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Testiana Deni Wijayatiningsih,Susilowati

Muhammadiyah University of Semarang

Indonesia

testiana@unimus.ac.id

Abstract

This study discusses an analysis of teaching-learning processes on report texts at grade XI of State Madrasah Aliyah (MAN) 2 Of Semarang in the academic year of 2015/2016. This is a descriptive-qualitative research which uses observation techniques to collect the data. The results show several findings. First, the quality of teaching-learning plan is very good since a percentage result of 55.56% is considered very good. Secondly, the quality of teaching-learning implementation is very good since a percentage result of 44.4% is considered very good. Thirdly, the quality of teaching-learning assessment is good since the percentage result is 100%. The quality of student activity assessment is also considered good as a percentage result of 66.67% is good. Thus, the teaching-learning processes analysis are concluded beneficial for

students to improve their understanding as well as for the practicing teachers to improve their English teaching-learning processes, especially on report texts.

Keywords - teaching-learning processes, report texts

Introducton

State Madrasah Aliyah (MAN) 2 of Semarang is one high school which focuses more on the concept of Islamic education. At this level, this educational institution is required to improve its organizing quality as an effort to maximize its quality of education either directly or indirectly responsibility to equip their graduates with better religious qualification than the other schools.

To meet the global challenges and be able to continue their study to a higher educational level, the graduates of State Madrasah Aliyah (MAN) 2 of Semarang are expected to have various competences, including English. Consequently, one effort that State Madrasah Aliyah (MAN) 2 of Semarang strives to prepare and implement teaching-learning instruments based on a curriculum set by the government in order to be more flexible and meet the criteria of curriculum developed

based on the conditions of the school and its environment.

In this study, the researchers have identified and analyzed the English teaching-learning processes conducted at grade XI of State Madrasah Aliyah (MAN) 2 of Semarang based on curriculum and syllabus through direct field observation to figure out more upon the quality of education including their teaching-learning problems, such as poor

teaching-learning strategies and methodologies, poor teaching-learning media which are commonly used by the

English

teachers, poor English teachers' competences, and poor facilities and infrastructure.

Research problem

How are the taching-learning processes on report texts at grade XI of State Madrasah Aliyah (MAN) 2 of Semarang [2]?

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Teaching-Learning Processes

Hamdani (2011: 81), states that an activity occurs between teachers and students in teaching-learning processes which create an educative and interactive learning condition and atmosphere called a teaching-learning process.

The use of appropriate methods may also determine the teaching-learning effectiveness and efficiency. Teaching-learning may be conducted by lecturing and other [3] teacher-centered methods, emphasizing more on student interactions. The use of various methods may help the students achieve the learning objectives that a teaching method should be selected and developed to improve learners' activities and creativities (E. Mulyasa, 2005: 107).

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From above statements, it can be concluded that teaching-learning is a process of interaction between learners, educators, and learning resources in a learning environment. Teaching-learning is assistance provided by educators to acquire the knowledge, skills, characters, as well as the formation of learners' attitudes and beliefs. In other words, teaching-learning is a process to help students learn well. Learning is a lifelong process experienced by a human being applicable at any time and anywhere. Learning has a similar idea with teaching with a different connotation.

Teaching is generally conducted by teachers emphasizing more on knowledge and understanding. While the aspects of

application, analysis, synthesis, and evaluation are only small part of learning undertaken. During this time, many teachers give more lectures and exercises directly to answer the questions without understanding the concepts in depth. Those result in poor students in developing their logical reasoning in solving the problems and to apply the concepts they have learned in their real life

that their critical thinking skills are less developed.

Report Text

Board of Studies NSW (1994: 1400) states that a text which discusses the whole things, such as an object or animal and containing factual data, images and information of parts of a subject being discussed, is called a report text.

Based on above opinions, report text discusses matters related to explain parts in general by explaining parts of animals or objects.

According to Anderson and Anderson (1997; 86-87) a text has a social purpose to provide information on a subject,

such as a computer, natural disaster, animal, sport and so on.

Mthodology

This research is conducted at State Madrasah Aliyah (MAN) 2 Of Semarang. The population covers students of Grade XI of State Madrasah Aliyah (MAN) 2 Of Semarang for natural, social, and religious science program consisting of a total 8 classes. The researchers use a purposive sampling technique that Grade XI for religious science program which consists of 39 students is selected to become the research samples.

The data are obtained through observations and the teaching-learning instruments are particularly the report text materials, curriculum, lesson plans and syllabus of English for Senior High School Students.

The research results are described based on the assessment scales. The assessment scales used in this research is Likert Scale with four options to measure the ability of teachers in teaching upon the teaching-learning processes at State Madrasah Aliyah (MAN) 2 Of Semarang, as the following table: [4]

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The Table of Likert Scale Categories

No

Score Range

Certification

Influence Category

1

$\geq$ Mi + 1.5 SDi

Very Good

2

Mi

Mi + 1.5 SDi

Good

3

Mi − 1.5 SDi

Mi

Fair

4

Mi -1.5 SDi

Poor

Note:

Mi

: 1/2

(maximum   score   +

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minimum

score)

SDI

: 1/6

(maximum score -

minimum

score)

Finding and Discussion

In learning to understand the report texts, there are three stages of teaching-learning processes undertaken by the teachers. This section presents the results of those three stages, including teaching-learning plan (RPP), teaching-learning implementation (teachers' and students' activities), and teaching-learning assessment.

Analysis on Teaching-Learning Plan

The first thing need to be prepared is teaching-learning plan. Teaching-learning plan covers syllabus and Lesson Plan (RPP) containing lesson identity, competence standard, basic competence, competence achievement indicators, learning objectives, teaching materials, time allocation, teaching methods, learning activities, learning outcome assessment, and learning resources. Teaching-learning plan is prepared by the teachers expresses in Lesson Plan (RPP). Lesson plan has some components which require much attention. The following is an analysis presenting results and discussions of teaching-learning plan made by the practicing teachers based on the analysis of teaching-learning plan instruments. Based on percentage calculation results of observation, it shows that the teaching-learning plan made by the practicing teachers is in accordance with the assessment indicators. Very good

assessment indicator is shown by a percentage of 55.56%. Based on the percentage assessment results above, it

shows that the teachers have implemented teaching-learning plan very well.

Analysis on Teaching-Learning Implementation

The teaching-learning activities in the classroom is the core of educational enrolment characterized by classroom management activities , the use of media and learning resources, as well as the use of

teaching-learning methodologies and

strategies. The teaching-learning implementation in understanding report texts consists of three stages, including preliminary, main, and closing activities.

The analysis preliminary activities consist of analysis on apperception and motivation and analysis on competence targets and activity plans. Next, there are several aspects need to be considered in the main activities, including mastery of teaching materials before explaining them to the students, well

implementation of teaching-learning strategies that students may also absorb the materials well based on the objectives, implementation of scientific approaches, utilization of learning resources/media in

teaching-learning processes, student involvements in teaching-learning processes, and the use of good and appropriate language in teaching-learning processes. The last, the closing activity is the final of a series of teaching-learning processes. The first closing activity is that the practicing teachers may have self-reflection or summarize the results of teaching-learning processes by involving the students. After having the main activities in the form of

discussion and reading the report results of the last group of students, the practicing teachers should make a teaching-learning conclusion by involving the students. After having self-reflection, the practicing teachers ask the students to collect their group work in a portfolio. The practicing teachers then subsequently conduct a follow-up to give directions upon the following activities and provide [5]

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enrichment tasks for the students to

accomplish. Based on observations conducted by the researchers, the follow-up given by the teachers is in the form of directions to read the organization of a report text at home as a homework.

Based on percentage calculation results of observations, it shows that the [6] teaching-learning implementation made by the practicing teachers is in accordance with the assessment indicators. Very good assessment indicator is shown by a percentage of [8] 44.4%. Based on the percentage assessment above, it shows that the practicing teachers have conducted teaching-learning implementation very well.

Analysis on Evaluation of Question Items Test items used by the teachers should be assessed that the inappropriate ones may be improved. Those question items may be qualitatively and quantitatively assessed (Wahyuni and Ibrahim, 2013: 53). The researchers examine the question items made by the practicing teachers based on a

descriptive question item assessment sheet. The quantitative assessment is an analysis conducted after a test is examined or used. The assessment is conducted upon the

domain of material, grammatical construction, and language used.

Based on percentage calculation, the results of observation made, it shows that the

practicing teachers' teaching-learning assessment has already been in accordance with the assessment indicators. The result is considered good shown by an assessment indicator percentage of 100%. Based on the result of above assessment percentage, it shows that the practicing teachers have conducted the teaching-learning assessments well.

Analysis of Student Activities

There are some major activities undertaken by the students in understanding a text report

when teaching-learning processes are taking place in the classroom. Those activities include exploration, elaboration, and confirmation.

Based on the observational percentage calculation results, it shows that during the teaching-learning processes, there are student activities which are in accordance with the assessment indicators. The result which is considered good is shown by a percentage of 66.67%. Based on above percentage assessment, it shows that the practicing teachers have conducted student activities well.

Conclusion

Based on observation performed, it can be concluded that teaching-learning plan has been implemented very well shown by a percentage calculation result of 55.56%. The teaching-learning implementation has also been conducted

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very well shown by a percentage calculation result of 44.4%. The evaluation of question items has been conducted well shown by a percentage calculation result of 100%. The last is students' activities which have been well conducted shown by a percentage calculation result of 66.67%.

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