

**THE USE OF THE TEACHING AIDS TO TEACH ENGLISH TO THE
STUDENTS OF SMPS DHARMA WANITA 7 TANGGULANGIN
SIDOARJO**

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Abstract

There are several factors to consider the success of the teaching of English. These factors are teachers, students, teaching techniques, instructional materials, instructional media (teaching aids), evaluation, psychological and physiological condition, and so on. Teaching aids are intended to assist the teacher on delivering the materials through teaching learning process. The choice and use of teaching aids should be based on tight criteria. It is because they have to have suitable impact on the teaching learning process derived from right on track operations. It is the ideal condition. On the other hand, the real condition is commonly occurred by using any teaching aids available that frequently end in immeasurable result. There is a gap between the ideal and real condition. The researcher intends to only and simply describe the field use of particular teaching aids either it is in an ideal or real condition.

INTRODUCTION

English language has become the universal bridge to link global people in global village to communicate and interact verbally and non-verbally and beneficially and mutually in all activities in a particular span of time (www.englishcommunication.com)

Founded on the fact that English has been a vital and crucial means of communication, the Indonesian government takes huge concern on the use of English to teach at Junior High School. The Indonesian government considers that students should be competitivewhen they have graduated to compete with one another in higher level. The Indonesian government authorizes the teaching and learning English as a compulsory subject in a systematic and logical process under

legal, formal, legitimized, and authorized educational institution. The Indonesian government intends to confirm the output this process measurable.

English language has 4 skills to master. These 4 skills are listening and speaking (productive) and reading and writing (receptive). These 4 skills should better be studied, learned, and acquired in integrated basis since they correlate each other and cannot stand by themselves. Hence, the aims of English subject with these all 4 skills are (1) developing the ability to communicate in English verbally and non-verbally on listening, speaking, reading, and writing ability; (2) raising awareness on the English nature and importance as a foreign language to become a major tool of studying, learning, and acquiring; and (3) developing an understanding of relations between languages and cultures and broaden the knowledge of culture, so the students have cross culture knowledge and can engage in cultural diversity (www.inenglishindonesia.com)

The first two concepts the researcher believes is on Gage (2002:112) definition on teaching. He defines teaching as a form of interpersonal influence aimed at changing the behavior potential of another person. Brubacher (2000:24) reinforces Gage's definition by defining that teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so.

Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes and the changes produced are relatively permanent (www.learning.com)

Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur as a result of habituation seen in many animal species, or as a result of more complex

activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness (www.wikipedia.com)

Brown et al (1983:18) states that the production of the media are purposed to assist teaching in achieving several purposes; they are of different levels and difficulty; some pay special respects to the students and to individualized learning, while some do not. The term instructional media includes a wide range of equipment and technique. Gerlach and Ely (1980:241) state that medium, broadly conceived, is any person, material, or event that establishes conditions which enable the students to acquire knowledge, skills, and attitudes. In this sense, the lecturer, the textbook, and the school environment are media. Instructional.

The observation was done in seventh grade smp dharma wanita 7 tanggulangin the total of response 14 students. The observation was done in three meetings first meeting 1 september second meeting 8 september and there meeting questionnaire at 16 september Data were collected and analyzed using variety of qualitative techniques observations, questionnaires, field note

Findings and discussion

The researcher did this first observation on Monday September 1st, 2014 at 08.40 and ends at 10.00. She does it at class VII-A. At each meeting has 35 minutes time. The number of students in class VII-A activity totaled 18 students. For first, the teacher enters the classroom and then led the prayer before the study began, after the prayer is finished the teacher greets the students and asked them the news before checking the presence of the disciples on the day. And teacher immediately check student attendance on the day.

The teacher first started reading the names of days and months, to give an example of the student-teacher students. After has given an example, the teacher gives direct only It ordered the disciples to follow after the teacher read it after a few times first Then they read together, the mother his name immediately adi please came forward and replaid again The teacher also made a game for the students in class, to fill four paper.

It amounts to paper is in the allocation to each of the rows of benches which contains writings Moon and Day, respectively amounts two. Teacher giving representatives from each of the series to take the paper to the enclosed paper ranks. After all received representatives of the student, they immediately opened. And they have know what for posts for each row. Two rows of receiving paper with Moon and two rows longer accept paper with Days. Rules of the game is based on the paper has been accepted by each series, they have to Preparing a representative of the people for coming forward.

The goal is to memorize the name of the month or the day according to a paper in the can, and those who can not represented fit smoothly mention in the paper that can then he will lose. For the losers will get a penalty in the form of a rainbow-rainbow sing a song but should be in dangdut, and the penalties enacted for all students who were in the row

4.1.1.2 Classroom Observational Field-Notes 2

The researcher did this second observation on Monday September 8th, 2014 at 08.40 and ends at 10.00. She does it at class VII-A. First of all the teacher entered the classroom. Then give greetings to all the students in the classroom and continue to lead the prayers. At this meeting the teacher took time to greet the students and repeat the last lesson, which is about the day and the month. The result is that not all students can smoothly day and month names in the language inggris. Tapi, not to mention a few who can correctly though their pronunciation is not so perfect, so at least there are still some that can absorb the material is taught pelajaran yesterday. Then the teacher immediately told the students to open their books mereka masing LKS.

Mother gives examples of how the teachers immediately correct reading, mom slowly one by one the teacher was reading the numbers in English, from the numbers 1 to 25. After finish gives an example of how to read a true, direct teacher told the children to follow teacher read the numbers in English, the teacher

must first read and then the students follow. then teacher gave the order for the student will be on call to come forward to reading materials cardinal number without bringing book. Spontaneous mediate disciples cheer, until crowded classroom atmosphere becomes uncontrollable. The teacher repeatedly to try to silence the students, but to no avail, they still apparent crowded. Until the teacher finally a little shout and express anger because uncontrolled classroom atmosphere.

But it did not last long and the anger of the teacher eased with itself. Dan then the teacher gives students time for 15 minutes to memorizing such material. While waiting for the students to memorize, the mother wrote on the board a number of start numbers 1-25 as well as a way to read it in English. The time that is given to memorize the teacher's mother had expired, the teacher immediately ordered to close their books. Immediately, the teacher gives the cue for all the students together in order to read what has been written on the blackboard by the teacher earlier. Of course, the first reading is then followed by the teacher students. After reading up to two times, the teacher delete some numbers written in the language read in the UK. And the students are instructed to complete a miraculous empty words on the board which is done by means of reading. Word for word however teacher charged back and tell deleting, students to fill them with a way forward and complete the missing words are.

Teacher : There can answer? If there raise your hands.

Lisa : I mom teacher (with hand raised)

Teacher : Yes lisa, please come forward.

Lisa had come forward and immediately fill the missing words are, and it turns out all the missing words are filled by teachers lisa. Mom were examined one by one, all the answers were in fact true all lisa wrote. The teacher also gave a round of applause and The children followed to applaud. Lisa then sat back down into

his seat with a bright cheerful face because it was praised by the teacher. The teacher continued the lesson today, by giving a verbal problem and students should immediately write in the English language. Provide some sort of problem like a repeat test with, but the bell was rang signaling break has arrived, students with his exuberant cheering because not so carried on as the recess bell has rung. Quickly teacher invites the students to rest, and the students also get out the classroom in an orderly manner without causing the slightest