

# The Process of Teaching and Learning English Used by teacher at SMPN 1 Poso Pesisir Utara

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**Abstract :** The objective of this research was to describe the process of the teaching and learning English used by teacher at SMP Negeri 1 Poso Pesisir Utara in Academic year 2022/2023. In this study the researchers using a qualitative approach to the type of descriptive study. The researcher collected the data from English teachers in SMP Negeri 1 Poso Pesisir Utara that have been using the curriculum 2013 in the process of learning. The eighth grade of SMP Negeri 1 Poso Pesisir Utara to describe teaching activities that are often used by teachers and the students. The Procedure data collection in this study was used Observation, Interview and Documentation. Data Analyzed was used Miles and Huberman ,theory framework for qualitative data analysis by three components: data reduction, data display, and drawing or verifying conclusion. The results of the English teaching and learning process in the previous chapter, it can be seen that the process of English learning uses steps of the teaching learning process in class include the opening activity, the main activity, and the closing activity. The primary activities are watching, questioning, investigating, accommodating, and communicating.

**Keywords:** *Process Teaching and Learning; English teacher;*

## 1. INTRODUCTION (10 PT)

SMP Negeri 1 Poso Pesisir Utara is one of junior high school located in Kalora Village. The school have good quality classroom, library, laboratory etc. Based on the research, the researcher found some problem such as students have problems with creating in a variety of areas, such as tenses, vocabulary, grammar, and word composition in descriptive texts and the students feel difficult to learning English. This makes it harder for them to understand the words and their meanings. During the teaching and learning process, sometime the teacher should choose a teaching strategy that complements the subject matter. The process involves implementing teaching strategies and methods in line with the 2013 curriculum's scientific approach, with media selection being crucial for making challenging subjects more understandable for students. In order to teach the subject, the teacher should also employ appropriate media. A well-run classroom will aid the teacher in maintaining control of the environment. In addition to effectively communicating with the students in English during the teaching-learning process at SMP Negeri I Poso Pesisir Utara, The English teachers also use Indonesian in their instruction. And sometime the English teacher used method or strategy teacher-centered in classroom.

The teacher takes an important role in helping the students learn and understand English since it is through this that they will be able to comprehend the material and lessons. The teacher needs to motivate the students for them to understand the lesson. During this time, the teacher can provide practice and exercises on the subject matter in the classroom. This study aims to highlight how the process of teaching English is used by the teacher at SMP Negeri 1 Poso Pesisir Utara.

### 1. Teaching Learning Process

#### a. The definition of Teaching Learning Process

The two components of formal education are teaching and learning. Brown (2007) stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the

conditions of learning. Leo (2013) said that teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduate. Teaching means giving the instruction to (a person): give a person knowledge skill, etc. Crawford (2005) argues that education is more than just a collection of techniques. Teaching is addressing a set of goals for a specific student group at a specific time of the school year, using specific resources, in a specific school and community context, and within a specific time period. It entails striking a balance between giving clear instructions and planning each student's and group's activities. It entails helping pupils acquire both the curriculum's information and learning methodologies at the same time.

#### b. The English Teaching Learning Process

Mohammad (2001) also explained that recently, English language learning has grown to generally use communicative teaching. This means that in English lessons the ability to communicate verbally and in writing is the main basis for learning. Mohammad (2001) added that if the target of language teaching is oriented towards communication skills, language learning and curriculum include the ability to communicate in the target language, and the approach needs to be able to reflect and facilitate the target. Put another way, the environment in the classroom for teaching the material, the exercises, the facilities and tools for teaching, and the activities themselves must all be coordinated to promote complete communication or interaction in line with the accomplishment of the desired outcomes. Mohammad (2001) explains that at the risk of oversimplification, the introduction of a communicative approach into secondary school English learning, involves changes at different levels. Because the accompanying textbook and syllabus are incompatible with the communicative approach, teachers play a more crucial role in creating possibilities for successful instruction when using them in conjunction with a specified textbook and syllabus. Additionally, Muhammad outlined the five components of every learning unit, which are:

- a) Structure that addresses a particular range of grammar;
- b) Vocabulary/vocabulary that contains information on reading;
- c) Reading material on a subject connected to the knowledge category to boost nationalism and understanding of issues with national development;
- d) Conversation/conversation on selected topics according to language and situation functions; And
- e) Writing, this determines various writing activities ranging from writing for language to writing for communication.

Mohammad's explanation above is also in accordance with the ability to communicate as explained that the ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts which are realized in four language skills, namely listening, , writing, reading, and speaking. In social interactions, these four abilities are utilized to initiate or reply to discourse. Consequently, the goal of English courses is to help students acquire these abilities so that by graduation, they can converse and interact in English at a specific level of literacy. The aforementioned description leads one to the conclusion that learning English requires having the discourse skills, or the capacity to comprehend and/or generate spoken and/or written texts. These skills are realized in four language domains: speaking, listening, reading, and writing. The functional level of English instruction for junior high school students is focused on verbal and written communication for problem-solving.

#### c. Models in Teaching Learning Process

Even though they are fundamentally different, certain models used in the teaching and learning process have comparable meanings. Approach, method, technique, and strategy are what they are..

##### 1) Approach

Anthony stated in Brown (2000) that an approach was a collection of presumptions about the nature of teaching, learning, and language. According to Gulo (2002), there are various approaches used in the teaching and learning process. The teacher-centered approach is the first strategy.

##### 2) Method

Anthony was quoted in Brown (2000), where he defined a technique as a comprehensive plan for the methodical presentation of language using a chosen methodology. This explanation

explains that a method is the application of a chosen strategy. However definition of teaching methods: The purpose of the teaching approach is to operationalize the strategy's planned outcomes. A certain collection of instructional techniques is needed to carry out a given plan. The definition states that one of the components of the teaching and learning techniques is the methods of instruction. The instructional techniques that went into organizing exercises or tactics. According to these interpretations, a teacher's method is the approach they take to teaching, which is based on a certain strategy. These justifications lead to the conclusion that a teacher's approach is the means by which they carry out their instructional and learning goals. The method is how a teaching technique or approach is applied or implemented.

### 3) Technique

Anthony in Brown (2000) defined techniques as the particular classroom activities that were in line with a method and, thus, also in line with an approach. It is clear that the teacher's technique is the more detailed method by which they carry out the task in the classroom.

### 4) Strategy

According to Silver, Strong, and Perini (2007), the term "strategic" has two ancient Greek roots: Once more, the word "stratos" means "multitude" or "that which is spread out" and also implies "to lead" or, more accurately, "to bring together." Bryson (2004) defines a strategy as a set of goals, plans, policies, decisions, actions, and resource allocations that establish an organization's identity, mission, and methods of operation. According to these definitions, strategy is the process of determining what will be done in an activity.

Based on the theories above teaching English involves more than just assigning authentic assignments; it requires the right methodology. English teachers should encourage students to laugh at mistakes, be patient, and encourage oral participation to develop self-esteem and enhance their language skills.

## 2. Scientific Approach

In Indonesian high school systems, the scientific approach is a teaching strategy that applies scientific procedures to the material being taught. The scientific method contains the qualities of "doing science," which enables educators to enhance the learning process by segmenting the process into parts that include comprehensive instructions for carrying out student learning. According M.Zaim 2016 explained that although someone may hear things, he may not be paying attention to what is being said. Furthermore, listening is a communication skill since it allows the listener to interpret what they hear'

One of the learning strategies supported by the 2013 Curriculum is the scientific method. This method also places a strong emphasis on the process of knowledge discovery and on students as learners by using scientific principles. American educator and philosopher John Dewey (1859–1952) is a major proponent of the "learning by doing" learning approach, which views students as the subjects of their education.

The scientific approach is a form of teaching that places a strong focus on using scientific techniques in lesson plans and student activities. This is predicated on the idea that learning is fundamentally a scientific process that is conducted by both teachers and pupils. It is anticipated that this method will help students think critically, rationally, scientifically, and objectively in light of the facts as they stand.

According to the Republic of Indonesia's Ministry of Education and Culture's 2013 Curriculum Socialization Data, there are a number of requirements that must be met, including:

- 1) Learning resources that go beyond simple imagination, fiction, folklore, or fairy tale and are based on facts or phenomena that can be rationally or scientifically explained.
- 2) There is no instantaneous bias, subjective thinking, or reasoning that strays from the line of logic in teacher explanations, student responses, or teacher-student educational exchanges.
- 3) Encourage and motivate students to use learning materials and to think critically, analytically, and precisely when recognizing, comprehending, and solving problems.
- 4) Encourage and motivate children to use their imaginations to draw connections, contrasts, and parallels between the lessons they have learned.
- 5) Students should be motivated and encouraged to comprehend, apply, and develop logical, objective thought processes when they are responding to course information.
- 6) On the basis of ideas, hypotheses, and verifiable factual data.

- 7) Although the learning objectives are presented in an easy-to-understand manner, the presentation approach is engaging.

Scientific approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. Since the students become the subject of learning, the learning method promoted is „learning by doing“ which is largely promoted by an American educator and philosopher John Dewey (1859-1952). Scientific Approach is an approach used in learning with an emphasis on the use of scientific methods in teaching and learning activities. This is based on the essence of learning which is actually a scientific process carried out by students and teachers. This approach is expected to make students think scientifically, logically, critically and objectively in accordance with existing facts.

Refer to the 2013 Curriculum Socialization Data issued by the Ministry of Education and Culture of the Republic of Indonesia, there are several criteria that must be fulfilled, including:

- 1). Learning materials based on facts or phenomena that can be explained logically or certain reasoning; not limited to mere imagination, fantasy, legend, or fairy tale.
- 2) Teacher explanations, student responses, and teacher-student educational interactions are free from instantaneous prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking.
- 3) Encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials.
- 4) Encourage and inspire students to be able to think hypothetically in seeing the differences, similarities, and links with each other from the learning material.
- 5). Encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials.
- 6) Based on the concepts, theories, and justifiable empirical facts.
- 7) The learning objectives are formulated in a simple and clear manner, but the presentation system is interesting.

### **3. The Steps of a Scientific Approach**

The steps of scientific approach in the learning process include observing (*mengamati*), questioning (*menanya*), experimenting (*mencoba*), associating (*menalar*), communicating (*mengkomunikasikan*). According to Daryanto (2014), the steps for a scientific approach in learning are as follows:

#### **a. Observing**

The method of observing gives priority to the meaningful learning process. The method of observing is very useful for fulfilling the curiosity of students, so that the learning process has high meaning. With the method of observation, students find the fact that there is a relationship between the object being analyzed and the learning material used by the teacher. Observing: Students begin by observing phenomena or objects in their environment.

#### **b. Questioning**

In the 2013 curriculum, questioning activities are expected to emerge from students. The learning activity of questioning is done by asking questions about information that is not understood from what is observed or questions to get additional information about what is observed. Questioning: Based on their observations, students formulate questions about what they see or wonder about. Collecting Information or Experimenting: Students gather information through various methods, including experimentation, to find answers to their questions.

#### **c. Experimenting**

The activity of gathering information is a follow-up to asking questions. This activity is carried out by exploring and gathering information from various sources in various ways. Students can read various sources, pay attention to phenomena or objects that are more accurate, or even carry out experiments. Associating or Information Processing: Students analyze the information they have collected, looking for patterns, relationships, and explanations.

#### **4. Associating**

In the activities of associating, there are reasoning activities within the framework of the learning process with the scientific approach adopted in the 2013 curriculum to illustrate that

teachers and students are active actors. Reasoning is a logical and systematic thought process on empirical facts that can be observed to obtain conclusions in the form of knowledge.

#### 5. Communicating

In the scientific approach, the teacher is expected to provide opportunities for students to communicate what they have learned. This activity can be done through writing down or telling what was found in the activities of seeking information, associating, and finding patterns. Communicating: Students share their findings and conclusions with others through various forms of communication

The scientific approach in learning is a method that encourages students to actively explore, investigate, and construct knowledge through a systematic process. It is based on the principles of the scientific method, but adapted to the learning context. By following these steps, students become active learners who develop critical thinking, problem-solving, and communication skills

## 2. METHOD

To obtain data in this study the researchers using a qualitative approach to the type of descriptive study. According to Creswell (2012) qualitative research is methods for exploring and understanding meaning that by a number of individuals or groups of people are ascribed to social or humanitarian problems. The researcher collected data by observation, the researcher collected the data from English teachers in SMP Negeri 1 Poso Pesisir Utara that have been using the curriculum 2013 in the process of learning. The eighth grade of SMP Negeri 1 Poso Pesisir Utara to describe teaching activities that are often used by teachers and the students. This research at Kalora village, SMP Negeri 1 Poso Pesisir Utara, grade 8, Trans Sulawesi Road, Poso Pesisir Utara District, Central Sulawesi. Sources of data in this study were teachers of English grade VIII students of SMP Negeri 1 Poso Pesisir Utara. The Procedure of Data Collection of this research used Observation, Interview and Documentation. The data will be analyzed based on the Miles and Huberman (1994: 21- 23), theory framework for qualitative data analysis by three components: data reduction, data display, and drawing or verifying conclusion.

### 1. Reducing of the Data

Data reduction could be interpreted as the process of selection, simplification and transformation of the data to field notes. Then the researcher selected the data related to the research problem taken from observation, interview and document. The important data from the observation, the picture, the interview and document will be selected. Then, the unimportant data was reduced.

### 2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. By looking at display, it helps to understand what is happening and to do something either analyze further or take action based on that understanding (Huberman, 1994: 11). In this section, the whole information that was appropriate with the statement will be arranged to know the process of teaching and learning process used by English teacher's at the eighth grade of SMP Negeri 1 Poso Pesisir Utara.

### 3. The conclusion drawing and verification

Based on the data served, the researcher took the conclusion. The researcher made conclusion based on observation, interview and analyzing of the data that will be done. Conclusion is also verifies as the analyses mind during writing, with a short excursion back to the field notes. In this step, the researcher built the conclusion from the information and the data used.

## 3. RESULTS AND DISCUSSION (10 PT)

### 3.1.Data Description Observation and Interview

**Table 1 Observation Step of Teaching and Learning Process**

No	Observed aspects	Yes	No	Description
<b>I Pre Activity</b>				
1	Greet when entering the classroom.	√		The teacher greeted the students using English
2	Check student attendance	√		The teacher checked the students' attendances
3	Divide students into groups.	√		The teacher make a small group that consist of 6-7 students
4	Carrying out apperception activities.	√		The teacher delivers the previous material
5	Convey learning objectives.	√		The teacher called one of the students to stand in front of the other students. The teacher makes a conversation and ask the other students to pay attention about the conversation
				T Hi, Andi
				A Yes, Ma'am
				T Can you speak english fluently?
				A Yes, I can speak english fluently, ma'am
				T Can you tell me zbout your bad experience today?
				A Today i was late coming to school because i played games until 2.00 am. because i woke up late
				T Okey, thanks andi
<b>II Main Activity</b>				
6	Observing	√		The students observing the conversation between the teacher and their friend
7	Demonstrate mastery of learning material	√		The teacher explains how to make a paragraph
8	Carrying out learning in accordance with competencies (goals) to be achieved and student characteristics	√		The teacher explains to the students how to make sentences, then the students are given the task of making sentences based on their experiences with their group friends.
9	Master the class	√		All students listened to the teacher's explanation.
10	Questioning	√		With the teacher's help, the students asked question about something they did not understand yet
11	Exploring	√		The teacher using English language if she wants ask the students to do something
		√		The students are asked to explore their friends' opinions about their experiences.
		√		The student chatting with their group
12	Associating	√		The students created sentence about their friends' experience
13	Communicating	√		The students perform their task about identifying their friend's experience
14	Use media effectively and efficiently	√		The teachers use media LCD
15	Monitor learning progress throughout the process	√		The teacher occasionally asks about the progress of the work student.

16	Carry out a final assessment in accordance with competency (goal)	√	The teachers do not provide assessments student work results
17	Uses English both spoken and spoken write clearly, well and correctly	√	The teacher conveys in two languages, namely English and Indonesian
18	Convey the message in an appropriate style	√	The teacher delivers the material with provide examples.
<b>III POST ACTIVITY</b>			
19	Reflect or make a summary by involving students	√	The teacher and the students concluded the material together
20	Provide opportunities for students to provide comments, suggestions and questions about the material.	√	The students were also be given chance to give comment, suggestion or question of today's material and the meeting.
21	Carry out follow-up by providing explanation of the material at the next meeting.	√	The teacher also gave a little explanation about the next material.

### Opening Activity

The meeting will begin the first the teacher enter class and the teacher greeted the students with introduction and a student absence check from the teacher. Writing letters is the subject. In essence, the English teacher has not done a good job of implementing the teaching and learning process. After greeting the students, the teacher said "before we start our lesson today, let's pray together, all students pray together. Then the teacher checks the students' attendances by call one by one student. Due to the scientific method's application, networking and association-building were the only activities. The 2013 curriculum recommends that teachers use the following five scientific steps: questioning, associating, observing, experimenting, and communicating. In this meeting, the teacher also employed the project-based learning paradigm. The teacher requests that the students present their work based on the outcomes of the group discussions, which were decided upon at the prior meeting by the members of the group. Additionally, the question-and-answer period was given to the displaying groups

Then the teacher makes a small group discussion and parting class into 5 groups that consist of 6-7 students. The English teacher in SMP Negeri I Poso Pesisir Utara is Mr. Nurlan (initials N). In convey learning objectives in classroom Mr. The teacher called one of the students to stand in front of the other students. The teacher makes a conversation and ask the other students to pay attention about the conversation. Here, the teacher produced the engaging material using the aid media of technology. As the only teaching and learning tools used in the process, the discussion is centered solely on the student books and presenter paper. Curriculum guidelines from 2013 called for teachers to use technology to provide media support for their lessons, such as using a laptop and projector for a presentation. In addition, although the English teacher encourages the students to engage in thinking, the students were not encouraged to respond or share their thoughts. The students become passive learners as a result of this, and class participation declines.

### Main Activity

The first step was observing. The students observing the conversation between the teacher and their friend here the teacher asked Andi to come in front of the class "Andi, please come here in front of your friends", "Yes, Ma'am", He replied. Then the teacher asked the students to pay attention about the conversation. "Students, I want to make a conversation with Andi, please pay attention". Then the students pay attention towards Andi and Mrs. Nurlan. In giving material the teacher explains how to make a paragraph and the teacher explains to the students how to make sentences, then the students are given the task of making sentences based on their experiences with their group friends. And all students listened to the teacher's explanation and demonstrate mastery of learning material, carrying out learning in accordance with competencies (goals) to be achieved and student characteristics of the students.

The second step was questioning. With the teacher's help the students asked question about something they did not understand yet. The teacher asked the students "Today we will study about

Recount text". Have you ever learned it before? Suci replied" Not yet, Ma'am". Then Martin asked the teacher " What is the recount text?"

The next step was exploring. Whether the exploring, the teacher using English language if the teacher wants ask the students to do something and then the students are asked to explore their friends' opinions about their experiences. The student chatting with their group The teacher said "please open your dictionary and search meaning of recount. " Then the students (Ayu) answered the meaning of recount text. After that the teacher give a little explanation about recount text. Then asked the students to explore about their holiday experiences with the question provided by the teacher.

The question as follows :

1. Where do you go on holiday at the weekend?
2. What makes your holiday memorable?
3. Show what the atmosphere of the beach you visited was like?

After exploring, the fourth stage is associating. Here the students are asked to created sentence about their holiday experience. They make a sentence, can be more than 1 paragraph about the member of groups'.

The fifth step was communicating. Here the students performed their speech. The teacher choose the students who came in front of the class one by one to explain about their holiday. If they made mistake in writing and pronouncing the word or had difficulty to express their idea, thought or creativity their teacher would help them but not explicitly. The teacher only gave signal when they make mistake. The teacher also took the students' score in performing their speech about explaining their holiday.

#### **Post Activity**

Coherent learning, in accordance with the competencies (goals) to be achieved and student characteristics. Teachers are able to control the class by implementing learning that fosters positive habits, and according to time allocation. But teachers do not use media and learning is not contextual. Teachers can foster students' active participation in learning and show an open attitude towards student responses. Teachers monitor student learning progress and provide assessments of student work results, but it is not in accordance with the objectives. Because they occasionally also use Indonesian, teachers may not always use English properly, correctly, and concisely when writing or speaking it. The time was almost over, the teacher closed the meeting, the teacher and the students concluded the material together. The students were also be given chance to give comment, suggestion or question of today's material and meeting. The teacher also gave a little information about the next material. The teacher close the meeting by pray together

#### **Data Interview Of Teacher At Smp Negeri Poso Pesisir Utara**

The Researcher : What competencies do you expect from learning English?

The Teacher : Compliant with the curriculum and syllabus, helping Children gain better language skills in general, including the ability to understand grammar and correct sentence structure

The Researcher : What methods do you use in the English teaching and learning process?

The Teacher : The methods used are lectures when explaining the theory required according to the material, questions and answers are used when students have difficulty with what is being explained, demonstrating how to make a sentence step by step while guiding students in a paragraph after teaching how to make basic sentences.

The Researcher : What media do you use in carrying out English learning?

The Teacher : The media used are whiteboards, job sheets, modules and LCD

The Researcher : What media do you hope to show the success of the English learning process?

The Teacher : Media that is able to explain everything about the material being taught, because usually if you only use books, students still don't understand the material being taught, and media is needed that can explain concretely how to make paragraphs or sentences in English.

The Researcher : How are students ready to participate in the teaching and learning process?



The Teacher : In my opinion, students' understanding of the importance of readiness to participate in the learning process is quite good. Mother sees here that students' motivation is generally good, so they do not experience difficulty in preparing themselves to take part in the learning process. There is indeed a time for participants students lack motivation in following the learning process, so I first provide motivation in front of the class.

The Researcher : Do students experience difficulties when following the teaching and learning process?

The Teacher : Students have difficulty understanding the lesson, often ask questions because they don't understand, so the way to convey it must be by going to each child to explain again.

The Researcher : How many eighth grade students do you have?

The Teacher : There are 90 people in all, there are 3 classes, each class consists of 31 people. The researcher took the data about the teaching and learning process at the Eight Grade students. The teaching learning process described in several part, there are the stage and the material and media.

#### Stage in Teaching and Learning process

According to the facts shown above, the steps of the teaching learning process in class include the opening activity, the main activity, and the closing activity. The primary activities are watching, questioning, investigating, accommodating, and communicating. The English teacher at SMP 1 Poso Pesisir Utara employs all of these stages. In the opening activity the teacher greet the students and check their attendances. In this stage the teacher also talking about the material before and what they will study at that day. Based on the 2013 curriculum, there are five stage scientific approach components in the main activity such as observing, questioning, exploring, and associating. Students are instructed to observe based on the information to be learnt; for example, they may be viewing a video on an LCD or listening to the teacher speak.

In step Questioning, students ask the teacher about something they don't understand yet, and the other student may respond if they understand what their friend asked. In Step exploring, students began to investigate the topic spoken or the activity assigned by the teacher. It is dependent on the technique utilized by the teacher when exploring their expertise. They can investigate the discussion technique utilized by the teacher by discussing it with their group.

In step Associating, they began arrange what they have discovered. After associating, they communicate it in front of the class under the supervision of the teacher. In the final activity, the teacher and students draw conclusions about what they have talked and learn. The teacher also provides feedback and recommendations to the students. Following that, the teacher informs them of what they will learn the following day.

#### The Material and Media

**Table 4.2 The English Materials In Classroom**

Chapter	Topik	Subtopic
I	It's English Time	Attention, Understanding
II	We Can do It. We Will Do It	Capability and Willingness
III	We Know What to Do	Suggestion and obligation
IV	Come to My Birthday Party, Please?	Invitation. Instruction and permission
V	I'm so Happy For You	Greeting Card
VI	Our Budy Roads	There is, There are
Semester Evaluation		
VII	My Uncle is Zoo Keeper	Simple Present Tense
VIII	What are You Doing?	Present Continous Tense
IX	Bigger is Not Always Better	Degress of comparison
X	When I Was Child	Simple Present Tence
XI	Yes, We Made it	Recount Text

XII	Don't forget it, Please	Short Message
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In this school, the English teacher used a textbook titled "When English Rings a Bell" published by Kemdikbud, as well as a students worksheet (LKS) produced by PD. Percada and another source on the Internet. During the observation, the teacher used that book in the classrooms. The recount text material in the second semester. During the observation, the researcher discovered that the English teacher used a white board, textbook, picture from another book, marker, and LCD as media in the classroom for teaching and learning.

### 3.2 Discussion

The teaching and learning steps and English language materials at SMPN 1 Poso Pesisir Utara in class VIII have several concerns that must be analyzed, such as: (1) the stages of teaching and learning steps and class materials (2) ) The materials and media used. The English teaching and learning process is divided into opening, main activities, and closing. Because SMPN 1 Poso Pesisir Utara uses the K-13 curriculum, the main activities consist of 5 stages, namely observing, asking, exploring, associating and communicating which is called the scientific approach. As stated by Daryanto (2014), the steps of a scientific approach in learning are Observing, Asking, Trying, Associating, and Communicating. During class observations it was seen that the teacher always tried to actively involve students. The teacher provides correction if students make mistakes. In class, students try to use English. The English teacher did not provide much clarification or guidance to the students during the teaching and learning process; instead, she only observed the process. The students' interest in learning English is limited from the very beginning. For example, many students did not participate in the discussion process. The only pupils participating in the discussion were those with strong English proficiency. The curriculum for 2013 has not been effectively used in the teaching and learning process. The five scientific method activities—observing, questioning, experiencing, associating, and communicating—were not effectively carried out by the teacher. Teachers only use the questions and assignments found in the textbook as a guide for conducting assessments. As a result, the question form's ability to gauge learning performance in relation to learning objectives and achievement markers is diminished. Teachers, in their capacity as supervisors of educational activities, can ascertain students' abilities, the efficacy of the instructional strategies employed, and the degree to which students have attained predefined competences by administering assessments. Teachers are able to make informed decisions about the next course of action based on the evaluation results. Students may get inspiration to improve their performance from the assessment outcomes. Given that the two teachers who teach are educators with prior teaching certifications, assessment activities are one of the traits intrinsic to professional educators when seen from the standpoint of the professionalism of educational tasks. A professional teacher is constantly looking for input on his method of instruction. This is carried out due to the fact that student achievement levels determine one of the indications of learning success. As a result, the assessment's outcomes can serve as a gauge for the process's effectiveness and give teachers input on how to make the instruction they deliver more effective (Sunarti, 2009).

The use of media and materials is an important component in the learning process at school. The use of media is considered important because it helps achieve learning goals. Therefore, preparing learning media is one of the teacher's responsibilities (Sukarman, 2006). The use of materials in the teaching and learning process is crucial. It is the duty of educators to select the materials. The textbook serves as the foundation for language instruction, hence English teaching materials need to be engaging and enjoyable. The teacher could use additional resources, such as magazines and newspapers, in addition to the textbook to teach the students. The English teacher at this school used the "When English Rings a Bell" textbook produced by Kemdikbud and the students' worksheet (LKS) published by PD. Percada was another online resource that was used. Brewster (2003: 152) lists a few justifications for using textbooks in education: they are an effective tool for students to learn from, they can help determine what needs to be taught or learned, they can suggest appropriate teaching methods, and they can supply all or most of the necessary materials in an appealing and cost-effective manner. All forms of media aim to facilitate effective teaching and learning. The study discovered that white board, textbook, marker, and LCD were the media used by English teachers based on the research data.

#### **4. CONCLUSION**

Based on the results of the English teaching and learning process in the previous chapter, it can be seen that the process of English learning uses steps of the teaching learning process in class include the opening activity, the main activity, and the closing activity. The primary activities are watching, questioning, investigating, accommodating, and communicating. Learning objectives to choose appropriate learning approach or methods and materials to foster interest in English lessons. Learning material means the teacher uses clear and easy to understand language to convey lesson material. And then the media used by teachers are whiteboards, modules and LCDs for learning English. The methods used vary in learning, there is interaction between teachers and students and evaluation occurs during teaching and learning, at the end of the material or learning, and at the end of the semester

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