

The Evaluative Study of English Teaching at SMAIT Nurul Fikri Banda Aceh

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Abstract: In COVID-19 pandemic changed learning method in English teaching at many school and University in throughout Indonesia. Previous pandemic, the teacher taught English subject face to face without physical distance but recently, the teacher must changed their learning method by using health protocols that stipulated by Government. Tujuan dari penelitian ini adalah untuk memberikan gambaran tentang situasi nyata dalam pembelajaran bahasa Inggris di SMAIT Nurul Fikri Banda Aceh in pandemic covid-19. This study used evaluative descriptive study in English teaching at SMAIT Nurul Fikri Banda Aceh. The result of this study showed that (1) the teacher applied these procedures of teaching including opening the lesson, instructional process and closing the. (2) The method and techniques used by the teacher were various in order to make the teaching process interesting. (3) There were some difficulties faced by the teacher in including the noisy classroom and students being in and out the classroom.

Keywords: Evaluative descriptive, Teaching methods, Creativity, Innovative

Introduction

Since Indonesia experienced COVID-19 pandemic that influenced many sector including social, economic, politic, and education sectors. Many efforts that undertaken by government to prevent COVID-19 Pandemic such as physical distance, wearing face mask, cleaning hand and implementing of Large-scale social restrictions (LSSR). In COVID-19 pandemic changed learning method in English teaching at many school and University in throughout Indonesia. Previous pandemic, the teacher taught English subject face to face without physical distance but recently, the teacher must changed their learning method by using health protocols that stipulated by Government. The teacher also utilized learning tools through e-learning to easy in their teaching. Thus, the researcher to study the English learning method in COVID-19 pandemic at SMAIT Nurul Fikri Banda Aceh. The previous study about our research, Jamil (2011) conducted the research about the implementation of English language teaching at elementary school as a case study at MIN Jambo Tape Banda Aceh. He found five categories teaching preparation of English teachers, curriculum and syllabus design, teaching material, teaching method, and teaching media. All English teachers (100%) had made a good preparation before implementing it such as the use of teaching media (66,7%), teaching materials (33,3%) and teaching evaluation (33,3%). Meanwhile, to solve the problems all of them (100%) discussed it with the other English teachers, headmaster and student's parents.

Based on the previous study, the researcher took some similar problems above however the place of the research was different. The writer selected SMAIT Nurul Fikri as sample for this study. This new private school in Banda Aceh. This school applied two curriculum, the Islamic and national curriculum. Both of them have different contents; the Islamic curriculum consist of Islamic studies, for example, memorizing the holy Qurán. The curriculum is designed to add the capability of the students in order to get special skill after

their finish their study. Meanwhile, the national curriculum expected the students to be able to master the four skill (listening, speaking, reading and writing). The aim of this study is to investigate what methods and techniques used in teaching English at SMAIT Nurul Fikri in Covid-19 Pandemic. This study is expected to give a scientific contribution to overcome some educational problem especially for the teacher in English teaching and learning process at Senior High School in Covid-19 Pandemic. This study can be applied by English teacher as a reference in giving additional input about how the way of the teaching English, method and technique use and how to solve the difficulties.

Methods

The methods used is qualitative study with analyzing data depending on three phases that connect one another, namely describing, clarifying and connecting (Meleong, 2005). This study is a field research which observes the ways of the teacher in English teaching at SMAIT Nurul Fikri in the Covid-19 Pandemic. The researcher also evaluated the English teaching after she had the result form interview later. In addition, the researcher applied an evaluative descriptive study in this research. Qualitative model of evaluation research do not believe that there are objective criteria for judging the worth of an educational program (Longman, 1993).

Result

The result of this study showed that (1) the teacher applied these procedures of teaching including opening the lesson (brainstorming student ideas related to the topic; stimulating the students to think creatively; and reviewing the previous lesson), instructional process (integrating four skills namely listening, speaking, reading and writing in teaching process) and closing the lesson (giving opportunity to the students to ask questions, concluding the material, motivating and appreciating the students). (2) The method and techniques used by the teacher were various in order to make the teaching process interesting. (3) There were some difficulties faced by the teacher in including the noisy classroom and students being in and out the classroom. Finally, this research suggest that teacher should be more creative and innovative to create the lesson, the teacher should mix method in order to create an effective teaching learning process, the teacher should control the students to avoid them being in and out of the classroom.

Discussion

The researcher conducted interview and classroom observation in SMAIT Nurul Fikri. She interviewed the teacher and the principal for additional information about the school. The interview was conducted four times, started from September 3rd to 4th, 2020. It was continued in September 19th to 20th, 2020. Regarding the classroom observation, the writer observed the teacher when she was teaching. It was started from opening to closing. The result of interview and observation were presented in the following sub sections.

In Covid 19 Pandemic, each students were compulsory to follow health protocols by SMAIT Nurul Fikri. Previously, each students studied in the respective home by learning online. SMAIT Nurul Fikri implemented strict regulation for student to prevent them from Covid 19 Pandemic include to keep physical distance among student, wear face mask, and washing their hand regularly before learning process in the classroom. Based on the researcher's observation, the teacher did not teach the less on immediately: she would rather let the students do their daily activities in the classroom, praying together. Then, she started the class

by greeting the students. She asked them “how are you today?” or “are you well today?” and “did you study last night?” The teacher greeted the students by these questions before starting the lesson. The students could respond the greetings directly. She would like to start the learning atmospheres in this opening session in order to avoid disinterested situation. Furthermore, the students were expected to enjoy the class. The teacher then checked the attendance of students by calling them one by one in their first meeting. However, in the following meeting, she only checked the students who miss the class on that day. Opening the lesson can determine the success of the learning process which is done by the teacher. According to Stewart (2011) said the opening lesson is a crucial aspect in determining students’ success. It means that opening the learning is the most important thing for successful learning.

The writer observed the teacher when she was teaching the students Year X, XI and XII. Although the materials taught were different, the teacher’s way of teaching the three classes were similar. First observation was in the class of the students Year X. The topic was Past Tense taught by using the song entitled “Yesterday”. The teacher integrated three skills namely listening, writing, and reading. The teacher asked one of the students to write the song lyrics on the whiteboard. While the students were writing the lyrics, the teacher prepared the media (laptop, projector, and loudspeaker). The teacher stated: “laptop, projector, in focus, I used it.” After the students writing the lyric, they listened to the song and filled the answers provided in the box. The answers were given in the box in order to make the students easy in filling the missing lyric. The song was repeated four times because once was not enough. The teacher gave direction to the students, “OK... listen carefully”. I will repeat four times and then you fill in the blank” Next, the answers were discussed together by writing them on the whiteboard. The students did not check the answer by themselves, but they changed the answer sheet with their friends in order to be corrected by the peers and then they discussed it together. Teacher said, “after you finished, please change to your friends. Don’t check your work by yourself”. From this song, the teacher also explained about past tense both verbal and nominal sentences. Additionally, she taught them through video how to pronounce the past verbs (regular and irregular verbs).

At the end of her/his teaching, the teacher gave the chance to the students to ask the lesson that they might not understand. The teacher also reviewed some explanations of lesson taught. The teacher concluded the materials by checking the students’ understanding through asking questions. Finally, she gave homework to them. Before closing the class, the teacher gave motivation, spirit, and appreciation to her students. She did not forget to say these expressions, such as nice to meet you today, see you on the next meeting, good bye and thank you for your attention. The teacher stated:

I think enough for today. Don’t forget to study ya. See you next week.

The teacher evaluated the students in two types of test: formative and summative. According to brown (2007), formative test is called informal assessment that it assessed students in learning process to create their ability and skill. The teacher stated in interview:

In UTS (formative) the score of students is pure without adding something harian or ulangan. There is score from students. UAS score, we elaborate monthly score, a weekly score, and we mix it.” I mix them, not hard, easy, and medium, we just only have summative 35 choice, 5 essay, and 40 questions.

In formative assessment, the teacher evaluated the process of students' learning. The result of assessment was based on students' ability without giving additional score. Therefore, the students must study hard to achieve the best score in their test. The teacher also applied summative test or formal assessment that was conducted at the end of semester. The system of summative test was the collaboration from some tests: daily, monthly, and assignment results. The teacher conducted this test to measure the students' capability. As Brown (2007) explained that summative tests occurred at the end of a lesson, unit or a course. Based on the interview above, the teacher evaluated the students used both formative and summative test. The formative was from their daily activities, such as assignment, performance in the class, group discussion and homework. The other evaluation was summative test; the scores were obtained from daily, weekly and monthly scores. The tests were commonly conducted every month after they finished one or two topics.

The teacher gave the assignment in two ways, written and oral. The writer obtained this information from the students' activities when doing exercises in the classroom. First, the writer saw it in the class of the students Year X; the students had to remember the irregular verbs in past tense at home for a week. The teacher stated:

Are you ready? Who wants to be the first come into the class before I call you? Please transfer your vocabulary, how many vocabulary can you remember.

The teacher called them one by one to recall how many vocabularies they had memorized in front of the class. The teacher also asked the students to do the assignment in work sheets. When the topic was about procedure text, before giving the assignment, the teacher divided them into three groups. The teacher stated:

Each group, please bring the ingredients such as chocolate milk, biscuits, ceres and do not forget to bring the equipment such as plate, bowl, spoon from your home. Then, InsyaAllah Next week we will practice it in front of the class based on your group. One of you present by using English and your friend can help you. So, all of you must discuss first with you friend to divide your responsibility.

Based on the explanation above, the researcher concluded that the teacher used the communicative approach because the teacher tried to use target language in teaching. It was seen from observation and interview data that the teacher said:

Sometimes I feel like how to make them interesting in English but until now I think I have some strategies just say hi... or assalamu'alaikum

The teacher tried to make the students to speak English, so that the teacher greeted them in English by saying say "hi" or "hello". The purpose of it was to ask the students speak when they met their teacher. The teacher had different techniques for each levels, the class of students Year XI had more practice and more detail explanations. For example, the teacher drew family tree and asked the students about their family. For the students Year XII, the teacher discussed many question for preparing National examination. The teacher also asked the students to design questions or to answer the teacher's quest ion. The other method used by the teacher in the classroom was contextual teaching learning and grammar translation method. This method forced the students to be more active than the teacher. The teacher was the facilitator, she gave instructions, and guide to the students. The writer concluded that the teacher applied some methods in teaching the three classes. They are communicative approach, contextual teaching learning and grammar translation methods.

According to Johnson (2002), the teaching and learning process should be offered in context. Therefore, an appropriate approach that could fulfil such requirement was the Contextual Teaching and Learning (CTL). This was because the CTL approach can direct the learning and teaching activities in relation to the students' experiences. When ideas are experienced or used in the context, or when the knowledge and skills learned during the English lessons are applied in real-life situations, the students will find the lesson meaningful. In relation to that, Suyanto (2002) stated that the CTL approach involved the students in meaningful activities that could help them relate their knowledge in the classroom with the context. Furthermore, the CTL approach enabled the students to reinforce, enlarge, and apply their knowledge and language skills in various situations, whether in school or outside school.

Conclusion

The teacher closed the class by giving an opportunity to the students to ask question, Second, the teacher applied various methods and techniques in the classroom. She used more than one method in the classroom, for example, she applied the Grammar Translation method to explain the words and ask the students to write, the Total Physical Response is used to gesture in order to understand well, the Audio Lingual method to listen English song, contextual teaching learning to relate the context of situation with the real life. She also applied the communicative approach to ask her students in speaking English. In short, the teacher used some methods of English teaching in the classroom based on the materials.

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