

**ENGLISH LEARNING MANAGEMENT IN HIGH
SCHOOL:
(Classroom Action Study)**

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Abstract

This study aims to determine the management of English learning at SMA Negeri I Manado. Meanwhile, the research sub-focus includes: (1) what are the objectives of learning English in the superior class of SMA Negeri I Manado, (2) how is the selection of teaching materials for English learning; (3) what is the teacher's role in learning English. This research was conducted in the 2015/2016 academic year in the odd semester. Sources of data used by teachers in the superior class of SMA Negeri I Manado. The results of this study indicate that the management of English learning at SMA Negeri I Manado is quite good, namely: (1) the basic objectives of learning English in superior classes are focused on mastering communicative competence both orally and in writing; (2) the selection of learning materials used by teachers in superior classes varies greatly and is in accordance with the material provided; (3) the teacher's role in learning English in the superior class is good.

Keywords: learning management, English learning,

Introduction

National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. and become democratic and responsible citizens. This is a mandate of Law

Number 20 of 2003 concerning the National Education System (SPN).

In line with government policies in order to develop human resources through educational efforts, there are at least two main factors that must be considered in the development of education in order to contribute to improving the quality of human resources, namely internal factors and external factors. Internal factors are factors that come from within a person, for example; talents, interests, and intelligence. As stated in Law No. 23 of 2003 article 12 paragraph 1, it stipulates that every student in each educational unit has the right to receive educational services according to their talents, interests and abilities. While external factors are factors that come from outside a person, for example curriculum, approaches, methods, learning facilities, quality books, conducive environment and professional teachers and education personnel. In order for the teaching and learning process to run optimally and work well, all these factors must be considered. Poor human resources depend on the education they receive. So the educational process must be clear and directed.

To prepare quality human resources and have good communicative skills in English as an international language and the attention and interest of the community is very high on the importance of mastering English, the government and the public have responded by making learning English as one of the competencies mastered by participants. students in all educational units, including the high school (SMA) level. English language competence is achieved both orally and in writing. Such learning of English can be realized if all aspects of learning management, namely: learning objectives, syllabus, the role of the teacher must be fulfilled properly.

This research was conducted at SMA Negeri I Metro Lampung. This study aims to determine the management of English learning in the superior class of SMA N I Metro. This one is expected to reveal about the learning

process in superior classes at favorite schools in the city of Metro to be used as input by teachers so that they can improve the quality of English subjects so that students' competence in speaking English in superior classes of SMA NI Metro can increase.

Research Focus and Sub-Focus

This research is focused on the management of English learning at SMA Negeri I Manado. Meanwhile, the research sub-focus includes:

1. What destination learning language English in the superior class of SMA Negeri I Manado?
2. What is the grading system used by teachers?
3. How is the selection of teaching materials for English learning?
4. How role teacher in learning English?

THEORETICAL REFERENCE

Learning Management

The arrangement of methods, strategies, and equipment in learning is part of learning management activities that must be carried out by teachers. Teachers must understand several factors that can affect student learning, so that the teaching and learning process can run well. Factors that need to be considered include: physical, socio-emotional, and organizational conditions. All these factors must be understood by the teacher so that teaching and learning objectives, both instructional and accompaniment purposes. (Ade and Asep Suryana: 2009:104)

Initially, the notion of learning management was only related to activities that occurred during the process of teacher interaction with students both outside the classroom and inside the classroom. The term learning management is one of the competency-based curriculum implementation management (Diknas, 2004). Other managements are

human resource management, facilities management, and assessment management. Things that need to be considered in terms of learning management are as follows; teacher-student activity schedule; learning strategies; management of practice materials; management of tools; team learning; remedial and enrichment programs; and improving the quality of learning

Before concluding some of the experts' descriptions of the notion of learning management, it helps us to read a brief description of the notion of learning management according to Ibrahim Bafadhal. According to him, learning management is all efforts to regulate the teaching and learning process in order to achieve an effective and efficient teaching and learning process (Bafadhal, 2004: 11).

Foreign Language Learning Goals

How is it? Foreign language learning is part of language acquisition which is designed and carried out programmatically. As a domain that is included in the acquisition of a second language, language learning is largely determined by aspects of biological, cognitive, and social maturity, also determined by the aspects of the teacher in the teaching and learning process.

To achieve this goal in acquiring a second language, a student and teacher should understand the basic principles of the nature of a language. Anderson said that there are eight basic principles regarding the nature of language, namely: (1) language is a system; (2) language is vocal (speech sound); (3) language is composed of arbitrary symbols, (4) each language is unique, (5) language is built from habit, (6) language is a means of communication, (7) language is closely related to local culture, and (8) language is always changing. (Anderson in Tarigann, 1989:38).

Based on the above view, it can be said that the purpose of learning

a foreign language is that the learner is able to demonstrate competence in mastering competence and performance in mastering competence and language performance in linguistic, kinesthetic and cultural terms.

Learning Syllabus

Basically the syllabus is an organization of learning material to be taught. Therefore, the syllabus should be made with the aim of supporting the achievement of learning objectives. The syllabus in language learning is arranged according to the principle of how the language is used, so it is not based on the language it is taught. The syllabus made by the teacher for language learning must meet several criteria, these criteria are as follows:

First, it is easy to learn. This criterion emphasizes the importance of syllabus content that can make it easy for students to learn some parts of the grammatical or lexical structure. Thus, teaching materials should be taught starting from the easiest to the most difficult levels. Second pay attention to the level of frequency. A good syllabus should contain the most frequently used material in the target language. This means that the material is arranged based on the most common frequency level of use by native speakers. Third, the level of coverage. A good syllabus must contain material used to facilitate mastery of other materials, both vocabulary and grammar.

Fourth, usability. The syllabus must contain teaching materials that can provide convenience or benefits to students by paying attention to the context in which the material is most often used or taught.

Teacher's Role in Learning English

The success of students in learning is very understanding basic components of learning in the classroom. The teacher's role in the language learning process must be able to meet the needs of students, thus, students can develop in a better direction. These developments will make it easier

for students to get better results, and students will be able to overcome various situations in the use of language, especially English. Furthermore, Brown explained that in general, teachers act as organizers, motivators, directors, transmitters, facilitators, mediators, and evaluators (Brown: 2001).

The organizer is the manager of academic activities, syllabus, lesson schedules, and components related to the learning process. Motivators are stimulants and givers of encouragement to increase the potential and creativity of students in the learning process. The director is a supervisor for student activities in accordance with the objectives of the activities to be achieved. Transmitter is a disseminator of educational and learning policies. Mediator is an intermediary in student teaching and learning activities in mediating or providing a way out in solving problems experienced by students. Meanwhile, the evaluator is the evaluator of the learning process both intrinsically and extrinsically.

Harmer (2003:57-67) explains the teacher's role, first as a controller. If a teacher acts as a controller, then their main task is to be responsible for the ongoing teaching and learning activities in the classroom, including when students discuss in their groups. As a controller, the teacher will be better used when giving orders, explanations, and when the teacher gives assignments in the form of questions and answers.

Second, as a manager (organizer). Various activities. This activity includes providing information, telling the procedure in carrying out these activities, placing students in groups and ending a learning activity. The main thing that the teacher must do when organizing something is to involve students fully actively when the activities to be carried out are new, interesting, and useful for students.

Third, the appraiser (assessor). One thing that is really expected from teachers is to get an indication that if the language they use or learn is

correct, the teacher's role as an assessor here is very necessary. Teachers should provide feedback, correction, and assessment of students in various ways, such as providing feedback on student achievement.

Fourth, as a facilitator. When students are involved in role playing activities, students have difficulty continuing their activities due to lack of vocabulary mastered so they have to stop in role playing activities. In this situation the teacher continues to help them but does not stop this activity. This is where the role of the teacher as a guide or facilitator.

Fifth, as a participant. It is very important for the teacher to play a role as a participant in learning activities. His role is not as a teacher, the teacher needs to be involved in a discussion activity, for example when the teacher turns on the group discussion atmosphere, the teacher acts as if he is a member of the group from the discussion, but the teacher's role is not to dominate the discussion but only to increase motivation and develop inspiration to provoke creativity. students so that the discussion goes well. This is due to the desire of students to ask how to say something in the target language, write something, and the desire to know the meaning of a word or phrase.

Seventh, as a tutor. Here the teacher combines the roles of facilitator and resource person. For example, students do assignments that require quite a lot of time such as giving speeches or writing, the teacher's role is to provide direction or instructions in carrying out these activities.

Eighth, as an observer (observer). When the teacher acts as an observer, the main task that must be carried out is to control students to do assignments so that it is easy to provide direct guidance individually. when the teacher observes should not be too patronizing or domineering. The teacher should make a separate record of achievement both individually and as a whole to see the progress of student activities and the progress of the learning process.

English Learning Objectives

Communicating is a way to understand and express information, thoughts, feelings, and develop knowledge and knowledge, technology and culture. The ability to communicate in a complete sense is the ability to understand and or be realized into four language skills, namely; listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life. Therefore, learning English is directed at developing these skills so that students English at a certain literacy level. The literacy level includes performative, functional, informational, and epistemic. At the performative level, a person is able to read, write, listen, and speak with the symbols used. At the functional level, a person is able to use language to meet the needs of daily life such as reading newspapers, manuals, or instructions. At the informational level, a person is able to access knowledge with language skills, while at the epistemic level, a person is able to express knowledge into the target language. Learning English in high school is expected to reach the informational level because they are prepared to continue their education to college. If so, then the school has succeeded in achieving the objectives of learning English, especially learning to speak. Students have been provided by teachers with the ability to speak in various types of dialogue for various purposes, both formally and informally, and this means that teachers and students have carried out learning to speak as an activity of getting and using skills.

Through the two activities mentioned above, the nature of language learning objectives has been fulfilled which not only includes competence but also language performance which is actually complex.

RESEARCH METHODOLOGY

(2) learning:

(3) learning syllabus used: (4) learning materials: (5) teacher's role in the process of learning English in superior class.

Research Approach and Method

The method used in this research is a qualitative approach with a descriptive method because it describes the characteristics of a group or community as research subjects.

Research Instruments and Data Sources

The instrument in data collection was the researcher himself using observation instruments, interview guidelines, and documents.

The data sources used in this study as a whole can be categorized into three, namely; (1) events, namely the process of learning English in the classroom and language laboratory, (2) Informants; namely the English teacher in the superior class, (3) documents; written information related to the process of implementing English learning in the superior class of SMA Negeri I Metro.

RESEARCH RESULT

English Learning Objectives

National
Having been integrated, SMA Negeri I Manado continues to prioritize the purpose of learning English as a language that must be used in schools, students are expected to be able to communicate in English.

The purpose of learning English in the superior class of SMA Negeri I Manado is to optimize students' English skills and improve students' competence in mastering four language skills, namely listening, speaking, reading and writing.

The purpose of English in superior classes is to empower educational services for students to get quality education of national

standards, namely: (1) facilitating students who want to continue their studies to favorite universities both at home and abroad; (2) improving the quality of school education in order to be able to compete with schools both at the national and international levels; (3) creating an educational institution based on information and communication technology with a global perspective; (4) having a strong foundation to enter the stage of further education and the diploma can be used as an entry ticket to the next level; (5) can compete in the world of work.

Rating System Used

The final activity of the learning process is providing an assessment of student achievement, both final and process assessments. Assessment of students in the form of assessment of cognitive aspects or knowledge, psychomotor aspects (practice), and assessment of attitudes (affective). Assessment of these three aspects is carried out using various forms or assessment tools designed by a teacher.

Selection of Teaching Materials

Based on observations in the field, basically the selection of textbooks or teaching materials used by superior classes is left entirely by the teacher to accommodate the teaching materials used. Apart from the use of compulsory textbooks for these class students, the teachers not only teach with one book but add several other books to take reference questions, especially to teach listening comprehension and reading comprehension.

Teacher's Role

In the learning process, the teacher has a very important role, the role of the teacher is quite dominant, such as providing examples of how to use good English (model); provide a motive; so that students enjoy learning English (motivator); facilitate students in learning English (facilitator); become a partner in learning activities; evaluate students' English

(evaluator); and monitor students' English usage (monitor). These roles were born as an unavoidable result of the implementation of student-centred language learning.

Of course, the findings in the field give a conclusion that the role shown by a teacher is in accordance with the nature of language learning, namely for communicative purposes where the final emphasis is on communicating. Thus, good English learning activities are expected to be able to provide as many opportunities as possible for students to use the language in communicating activities.

In general, the role of the English teacher in learning activities in the superior class of SMA Negeri I Metro is as a facilitator, assessor, controller, participant, resource person, observer, and mentor. However, from several roles shown by English teachers in this school, it turns out that in their learning activities they are more dominant as evaluators, facilitators, and resource persons. The role of the teacher as an assessor is very visible because in every learning activity the English teacher provides more assessments of students' effective behavior, psychomotor abilities (eg in speaking and writing competence), as well as on cognitive abilities. Often teachers provide direct assessments that have an impact on providing corrections for errors made by students.

Conclusion

Based on the data obtained, it can be concluded that the management of English learning in the superior class of SMA Negeri I Metro is good. This is supported by the results of the study, namely:

First, the basic objective of learning English in superior classes is focused on mastering communicative competence in English language skills, both orally and in writing, so that the learning process carried out is aimed at making students skilled in English.

Second, to achieve these goals, teachers in superior classes facilitate students. Third, the selection of learning materials used by teachers in the superior class st varies and is in accordance with the material used given. In addition, the material provided is in accordance with the 2013 curriculum and is sorted by student level, with the development of a syllabus and teaching materials, which include English language skills, namely reading, listening, writing, and speaking.

Fourth, the role of the teacher in learning in the superior class is quite good, because in teaching English the teacher has placed his role as the locomotive of the learning process in the classroom. Teachers are able to create a good learning atmosphere and have a positive impact on learning outcomes.

Fifth, the use of the assessment system by English teachers in superior classes is in accordance with the standard assessment principles in the 2013 curriculum.

Suggestion

1. Learning English in the superior class of SMA Negeri I Metro can be used as a reference for learning English, especially in schools with national education standards, so that English teachers can continue to improve and integrate various learning resources by focusing on the needs and conditions of their own students.
2. Learning English in the superior class of SMA Negeri I Metro has several advantages over other regular classes because it is supported by the implementation of good learning methods and facilities. Therefore, it is recommended that English teachers in superior classes can maintain and continue to follow developments in teaching English in accordance with the demands of the times.
3. It is recommended for English teachers to be able to improve

professionalism by attending seminars and training related to improving and improving English language skills so that the material taught can be varied.

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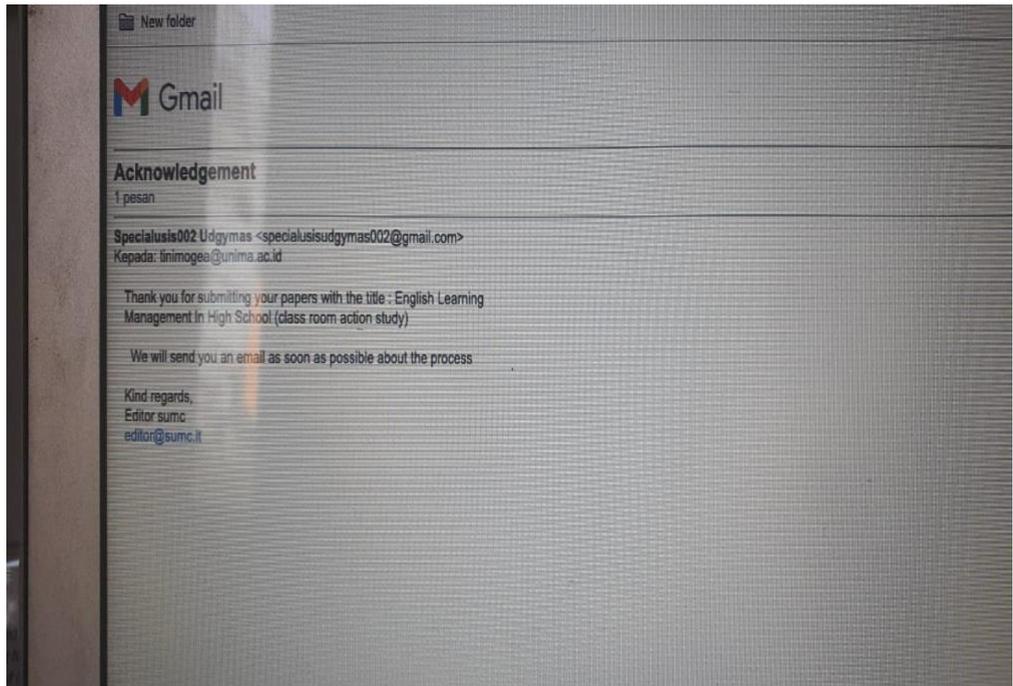
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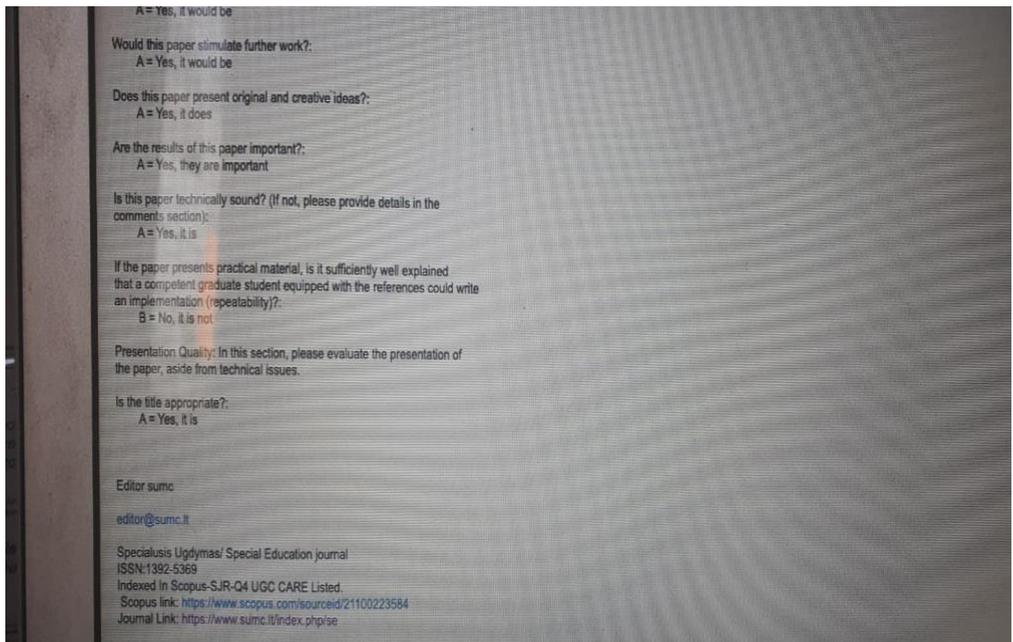
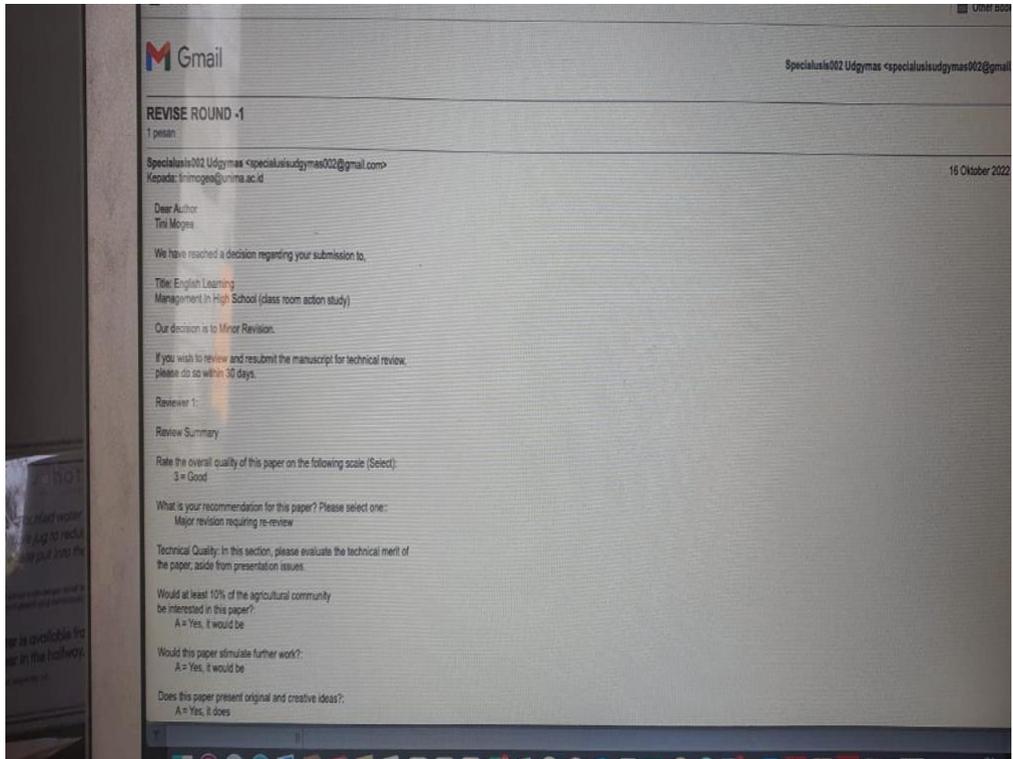
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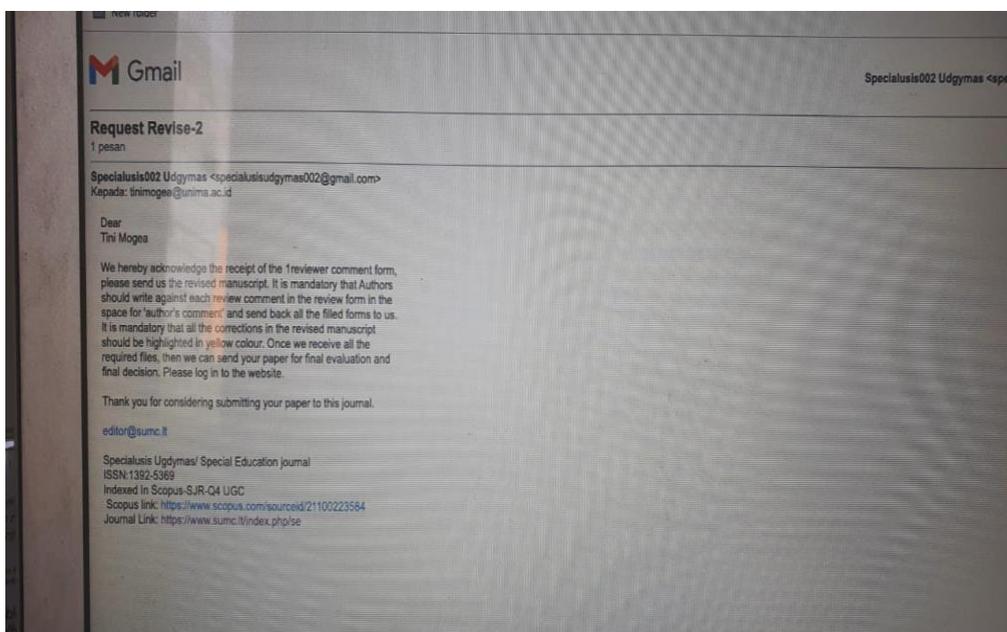
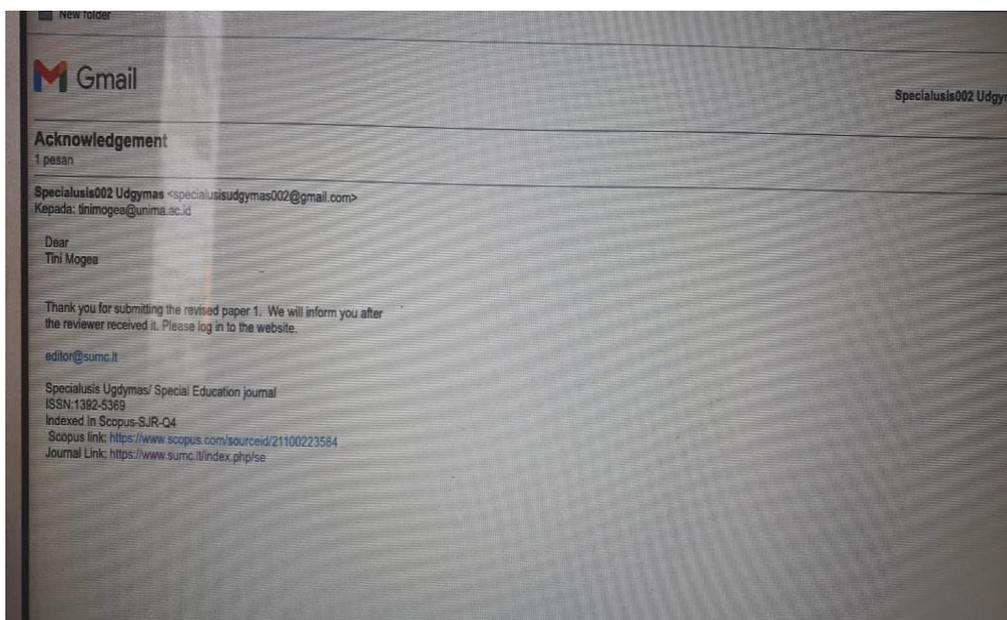
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