

**A DESCRIPTIVE STUDY ON THE EFFECTIVENESS OF GIVING ENGLISH INSTRUCTIONS IN TEACHING AND LEARNING ENGLISH AT THE TENTH GRADE OF SMA NEGERI 1 BANJARBARU SCHOOL YEAR 2019/2020**

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**ABSTRACT**

This thesis exposed the teacher strategies in encouraging young learners's participation at the Tenth grade of SMAN 1 Banjarbaru the objectives of the study are: to find out whether the strategy used by the teacher will improve the students' participation and whether it is effective to use in English teaching.

Subject of the research is the Tenth grade of SMAN 1 Banjarbaru school year 2019/2020. There are 28 students. There are two variables; they are independent variable and dependent variable. The procedure of the study was, firstly a pre-test continued by the four teaching English activities and the last was a post test.

The result of the test shows that the average of the pre-test was 50. The averages of the four activities by using bilingual dictionary were 59, 67, 73 and 78. And the average of the post test was 82. The range of average between the pre test and the post test is 32. So the use of bilingual dictionary is quite significant to apply in the teaching and learning process.

Keyword: Descriptive Study, Giving English Instruction

**ABSTRAK**

*Tesis ini memaparkan strategi guru dalam mendorong partisipasi siswa di kelas X SMAN 1 Banjarbaru. Tujuan dari penelitian ini adalah: untuk mengetahui apakah strategi yang digunakan guru dapat meningkatkan partisipasi siswa dan apakah efektif digunakan dalam pembelajaran. Pengajaran bahasa Inggris.*

*Subjek penelitian ini adalah siswa kelas X SMAN 1 Banjarbaru tahun pelajaran 2019/2020. Ada 28 siswa. Ada dua variabel; mereka adalah variabel bebas dan variabel terikat. Prosedur penelitiannya adalah, pertama pre-test dilanjutkan dengan empat kegiatan pengajaran bahasa Inggris dan yang terakhir adalah post test.*

*Hasil tes menunjukkan bahwa rata-rata tes awal adalah 50. Rata-rata dari keempat kegiatan dengan menggunakan kamus dwibahasa adalah 59, 67, 73 dan 78. Dan rata-rata tes akhir adalah 82. Rentang rata-rata antara nilai pre test dan post test adalah 32. Jadi penggunaan kamus dwibahasa cukup signifikan untuk diterapkan dalam proses belajar mengajar.*

*Kata Kunci: Descriptive Study, Pemberian Intruksi Bahasa Inggris*

## INTRODUCTION

As the increasing of awareness of the importance of English to be taught, many English teachers, begin to use English as their classroom language. It seems that the widely use of English in classrooms is motivated by many studies reporting that the use of classroom language in foreign or target language context contributes to the improvement of learners' abilities to learn English.

For a country in which English is a foreign language, like Indonesia, the use of English as classroom language, particularly to give instructions is useful to create a very rich English language environment for learners. This is in line with Willis (1981, as cited in Shin) who asserts that the use of English in the classroom including in giving instructions is very similar to basic everyday English. He indicates that using English as classroom language is able to make learners familiar with English. Moreover, Leverer (2006) believes that the goal of using English in giving instruction are to engage the learners, spark their interest in English, help them to feel comfortable to interact in English and to motivate them to learn English so that they can communicate more effectively.

It seems that the aforementioned benefits of the use of English to give instructions in the classrooms successfully attract teachers to use English in their classrooms. However, have the benefits been achieved satisfactorily in practice? It is important for teachers to take into account that deciding to use more foreign language in young learners' classrooms, especially to give instructions by which learners are directed to do lesson activities, requires them to give extra efforts to support the learners' understanding (Cameroon, 2001).

In line with Cameroon (2001), Moon (2000) also notes that teachers should be aware that it is not just what they say that is important, but how they deliver it. The way teachers deliver what is said is important as well in terms of what learners learn and how they learn.

Young learners are at the concrete stage where experiences play a major role in all teaching (Pinter, 2006), learning by doing (Halliwell, 1992), and they work out the meaning and interpret clues provided by the context or situation more quickly than words (Liruso and de Debat, 2002). Young learners are also curious and active and that they engage in physical activities as much as they learn through interaction with other people (Harmer, 2001). These characteristics, as well as giving extra supports, should also be taken into consideration by teachers while giving English instructions so as to help learners do all the learning tasks successfully.

One of the important ways that teachers may choose to achieve a successful learning is by giving effective instructions. J.D Ramirez (1986, as cited in Liruso & de Debat, 2002) emphasizes that giving effective instructions is up-most important since two-third of overall teacher explanations in bilingual programs are procedural ones by which teachers conduct lesson activities. Thus, effective instructions to which learners give relevant responses are totally needed so as to create a successful learning. Unfortunately, a previous study which was conducted by Liruso and de Debat (2002) reported that there are some problems which are often made by teachers while giving instructions to young learners.

The problems cover speech modification to un-English discourse, no demonstration, no checking understanding, no organization of pairs or groups, learners asking for clarification before hearing the whole instructions, and talking without engaging learners' attention. In the practice, these problems may lead to learners' confusion about what they are supposed to do. Besides, from researcher's personal experience, using English to give instructions in classrooms faces some difficulties in making learners understand the instructions. Whereas, learners' clear understanding about what they are expected to do contributes to the achievement of a successful learning since they are able to

perform the tasks successfully. Thus, giving effective instructions is undoubtedly a crucial element in a learning process, particularly in teaching young learners. However, little research has been done on this topic: teacher's English instructions in classrooms.

Departing from this point of view, the study tries to investigate the practice of giving English instructions in classrooms performed by a teacher. It mainly aims to investigate whether or not the teacher gives the instructions in classrooms effectively. The desired aim is achieved by describing supports that are employed by the teacher while giving English instructions and learners' responses towards the instructions given.

## **RESEARCH METHODOLOGY**

The design used in this study was qualitative design. The case study was used in this research. Creswell (1998) states that a case study is chosen to study a case with an obvious boundary. The case study is particularly used. The instruments used to collect the data were observations, documents and interview. its special features. According to Merriam (1998: 29), qualitative case studies have several characteristics.

## **DISCUSSION**

1 How does teacher make lesson plans for reading class?

Lesson plans have a crucial position in teaching and learning process. Making lesson plans will enable teachers to identify competences and methodology, organize material, and anticipate students' condition and instructional problem which may happen in the process of teaching and learning. Joseph and Leonard in Mulyasa (2008: 159) suggest that teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it. Mulyasa mentions some

principles in developing lesson plans. First, the competency should be formulated clearly; second, it is set simply, flexibly and can be conducted in the learning process; third, the learning activities arranged should be in accordance with the basic competences; fourth, the lesson plans should be developed thoroughly and have clear goals.

a. Standard Competence The first thing to talk from the lesson plans made by the teacher is the standard competence. BSNP (2006) defines standard competence as a measurement to determine minimum knowledge, skill and attitude that should be mastered by students in their learning. This measurement is then developed to be basic competence that becomes teachers' guidance in conducting lesson plans. Seeing from how the teacher planned the lesson plans, the teacher sets the lesson plans based on the standard competence settled by government rule. The standard competence used by the teacher is in line with what stated by English curriculum settled by BSNP (2006) for SMP or MTs students. Membaca Memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis interaksional dan menolong terutama yang berbentuk deskriptif, naratif, recount, prosedur, report.

b. Basic Competence

In determining the basic competence for reading, the teacher chooses 3 basic competences. First, it is reading aloud, the second is responding

to meaning, and the third is responding to meaning and rhetoric steps of two kinds of text (descriptive and recount). It is in line with BSNP policy which states the following basic competence for reading. Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis terutama yang berbentuk naratif, deskriptif, recount, dan anekdot, serta pesan-pesan pendek. In the first and second session, the teacher uses the same basic competence, but in the third session, the teacher uses a different basic competence. It is because in the third session, the reading text is not only focusing on descriptive text, but also on language feature for speaking, that is asking and giving opinion. 46 giving opinion. The expression is used as a supporting material for the descriptive text. This kind of combination can be used by the teacher because according to the policy, speaking skill is automatically needed in reading session because the students are given chances to convey their opinion or reflection towards the text they read.

#### c. Indicators and Learning Objectives

Indicators and learning objectives are developed from basic competence into more specific units. In determining the indicators and learning objectives, the teacher refers to standard competence and basic competence. The indicators are set from the easiest to the most difficult one. The indicators and the objectives set are represented

in the learning phase (whilst activity). Seeing from how the teacher sets the indicators and learning objectives, it is found that the teacher usually uses the following indicators. 1) Identifying This indicator is always used in every session, not only in descriptive text but also in recount text. The identifying process comprises of identifying detailed information and special language features in the reading texts. 2) Saying or pronouncing This indicator is only found in reading aloud basic competence, where the students are training to say a special expression or reading text with a correct intonation, expression and fluency. 3) Asking and answering questions These two indicators are found in both descriptive and recount text. In the descriptive text learning, asking and answering questions is particularly used in asking and giving opinion, while in the recount text learning it is used to answer question about the text.

#### d. Learning Material

Learning material are all things which support learning covering service system and environment (Seels and Richey, 1994). It means that learning material can come from many sources. It can be from textbook, internet and so forth. There are some important things which need to be taken into account in choosing learning material to use in the classroom. BSNP mentions the following important things as the advice; 1) students potential; 2) the material relevance with local culture; 3) the material should be suitable with students' physical,

intellectual emotional, social and spiritual development; 4) the material should give benefit for students; 5) the knowledge structure; 6) the scope of the material itself; 7) the material relevance with students' need and social requirements; 8) time allocation. Based on the standard competence and basic competence, the material taught are descriptive and recount text. Descriptive text is used to describe a thing like human, animal or others (Gerot and Wignel, 1994). Gerot and Wignel suggest that this text is used to retell an event or some events in order to entertain or inform. In the 4th-6th session, the teacher takes the model from some daily experience. For example for the last session material, the topic is about unforgettable experience, where it is told that a student suffers from malaria. This kind of text can give benefit to the students to be familiar with kinds of disease.

#### e. Learning Method

The learning method use in the reading class is three phase technique. As suggested by Wallace (2001) in Emilia (2011), this method is suitable to use in reading session. The phases are pre-reading, whilst-reading and post-reading. In pre-reading, the teacher plans to have brain storming for the students. She lists one or two questions for the students. The questions are aimed to relate students' prior knowledge with the recent topic. The teacher also uses some media like pictures or map to stimulate students' ideas on the topic. In whilst-reading, the

teacher allocates the time for discussing the reading text; it includes the use of bilingual dictionaries. The main activities that the teacher conducts in this phase are giving text to the students, explaining language features in the text, providing reading time for the students, and discussing the text. In the post-reading, the teacher plans to evaluate the learning process. Similar to pre-reading activity, the teacher gives some questions to the students consisting of 5W 1H questions. This is done to check students' comprehension after reading.

#### f. Instructional Media

The instructional media used in the teaching and learning process are designed to help the students learn easily. The teacher states that bilingual dictionaries is not only as a media, but also can be an individual strategy for the students to learn English, either at home or other places. While pictures, map and games are occasionally used and they are suited with the learning topic, for example the map is used when the students learn about tourist destination, where they can show tourist destination by looking at the map. The media is basically rich in variety, but it also related to some conditions, like school's facility and the students or class condition. The most important point about media is that media should lead students to a meaningful learning.

#### g. Learning Sources

BSNP as explicitly states about the learning sources to use in the learning process. Learning sources can be in the form of

references, media, and object, social, natural and cultural environment. The teacher can determine the media which is suitable with the standard competence, basic competence, learning material, and indicator. The teacher uses some learning sources like BSE book published by National Education Department, genre book and English story book. Sometimes the teacher takes the material from her own work.

#### h. Evaluation

For evaluating the process of learning and students' mastery towards reading text, the teacher designs a few test given in the end of learning session. The tests are in two forms. First, the teacher asks the students to summarize or giving comments about the reading text.

### 2 How is the implementation of using bilingual dictionaries in reading class?

The teacher actually does not state clearly in the lesson plans about using bilingual dictionaries phase in the reading class. The implementation of using bilingual dictionaries is represented in the whilst-reading activities. The teacher prefers using bilingual dictionaries since bilingual dictionaries give benefit to students' vocabulary learning. The teacher understands the students' poor vocabulary so she tries to use the proper strategy in the reading session. Guessing from context strategy has ever been conducted but it does not give much benefit for the students. The students get confused instead of understand the material. Regarding the use of bilingual dictionaries in every

session, the steps in using bilingual dictionaries is analyzed based on dictionary use steps proposed by Scholfield (1982) and Nesi (1982) in Welker (2010). the teacher uses bilingual dictionaries in her reading class, it is found that there are some steps which are used in every reading session, and there are also some steps that are only conducted in the initial reading session.

- 1) The teacher reminded the students how to use bilingual dictionaries from the alphabetical sign.
- 2) The teacher asked the students to find out the difficult words.
- 3) The teacher asked students to guess what the difficult words are.
- 4) The teacher asked students to consult their bilingual dictionaries during reading session to find out the difficult words meaning.
- 5) The teacher guided students to choose the right meaning for the reading text
- 6) The teacher explained the synonym and antonym of the difficult words
- 7) The teacher taught the students how to pronounce the words based on the dictionary direction
- 8) The teacher and students discussed the reading text wholly

### 3 How does teacher evaluate the learning process?

In evaluating the learning, the teacher has a firm pattern in every session. The teacher evaluates the students understanding by giving them questions in post-reading session. The question given usually consists of asking 5W 1H question. Generally in each session the teacher gives the question to the students to sum up what have been learnt in that day. This is done in line with Saricoban's

(2002) suggestion that this kind of activity can be done by asking students to summarize, evaluate, synthesize, reflect or give comment. However, this kind of evaluation is regarded not too good by the teacher since there are so many students who do not want to answer the question. They must be shy or do not understand the reading material at all. Based on this fact, the teacher finally decides to always have daily test in the end of post-reading activity. The students are given a few questions about the reading material learned. The teacher usually gives five multiple choice test to the students. It is expected that this kind of evaluation can measure and represent individual comprehension. This kind of method has been experimented by Lupescu and Day in 1993. The result shows there is a benefit from using bilingual dictionaries in reading. The daily test created by the teacher is categorized into achievement test. It is a kind of test which is used to measure students' learning achievement in a period of time. This achievement test can be categorized into teacher-made test (Purwanto, 2010), where teachers design their own test for the students. This kind of test is based on learning content and particular objectives of the teacher. It is also based on topic, proficiency, or particular skill. This test is usually developed by the teachers herself. The items tested are not usually tested first (no try out), analyzed, or revised. As a result, the validity of the test may be low or in adequate. Because this kind of test is only created by particular teachers in particular schools, so the test is only used for self-use only. The multiple choice test seems to work as expected. Seeing at the score comparison, the students get

good score. It represents that bilingual dictionaries assist them to read well. However, the score of this daily test shows fluctuation. Some students sometimes get high score in some sessions, but they get low score in other sessions. In the first session test, there are 28 students (75,68%) who pass the minimum standard (65). In the second session test, there are 27 students (72,98%) who pass the minimum standard. In the third session, 32 students (98,65) pass the minimum standard. While in fourth session, 24 students pass the minimum standard (64,87%). There are 27 students (72,98%) who pass the fifth daily test. In the sixth session, 21 students (56,76%) pass the test. The unstable score can be caused by a lot of factors. The text difficulty level can be one of the factors. The teacher conveys that it can be caused by students' condition where they cannot concentrate well during the learning. Recheck et al. (2002) states that this factor probably comes from the students themselves. The surroundings condition can also affect them like the noise coming from road and the class itself. Westwood categorizes this into noise and distraction. The last is the insufficient time allotted by school for the reading class. The students sometimes do the test in rush because the time is almost up.

## **CLOSURE**

It is important to use a proper strategy for teaching language skill in language classroom. Using bilingual dictionaries is one of the strategies that can be used by English teachers in their classroom.

This research is aimed to investigate how an English teacher uses bilingual

dictionaries in the reading class. The research focuses on how the teacher creates the lesson plans for reading class, how the implementation of using bilingual dictionaries in reading class is, and how the teacher evaluates the learning process. The following are the conclusions of the present research.

1. The English teacher creates lesson plans for reading class based on English curriculum proposed by the government. The teacher plans using bilingual dictionaries in whilst-reading activity. Furthermore, the English teacher can adjust some elements of the lesson plans due to the students' condition and school.
2. The implementation of using bilingual dictionaries in reading class covers these following steps:
  - a. Understanding alphabetical sign;
  - b. Locating the difficult or unknown words or phrase;
  - c. Contextual guessing;
  - d. Choosing the right meaning for context;
  - e. Teaching synonym and antonym of words;
  - f. Pronouncing the words;
  - g. Discussing the text;
  - h. Inferring words' meaning by using sense.

The evaluation administered by the teacher can reflect how far students' comprehension of reading text learnt during the reading session. The result of the evaluation reveals that 73,65% of the students can pass the minimum standard of the test score.

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