learners. It requires certain knowledge, strategies, and techniques. Therefore, it would not be messy, and easy-handling.

English was a foreign language and the goals for its teaching focused primarily on reading comprehension and understanding, not the use of language for communication. Even when communication had become the basis of the language teaching focusing primarily on grammar and vocabulary through endless memorization, drills and practice exercises continued.

According to Rachmajanti (in Nilasari, 2008), there are many suitable techniques to develop children oral communication. Those techniques will be explained in sub chapters as follows:

Songs

Children really love songs, they will be able to sing it together with friends.

Also, it brings happiness in the classroom, so they will be able to understand English well. According to Shipley (in Sabilah: 2004) music helps children develop cognitive skills, as well as enhances language skill. By singing songs, the students can learn English skills such as listening, speaking, and writing.

Games

Ekowati (2008) said that “children learn through play” is a sentence that has guided early childhood educator for decades. Games can bring a pleasant atmosphere in the classroom. Basically, game is a pleasure. People agree that a happy atmosphere can support the learners to study better.

Question & Answer

Question and answer is a teaching technique where it is happened direct communication which have the character of two way traffic, because at the same time happened a dialogue between teacher and students. Q&A is a usual technique used by the young learner teacher.

Dialogue and Role Playing

Dialogues and role playing can give a chance to the learners how to communicate as natural as possible in the real context of life. Dialogues were, indeed introduced, but these also had to be memorized through role play. Intonation and pronunciation are the important skill improved in this role playing.

Teaching Media

Besides method, technique and strategy, teaching young learners also need an appropriate media. According to Brinton, in Celce & Murcia (2001), media do and can enhance language teaching, and thus in daily practice of language teaching we find the entire range of media – from non-mechanical aids such as real object, flashcard, magazines and etc. up to sophisticated aids such as video cameras,

TV and computer-assisting teacher in their jobs, bringing the outside world into the classroom and in short, making the task of language learning more meaningful and exciting one. According to Arsyad (2009), teaching aids can generally be classified into three categories. They are audio aids, visual aids, and audio visual aids.

1. Audio aids

Audio aids are the media used by the teacher through ears sensory and used to check students' competences in listening comprehension. There are four equipments included in audio aids. They are the record player, the tape recorder, the radio and the language laboratory.

2. Visual aids

Visual aids are the media that enable learners to gain the information or knowledge through their eyes sense. For example, picture files, flashcard, charts, real objects, and black or whiteboard.

3. Audio visual aids

Audio visual aids are the combination media between seeing and hearing sensory. Therefore, the media are not only enabling learners to see the information but also hear what are informed by the teacher. The examples of audio visual aids are filmstrips, overhead transparencies and television.

RESEARCH METHOD

This research used a qualitative design. One of the type is descriptive data. Ary (2010) said that the qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on. It means that the characteristic of the data in qualitative is describing the data in depth analysis. Here, the researcher attempted to explain the implementing and delivering of English Material to VII grade students in Private MTs of Ittaqallah Ambon.

The researcher used many kinds of instruments. They were used to seek

information and to get the necessary data. They were:

Observation

According to Ary (2006) observation is the most basic method for obtaining data in qualitative research. Here, the researcher used observer as participant because the researcher was not active in class when doing the observation, but just observed the process of teaching and learning English which conducted by the teachers in the classroom. In observing, the researcher used field notes as an observation tool.

Interview

An interview is an oral questionnaire. According to Bogdan & Bilken (2006), interview is the process to collect the data and a purposeful conversation, usually between two or more people in order to get some information from the other. In this research, the researcher used semi structured interview due to obtain the data from the teacher's answer. According to Ary (2006), in semi structured interview, the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. The semi structured questions are open-ended (cannot be answered with a yes or no or simple response).

Document

According to Ary (2006), the term document here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Here, the document analysis taken from a textbook related to the theme of teaching English to young learner that title is *Bahasa Inggris – When English Rings a Bell* by Ministry of Education and Culture. It was to obtain the information in order to describe the teaching report and teaching materials.

The data were collected by observing and the teaching and learning of English in the classroom closely, interviewing the teacher, and analyzing the documents and taking field notes. The researcher collected the data started on August 4th 2019 up to August 31st 2019. The students have an English class twice a week.

To collect the data, the researcher used several procedures. They were as follows: Having direct observation to observe the teaching and learning process in VII grade of Private MTs of Ittaqallah Ambon; Making a note during the observation in VII grade to obtain information about the material used, the implementation and delivering of the material; Interviewing the English teacher to gather information; Analyzing some documents, like teachers' teaching reports and books; Collecting the data that are gained from the interview, observation and document analysis.

There were several steps applied by the researcher in analyzing the data as follows: Coding the field notes as the result of observation; Selecting the answer from interview to know whether the data provided sufficient information or not; Confirming the data interview with data observation and document; Identifying the planning, teaching and learning process, evaluation tools, techniques, and media used by the third grade tutors; Classifying the data based on research problem; Drawing a conclusion.

FINDINGS AND DISCUSSION

The findings were obtained from three kinds of instrument, namely: observation, interview, and document analysis. The way of presenting the findings accordingly follows the statement of problem.

Implementing or Delivering

Based on the interview results done on November 21st, 2019, the researcher found that the teacher in class VII tried to vary their teaching materials and techniques so that the students would not get boredom
“...I try to use some combination of materials and teaching techniques” (Teacher)

In every meeting, the teacher tried to make a different material, technique and media so that the students would get interest. In findings, the implementation would be explained based on the materials in every meeting.

1. First Material

In this first observation done in August 4, 2019, the teacher taught the material about Time and Daily Activities. Based on the field notes, in implementing the material, first of all, the teacher greeted the students by saying “Good morning everybody!” and “How are you today?”. The teacher tried to make the students were silent by screaming “Come on, we have been in the class. Keep silent, please!”, or sometimes they used “Silent Clap”. Then, the teacher checked the students' attendance lists to know who did not come to the class today. After that, the teacher checked the students' homework. The teacher asked the students to put their homework book on the table and opened their English book. There were some students who did not bring the book, and the teacher ordered them to join the other friends who brought it. Then, the teacher tried to give some brainstorming questions like “What time is it now?” The students gave the responses “Eight o'clock” and the teacher explained the materials about time and daily activities by drawing a big clock on the blackboard. The students were really active too. When the teacher was beginning to explain the material and sometimes the students asked some question about A.M and P.M. in the middle of explanation.

In the main activities, the teacher gave some questions to the students about daily activities like “What are you doing in the morning?”, “What are you doing in the afternoon”, “What are you doing in the evening?”. The teacher ordered the students to make conversation about their daily activities based on those questions. Sometimes, there were some students who did not want to make it, but the teacher tried to seduce them and gave a special instruction to them. Then, the teacher evaluated the students’ performances in playing the role.

This teaching and learning process was interesting enough because the students snatched away to come forward and practiced in front of their teacher. That was proven by:

“The students were so excited. After they made a dialogue, they came forward to practice their conversation and Anna as the examiner.” (Field Note)

Conversation also the one of important aspects that had to be evaluated in the teaching and learning process.

2. Second Material

In the third observation done on August 11, 2019, the teacher delivered the material about Identity. In implementing the material about Identity, there were some stages used by the teacher. First, the teacher checked the students’ attendance lists to know who did not come to the class today. Second, the teacher gave some brainstorming questions about Identity like “Where do you live?”. Then, the teacher explained the material about Identity. The Teacher gave an exercise on English book. The teacher also asked the students to find out the difficulties in that text. The teacher and the students discussed the exercise and difficult vocabulary together. The teacher gave some questions like “What is your father name?”, “What is your mother’s

name?” and “What is your hobby?”. The students made conversation based on those questions and practiced it with their couple in front of the teacher. The students were excited in doing conversation. Even, they competed and raced each other to do this role playing. That was proven by:

“All of the students participated in this conversation, even they competed each other.” (Field Note)

The teacher also did not find any trouble during the lesson. All of the students paid attention to the teacher’s explanation. Also, they did the task well.

3. Third Material

In the second observation done on April 18, 2013, the teacher explained the material about The Days. The first thing that the teacher did was as usual before starting the class, the teacher and the students prayed together. Second, the teacher checked the students’ attendance lists to know who did not come to the class today. Third, the teacher tried to give some brainstorming questions about The Day like “What day is today?”. The students answered “Wednesday”. After that, the teacher explained the materials about The Day.

After explaining the material, the teacher asked the students to take a sheet of paper and then write down name of the day. If the teacher said “Selasa”, the students would write “Tuesday” on the paper. If the teacher said “Jumat”, then the students would write “Friday”. The students who could write based on the teacher’s speaking got the best score.

After writing name of the days, the teacher and students sing together their favorite song entitled “I Love You” by Barney. Here, the song’s lyrics as follows:

Head shoulders knees and toes,
knees and toes.
Head shoulders knees and toes,
knees and toes.

And eyes and ears and mouth and nose
Head shoulders knees and toes,
knees and toes.

All of the teaching and learning process on that day was going smoothly. The students were excited to spend their time during the lesson. Here was the proof:

“The students really enjoyed this song.” (Field Note)

DISCUSSION

In implementation of the materials, the teacher always open their teaching and learning process by greeting and asking the students condition, asking the homework, and giving brainstorming related to the materials on that day. Those activities were included in the pre-teaching. It is supported by Sabri (2005) who stated that in pre teaching, the teacher checks the attendant list, reviews the previous lesson, and gives the initiate idea to introduce the materials today or do any activities to stimulus their motivation. After that, the teacher began to explain the material by giving a game, song, or conversation to make more interesting and understandable. It is supported by Sabri (2005) who said that in whilst-teaching step, the teacher presents the material and explains it clearly. Besides, in the last activities, the teacher gave some evaluation about the material delivered on that day and asked the students some questions to make sure that they have understood well. It is supported by Sabri (2005) who stated that the post teaching step consists of evaluation and conclusion. The teacher can give the exercise or question relate to the materials today.

In delivering the material, the teacher also used technique and media. The teacher used some techniques such as, songs, question and answer, and conversation or dialogue. Those techniques were used to measure the students four skills; speaking, listening, reading and writing. The most English skill evaluated

was speaking. The teacher often uses conversation in every meeting. It is supported by Rachmajanti (in Nilasari, 2008) who stated that there are many suitable techniques to develop children's oral communication. Those media were used to make the teacher's explanation clear. It also could help the students understand better in doing their task. Those sentences were supported by Brinton, in Celce & Murcia (2001), media do and can enhance language teaching, and thus in daily practice of language teaching we find the entire range of media – from non-mechanical aids such as real object, flashcard, magazines and etc. up to sophisticated aids such as video cameras, TV and computer-assisting teacher in their jobs, bringing the outside world into the classroom and in short, making the task of language learning more meaningful and exciting one. These media were included in the visual aids because they could use to obtain the knowledge by using the eyes. As Arsyad (2009) said that visual aids are the media that enable learners to gain the information or knowledge through their eyes sense. For example, picture files, flashcard, charts, real objects, and black or whiteboard.

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