ENGLISH TEACHING - LEARNING PROCESS REALIZATION AND QUESTION BASED AS AN ALTERNATIVE ENGLISH TEACHING MODEL TO BUILD STUDENTS' CHARACTER AT SMPN PADANG

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Abstract

Nobody denies that the main purpose of teaching English, as a foreign language, in Indonesia especially, is the learners are able to use English to communicate. In fact, it is found that most of students know much about English but when they are asked to use it in communication, they cannot, even their pronunciation in reading is still poor. They aren't also be able to ask question to the interlocutor. These can be caused by many factors; one of them is the teachers do not make students accustomed to use English in the classroom. It also happens at SMPN Padang, The English teacher and students often do code switching to Indonesia, so the students are not accustomed to use English. Based on that finding, it is wise to implement "question based" model in teaching English as an alternative teaching model to improve the students' capability to use English as communication and to build the students' character of self confidence and critical thinking.

Keywords: Character, question-based model, ELT

A. INTRODUCTION

Realizing the importance of English, the government decided that English should be learnt by Indonesian students, from Junior High School up to university level, even from play group, especially at private school. The government wants Indonesian youth be able to adapt toward globalization era in which they can take part in all aspect of life in the world. Consequently, government should provide everything needed to teach English. One of them is curriculum. It is always evaluated and improved gradually, and the last one is curriculum 2013. This is done by the Indonesian government to have optimal result, for English subject especially, the Indonesian learners can use English as media of communication. The perfect curriculum means nothing if its implementation (teaching learning process) has not yet run well.

In fact, based on the research result done by the writer about evaluation on English teaching learning process at public Junior High school all over Padang regency, it was found that English teaching learning process has not yet elaborated the students' English skill but it is almost focused on learning about the English. Most of teaching learning activities do not lead to the use of English as media of communication, but it leads the students master about the knowledge instead of psychomotor (language skill).

In addition, In English teaching learning process, most of students use mother tongue to communicate. In other words, code switching to the mother tongue is more dominant during teaching learning process. English teacher do not support student to use target language (English) in teaching learning process. This condition is not good because one of the opportunity for the students to practice/ use English is in the classroom, because students environment do not speak English. It is supported by Siegert (2014), post graduate students from Germany, who says that the students should force English learners to use English in the process of teaching learning process, because this is incredible event for them to use target language. He also adds that in Germany, the English learners are not allowed to use mother tongue in the process of teaching and learning process, in order that they are accustomed to use target language (English).

Based on the phenomenon described above, English teaching model/technique is wisely modified toward the teaching model that can explore the students' capability to use English as a tool of communication in teaching learning process. Harris and Cullen (2010) suggests 'question based ' model in teaching language. By implementing this model, it can explore the student's capability to use target language. This model has been proved scientifically effective to improve the English learners' skill in English, in Vietnam. In addition, this model can also improve students' character building; self confidence and critical thinking.

B. REVIEW ON ENGLISH TEACHING LEARNING PROCESS

The important area of information pertaining to formal second language teaching and learning is what goes on in the language classroom between the teacher and students (Chaudron and Crookes, 1988). The teacher should provide students to learn not to transfer knowledge as an old teaching trend. In other word, the learners center is one of useful strategies in learning English as a foreign language. Most of the time in teaching learning process is spent by the students to perform their language skills. The teacher leads them to do that

activity. These can be called learning process. According to Slameto (in Riyanto,2009) there are four principles in learning; they are;.

1. Through learning, it can create the students' active participation, improve students' interest, and it can lead them to reach teaching objective
2. By learning, it can create reinforcement and motivation of students to reach the learning objective
3. Through learning, there is challenge environment for students to encourage their creativity and effective learning.
4. By learning, it should provide the students' interaction with their environment.

The implementation of this principle in teaching learning process can be identified by some points, such as students' interest and motivation, creativity, participation, repetition, reinforcement, challenge, and individual differentiation.

Having enough attention from the teacher can improve student' motivation to study. Teacher's attention can be identified through various method used by the teacher, relevant media used, language style and guided questions in which the purpose is to lead the students to practice the language learned.

Students' Creativity and activity depends on the teacher's strategy to facilitate students to create condition that can encourage the students' activity and creativity to do observing, questioning, associating, experimenting, and networking (Pedoman Pelaksanaan Kurikulum 2013). This principle can be implied through (a) using multi-method, multi-media,(b) giving chance to the students to do experimenting (using target language), (c) giving relevant assignment, doing questions and answer and discussion.

Students' participation, whether it is direct or non direct participation, in teaching learning process is really interrelated with teaching materials. The implication of this principle in teaching learning process could be seen from the following indicators; (a) teaching and learning instructional design, (b) direct experimenting instead of demonstration, (c) assignment as the psychomotor, (d) students' participation to find information from inside or outside classroom, (e) lead students to conclude the lesson.

Repetition means the teacher's capability to simplify information and explanation in order that the students can understand the teaching materials well. Simplifying can be done through repetition. This principle can be implied; (a) designing repetition, (b) constructing exercises, (c) developing clue for psychomotor activity, (d) constructing instrument for evaluation, and (e) doing various repetition.

The main challenge for the teacher to do teaching learning process is making condition of teaching learning process fun and convenient. This can be done; (a) designing and doing experiment/practice activity for students, (b) giving exercise to the students to solve problem as media of practicing target language, (c) giving opportunity for the students to conclude the lesson that is lead by the teacher, (d) developing teaching hand-out, module, and other related sources in order that the students learn to find related information.(e) leading students to find fact, principle, and generalization, (f) manage discussion to discuss problem solution.

Reinforcement should be done by considering students' characteristics in order that reinforcement is meaningful for the students. It can be done whether orally or in written form, individual or group. It will be better to consider the form, time, and appropriate kinds of reinforcement given. The main principles to give reinforcement are; (a) giving the correct answer for each question given, (b) giving correction on students' homework, (c) giving comment on students' paper, report, and clipping, (c) distributing students' answer sheet corrected by the teacher and its score, (d) giving verbal reinforcement if the students can perform their achievement, (e) giving students present when they can finish their assignment.

Individual differentiation is as natural characteristics. So, the teacher should pay attention to the students' differentiation in teaching learning process, because the students' differentiation is unique. This can be implied through the following indicators; (a) the implementation of using various method that can serve the students' need and their characteristics, (b) designing and using media to present the teaching materials, (c) identifying every students' characteristics in order to ascertain teaching learning process model, (d) giving remedial or question to the students needed.

The implementation of English teaching and learning process at every level of education refers to " Peraturan Mentri Pendidikan Nasional republic Indonesia nomor 41 tahun 2007 " about process standard for elementary, Junior and Senior High School. English teaching learning process is as the implementation of lesson plan that covers three main steps, pre teaching activities, whist teaching activities and post teaching activities.

Pre teaching activities is as vital activities in teaching learning process, because this activity functions to motivate students and to make them ready to learn the teaching materials. This involves (a) activity to prepare students to be ready to follow Teaching and learning process, (c) the activity to encourage the students' background knowledge or review the previous and relevant teaching materials, (d) inform the purpose of learning the materials.

Whilst teaching activity is the important activity to reach the teaching objectives. This activity should be interactive, innovative, fun, challenge, and motivated. This activity covers observing, questioning, associating, experimenting, and networking ("Pedoman Pelaksanaan Pelaksanaan Kurikulum 2013").

Post teaching activity covers the activity to conclude the lesson that is guided by the teacher. Besides, the teacher gives follow up (homework) that is relevant with the teaching materials, and giving information about the next topic learned is also important in this step.

C. THE REALIZATION OF ENGLISH TEACHING LEARNING PROCESS AT SMPN PADANG

From the research result, it was found that teaching and learning process at SMPN Padang can run based on its schedule that covers pre-teaching activity, whilst teaching activity and post teaching activity. In detail, it will describe each step of teaching as follows.

In pre teaching activity, there are three indicators in this step; they are the activity to prepare students in term of psychology and physics, to be ready to study, the activity of doing apperception, and the activity to inform teaching objective, and the benefit of learning the topic. These indicators have been done by the teacher even though it is not optimal yet. Apperception has been done but it was not meaningful yet because it is not really relevant with the topic that will be learnt. The teachers reviewed the previous irrelevant topic. For example, the teacher asked students with the question; " did you remember our lesson last week ?, and the students answered, "yes mam, descriptive text" the teacher replied, "good, our topic last week was descriptive text. Do you know descriptive text ?, What is the generic structure of descriptive text ?, what is the purpose of descriptive text ? what is the language feature of descriptive text ? Ok, students, our lesson today is command and prohibition." These questions were not relevant with the topic that will be learnt. This is supported by Soegito and Nuraini (2002) who state that apperception is important activity to encourage the students' background knowledge, and to improve the students' motivation in learning, when it is relevant with the topic. Besides, Sieger (stated orally), one of post graduate students from Germany and one of the observer, adds that apperception is very useful to take student's attention and motivation. He also adds that it should be relevant with the topic that will be learnt.

Whilst teaching activity can be reflected from 6 indicators. They are mastery of teaching materials, implementing the method or teaching strategy, the use of teaching media, conducting teaching and learning process, evaluation and the use of English as media of communication. The teacher spent much of time to give explanation instead of giving time to the students practice language skills. The explanation given by the teacher refers much to the concept of the language, such as organization of the text. Most of students memorize the organization (language feature) of the text but the students are not lead to comprehend the important information from the text read. So, when the students are asked question about the generic structure of the text, they can mention it, on the other hand, when they are asked question about the important information from the text, most of the students have difficulty to answer. The main purpose of teaching reading is the students are able to comprehend the important information from the text read. Even, when the students are asked to read the text aloud, their pronunciation is also not appropriate. It is supported by Stoller and Grabe (1998) who said that the ability to read-taking general comprehension- requires that the reader draw information from a text and combine it.

Teaching strategy/method/technique used is not yet explored much the students' language skills. The students are asked much to do exercise related to the addition of their knowledge not language skills. Junior High school students, as the beginner English learner, should give much language practice in order that they are accustomed to use English as the media of communication. They should practice pronunciation much in order that they can pronounce the English words correctly, because language is habit formation. This is supported by Chaudron and Crookes (1998) who says that pronunciation is crucial to our students, so we need to teach pronunciation in a systematic and principled way.

Media used in teaching learning process is not really interested for the students. The teacher used text book, students' worksheet as the media. According to Murcia (1988) media is very important to help the students understand the explanation and the exercise easily. In addition, teaching learning process has not yet been optimal to explore the students' language skills bacause most of the activity is designed toward the mastery of knowledge, as the result, when the students are asked to communicate in English, they said that they don't understand. Even when we give simple question to the SMP students, they can not respond it.

Evaluation has been done by the teacher whether through test or exercise, but the materials of evaluation has not covered yet the language skills, it dominantly consits of knowledge, for example, in what paragraph do you find orientation ?. this question deals with the knowledge of asking about the organization of the text. It does not ask about the skill to comprehend the important information of the text.

Students used their mother tongue as a media communication in English teaching learning process. They are not forced to use English in communication. Even, the teacher often switch into Indonesian when they communicate. This situation does not lead the student the language habit formation. As the result, the students

are not accustomed to use English in the classroom and outside the classroom it is imposible for them to use English. So the students have very less oppurtunity to practice English. Siegert (oral statement) states that using target language in the calssroom can make language habit formation, amd code switching is not good in english classroom. In Germany, English learners/students are forced to use English in English classroom, so elemtry school students can speak English because Germany elementry school students learn English.

The last teaching step is post teaching activities. This activity has been done by the teacher through giving explanation. The teacher should lead the students to go to the conclusion by giving questons in order that the students are creative and they also can practice their target language (English). If the students are given some points as the conclusion, they will forget easily. It was also found that the conclusion given by the teacher mostly focused on language concept not language skills. In order that the students can improve their language skills, it will be better to lead the students to practice English. For example, when the teacher taught topic " command and prohibition", they lead the students to conclude about the structure, for example, " what kind of verb do we use to give command ?" This conclusion refers to structure, language concept,. It can be lead the student to have conclusion on the skill point of view; such as " what will you say if your friends maka noice in teaching learning process ".So the students practice using prohibition itself instead of memorizing the structure of prohibition.

D.   QUESTION BASED AS AN ALTERNATIVE ENGLISH TEACHING MODEL

Based on the description of English teaching realization above, the alternative English teaching model that is in line with the scientific approach (curriculum 2013) is question based model. This model is suggested by Harris and Cullen (2010). This model has been proved to improve students' English skills in Vietnam. In Indonesia, it is not proved yet, so we are not quite sure whether it is effective to improve students' English skill or not. This teaching model is as the development of learner center teaching principle, and this model deals with the communication principle, that is communication will occur first through question (Harris and Cullen, 2010). Dealing with the principle that language is as a means communication, so question based model might be appropriate teaching model to improve students' English skills. This means that when someone meets the other one at certain place, they usually start their communication by having question, not statements. Through questions, they can develop their communication intensively. Based on this principle it is assumed that language learners can be trained to use the language by having questions, in the purpose of exploring the students' language skills. Besides, having accustomed to give questions, the students can be encouraged to have self confidence to use the language and they will have critical thinking as well.

Question based model is a teaching model in which each kind of teaching and learning activity is starting with question, whether question is derived from the teacher or the students. If the students have not yet an idea to have question, the teacher can give question to encourage students' background knowledge and motivation through questions. The effect is communication will occur, and code switching and translation will be minimized. Teaching step in this model can be identified through three main teaching activities, pre, whilst, and post teaching activities, and each teaching step is started with question. The teacher as the model should use English, and never use other language. In detail, the teaching step of this question model can be described below.

1.   **Pre-Teaching Activities)**
    a. Greetings
    b. Praying to the God
    c. Apperception or review the previous and relevant lessons. If we do apperception, it will be better to use picture, and it can be done by using question to guide the students to the topic of the lesson.
    d. Introducing the topic

2.   **Whilst-Teaching Activities)**
    a. *Observing*
        In this step, the students observe the example using language in real context, and they are asked to have question related to the example given. If the students are shy to have question, the teacher will give question as the model.

    b. *Questioning*
        In this step, there are three-ways questions; student-teacher, teacher-students, students-students. These questions should relate with the theme of lesson.

    c. *Associating*
        In this step, the students are associated with their friends about the theme of the lesson. They can do it in pair or group.

d. Experimenting

Experimenting in language teaching learning process is different from the other field, science for example. It means practice using the language more and more.

e. Networking

In this step, the students are asked to have discussion, especially having correction about their performance in communication.

3. Post-Teaching Activities

In this step, the teacher lead the students to conclude the lesson using clue, question, and it can bring students to the conclusion. Beside, follow up activity, giving homework, should be relevant with the theme.

E. QUESTION BASED MODEL AND STUDENTS' CHARACTER BUILDING

Character is defined by many experts. One of them is Neufal and David (in Mukhlis 2011), who defines character as distinctive trait, distinctive quality, moral strength, the pattern of behavior found in an individual or group. Muckhlis (2011) defines character as the moral plus which cover cognitive, feeling and action. From the definitions above, we can say that character is reflected through human beings positive pattern of behavior that cover cognitive, feeling and action.

So what is the correlation between question based model and character building ? The correlation is implicitly stated in three aspects of character; cognitive, feeling, and action. By implementing the question model of teaching, the students are accustomed to make question in communication. The question habit could arouse the students' self confidence to use the language in communication. This character deals with the students' feeling. Feeling self confidence can lead the students to do action; such as action of creating communication.

In addition, someone can make question if He/She knows the materials that is going to be asked. In other word, She/He has knowledge about the materials asked. It refers to cognitive. The action occurs when there is enough knowledge and feeling self confidence. In long term, question habit in teaching learning process will create analytical thinking.

F. CONCLUSIONS

English teaching and learning process at SMPN Padang has been conducted, but teaching method or strategy used has not yet explored the students' language skills. This can be identified through the students' activity that focused on the mastery of knowledge on the language instead of using language for communication. The use of native language by the student is still dominant in teaching learning situation. This does not deal with the habit formation of using target language as media of communication. The students are not forced to use English in communication and the teacher often do code switching in teaching learning situation. Ideally, the teacher should give model to the students to use English as media communication.

Based on this result, the Question Based model is one of alternative teaching models to have habit formation of using English as media of communication. This model is based the basic principle that communication occurs trough question. This habit formation can improve students' language skills and build students' character; self confidence and critical thinking.

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