AN ETHNOGRAPHIC STUDY OF ENGLISH LEARNING AT SMK NEGERI I GORONTALO

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Abstract: This study aims to find out and understand more deeply and comprehensively about English learning conducted at SMK Negeri I Gorontalo. Sources of data in this study are English teachers and students of SMK Negeri I Gorontalo grade XI second semester of 2015/2016 school academic year. Data were collected through observation, interview and data recording and documentation. The approach used in this research was the qualitative approach through ethnography method. The results showed that the methods and approaches used by teachers in learning are an integrated approach of genre-based scientific using whole language method. Sufficient learning media to support the learning and the role of teachers and learners who support each other in learning is constructive so that the learning process becomes interesting and fun. The conclusion that the use of English language, achievement and competing for culture is done to help learners develop English proficiency.

Keywords: Learning, English, Ethnography

INTRODUCTION

To be able to produce good achievement, especially in English, there is a need for continuous training and habituation and strong effort. This is shown by the results of research conducted by Mickan and Johanna in his research entitled "An Ethnographic Study of Classroom Instruction in an IELTS Preparation Program" at the University of Adelaide in 2008. The results of the study indicated that the preparation of tests improved the ability of learners on the practical exercise of social process and successfully improved the capacity and encouraged learners to practice various social multidimensional. Teaching is done as a process of disseminating test to the learners and efforts made by learners to be able to perform tests with good results.

Similarly, what happened in SMK Negeri I Gorontalo which is one of the popular schools in Gorontalo which every year learners get various achievements both at the regional and national level, especially in the field of English. Students from this school each year qualify for a national debate contest. English-Contest and English Contest Competition in Province of Gorontalo held every year by Gorontalo Provincial Education Department and SMK Negeri I Gorontalo City has proven to always take the trophy as the first winner. Other competition organized by Department of English of Universitas Negeri Gorontalo, which include Script competition and poetry reading in English, English Debate Competition and involves all high school and vocational schools in Gorontalo Province have...
also shown that SMK Negeri I Gorontalo comes out as the first winner. Achievements obtained by these students are certainly not achieved easily. One of the missions in the school vision, "Improving English Proficiency for School Residents," is one of the driving forces for teachers, students, and schools to achieve good achievement in English subjects. Another contributing aspect is the English teachers have the skills and competence in the field of English learning and the desire of the learners themselves so that they have excellent achievement in the field of English. Another unique thing that is done by teachers to improve and hone the ability to speak English learners is through the program "English Area." At rest, English teachers are placed at certain points where the designated area, learners, and teachers are required to use English. For students especially those who use English will be rewarded, while those who enter the area and do not use English are not given punishment but they can join their friends together to learn English. Brown (2007, p. 8), explains that learning is "the acquisition or acquisition of knowledge about a subject or skill with learning, experience or instruction." This means that learning that occurs in the classroom can convey messages in the form of knowledge, skills, and attitudes of teachers to learners. The term "learning" (instruction/learning) is broader than "teaching." Learning should result in learning to learners and should be done by a systematic planning, while teaching is only one application of learning strategies among other learning strategies with the main purpose of conveying information to learners.

With regard to learning activities, it is necessary to have methods and techniques or models used in language learning. Richards and Rodgers (2006, p. 19) illustrate that the 'Method' position is at the top of the umbrella approach, design and procedure. The approach relates to theories of language and language learning theory. The design goes on to the level of analysis of methods that consider the purpose of using the method. The design also includes the way the language content is selected and compiled based on the method, syllabus model and the type of tasks and learning activities used, learners in the classroom as well as the role of teaching materials.

Nevertheless, all three have hierarchical relationships. That is, the technique is the implementation of the procedure in accordance with the underlying approach. Thus, the learning techniques used by teachers can vary widely. For example, English teaching techniques are included in reading skill learning on communicative teaching types such as using Jigsaw activities by taking authentic reading material from magazines, Task completion activities with map reading, information-transfer activities, content-based Instruction and so on.

In the teaching of speaking skills, English teachers can use techniques such as role-playing, small-talk, opinion sharing, storytelling, material that is related to oral activities that can facilitate learners to understand the conversation and be more creative in speaking. For example, the use of hotel brochures for conversations about hotel reservations, menus in restaurants, and others.

The basic principle is to train learners to use language forms appropriately in different contexts and for various purposes. While the aspects of how to teach are closely related to real experiences and opportunities, learners need to use the language so that they can develop knowledge and skills. Apart from the term approach, methods and learning techniques there is also the term language learning model. The learning model according to Eggen and Kauchak is similar to a useful approach to provide direction for teachers to teach.

Methods, approaches, techniques, and models of teaching are essential to be mastered by teachers and to determine the success in achieving the goals of teaching English. Although the learning materials and objectives to be achieved are formulated well, the teacher's approach, method, and techniques cannot be implemented properly by the teacher. The learning outcomes will not be in accordance with what is formulated in the learning objectives. Knowledge of teachers understanding and mastering methods,
approaches and teaching techniques is significant in the process of learning to teach the language.

In addition to the approaches and techniques of language learning, there are also models of language learning according to Brown included in the communicative approach which includes Whole Language Education, Content Based Instruction, Task Based Instruction, and Theme Based Instruction. With the existence of methods and techniques and learning models used, one important aspect is the role of teachers and learners in learning. The teacher plays a role in planning learning goals, organizing various educational resources to realize the goals of learning, leading, and overseeing everything in the learning process. Teacher as demonstrator means the teacher has a role to show to learners everything that can make learners better understand and understand every material submitted. Supervising means that the teacher plays a role in providing assistance to learners, guarding and directing and guiding so that learners grow and develop in accordance with the potential, interests, and talents. As a good coach, teachers should have an understanding of the child they are mentoring and should be knowledgeable and skilled in planning the lesson. Motivator means teacher role to raise the spirit of learners to succeed in learning activities. Evaluator means teachers play a role collecting data or information about the success of learning that has been implemented. According to Richards and Rodgers, "the teacher's role in learning based on the teacher's natural approach acts as a source of foreign language input taught." The success of the implementation of the learning strategy also depends on the teacher's expertise of using methods, techniques and learning tactics.

Another component that is very important in learning is the presence of tools or media and learning resources that serve as teaching aids for teachers. Its role is not less necessary with other components to support the success and quality of learning. The advancement of information and technology can now enable learners to learn anywhere and anytime. Teachers take the role as a companion and control in addition to teachers gain knowledge through the use of technology to improve its performance for the sake of success and increased quality.

According to Gerlach & Elly in Arsyad (2011), the media understood in broad outline are human, material, or events that build conditions that make learners able to acquire knowledge, skills, and attitudes. Media can be used to overcome the boredom of learners; if learners are interested in what they are doing, they will enjoy the learning process and understand the material provided. The most important thing is that the media can encourage learners to speak, write; and by using the media teaching and learning process and the relationship between teacher-learners will be more effectively established.

In relation to the above description, the researcher needs to do scientific proof through research on the methods and approaches used and how the role of teachers and learners in learning English at SMK Negeri I Gorontalo through ethnography study.

METHOD
This research was conducted on students at SMK Negeri I Gorontalo grade XI of academic year 2015/2016. The study was carried out for one semester from February to June 2016. The method used in this study is ethnography using a qualitative approach. The ethnographic method intended in this study is to explain all aspects of the existing culture of the implementation of learning English. Data were collected through observation, interview, and documentation. Techniques used by researchers in collecting data are (1) observation, (2) interviews, and (3) documents. Observations were conducted during the ongoing teaching and learning process of English and observation of learning activities that are managed and implemented outside the classroom. Data analysis techniques use Spradley's data analysis model.

RESULTS AND DISCUSSION
English learning methods
Various kinds of English learning methods applied in the learning process are expected to increase the motivation of learners in learning
English. Teachers and linguists are always on the lookout for the best language teaching methods to be used in foreign language learning. Therefore every method of learning a language that appears always has advantages and weaknesses of each so that with the application of several methods can complement each method between one another.

Along with the change of curriculum of KTSP, which then shifted to curriculum-13 (K-13) applied at SMK Negeri I Gorontalo in which the new one focuses more on the approach, method, and technique used in learning English. These approaches, methods, and techniques are given and trained to the national English teachers who then trainer teachers train teachers in all areas of the school premises that implement K-13 including English teachers at SMK Negeri I Gorontalo. K-13 still uses competency based approach, based on genre and scientific but it is expected in this approach that the strategy and learning method should be centered on the learner. This aims at hoping that the learners not only do the questions and exercises or English exams but they are also skilled at communicating in real situations. Therefore, English teachers are required to be able to apply methods based on real, explorative, authentic and natural problems and in accordance with the socio-cultural and professional context. Teaching materials used are also expected to be obtained through an authentic source that is readily available and achieved by learners. The learning models used in K 13 include Inquiry Based Learning, Discovery Learning, Project Based Learning, and Problem Based Learning.

Based on the observations of researchers at SMK Negeri I Gorontalo, when teachers implement English language learning using a competency-based scientific approach and one of the learning model applied, is Project Based Learning. The learners are made in the form of several groups to compile a report that the results are presented in front of an English class. Some of the topics set by teachers include "How to make Yiabulo" and "Kerawang Handicraft." Students are assigned to visit industry centers and interview business actors starting from material preparation, how to create and pack. The results are presented by the students in front of the class. This search certainly makes students enthusiastic and creates the spirit of receiving lessons. The learners have experience interacting with the confused, teachers and fellow learners. Teachers only facilitate and link between the material taught to the real-world situations of learners and encourage learners to make connections between their knowledge and application in their lives as family members and the community. In this context, learners need to understand what the meaning of learning, its benefits, in what status they are and how to achieve it. With these, learners will realize that what they learn is useful in life ahead. Thus, it will put them in the position of needing a useful provision for their future life and learners will strive to achieve it. Teachers link between the materials they teach and the real-world situations of learners and encourage learners to make connections between their knowledge and application in their lives as family members and the community. This is in tune with the guides in learning that should involve component components of questioning, observing, gathering information, reasoning / associating, and communicating. In classroom teaching, there are five important forms of learning:

Associating; Teachers at SMK Negeri I Gorontalo use this strategy when they associate a new concept with something already known to learners. In so doing, they could link what the learners already know with new information. Teachers at SMK Negeri I Gorontalo can link and connect new information with previous experience and knowledge. Learning can happen more quickly when learners can manipulate equipment and materials and perform active forms of research. Applying, students in SMK Negeri I Gorontalo apply a concept when s/he does the problem-solving activities. Teachers can motivate learners by creating realistic and relevant exercises. Cooperation, students in SMK Negeri I Gorontalo who work individually often do not contribute a significant progress. Conversely, students working in groups often can solve complex problems with little help.
Cooperation experiences not only help learners learn the material, but are also consistent with the real world. Transferring, the role of teachers in SMK Negeri I Gorontalo makes a variety of learning experiences with a focus on understanding not memorizing.

Based on the observation of the researcher, if it is related to the learning method discussed in the theory section, it can be said that the learning model in Curriculum 2013 is similar, and the same as the learning using the Whole Language Teaching Approach in the Whole Language learning system. Language skills learning is taught integrated, and there is no separation of the teaching of language skills so that the class comes alive and engaging. Besides, learning using this method brings learners to the real world of language learning, in an integrated, and fun situations such as discussion, questioning, brainstorming and learning centered on learners. Various kinds of systems can be used in this learning is cooperative learning, participatory, focusing on the learner.

In addition to the application of scientific methods and approaches, English teachers in this school apply them to learning techniques that are undertaken in the initial activities, core activities, and closing activities based on the step of the RPP. The learning techniques conducted by English teachers in SMK Negeri I Gorontalo are no longer a separate learning according to the teaching of four language skills. However, in the application of the four language skills are still a visible way of learning. As expected in the implementation of the Curriculum 2013, learning by teachers should include three elements of competence namely, attitudes, abilities, and skills that have been formulated in the learning syllabus and RPP. This has been the authors encountered in English learning activities in SMK Negeri I Gorontalo at the time of observation of the learning devices.

The learning steps are arranged in the course plan (RPP) and syllabus according to K-13 criteria, as well as the application in the classroom. For example, learners are asked to pray before and after learning. There are group work activities at the time of learning to foster the cooperation of learners in learning. There is a sense of responsibility and care from each group members to the task given by teachers. This is also the case with the presentation of teachers who focus more on learning on the learner (learner center) and not (teacher center). The teacher acts as a facilitator and motivator in learning so that the learners look enthusiastic in learning.

Similarly, the teaching approach used by teachers is a scientific approach as mandated by K-13. Learners learn by using scientific steps in the process of questioning, observing, finding information, associating and communicating. For example, the topic taught by one of the English teachers is "How to make Krawang." English teachers assign students in groups to make reports in English how to make Kerawang fabric typical of Gorontalo. Learners are trying to find the place/industry of handicraft craft and to ask, collect as much information as possible on the topic. The task should be reported in front of the class by the learners in English while the other group members ask questions and responses. Such activities greatly encourage learners' learning and challenge them to engage in English. The teacher only directs and monitors and assesses during the learning process, so activities involving four skill components are not separated as part of the KTSP Curriculum. Knowledge of the language components of grammar, intonation, and pronunciation capabilities are covered and taught in an integrated manner in learning.

Thus learning using this method brings learners to the real world of language learning, in integrated, and fun situations such as discussion, question, and answer, brainstorming, and learning centered on learners. Various systems can be used in this learning is cooperative learning, participative, and focus on the learner.

**Instructional media**

Basically, the learning media has certain characteristics. Characteristics of a learning media will help teachers in achieving learning objectives. In addition to the views of its superiority, the way of making and how to use it, the media must be in accordance with
the learning objectives to be achieved, the characteristics of learners and the characteristics of subjects. This means that the media characteristic is tailored to the needs, level, age, the ability of learners and the level of material difficulty. According to learners one of the subjects whose material is difficult to learn and understand is English. To overcome this, the English teacher must find a solution that is appropriate media and in accordance with the level of material difficulty. Understanding the characteristics of instructional media is the core ability that teachers must have in relation to the selection of instructional media. Also, it provides the possibility for teachers to use various mediums of learning English vary. Judging from the material of making the media can be classified into a simple media and complex media. Simple learning media is not difficult to obtain and does not necessarily need a big spending.

Based on the results of observations found around the environment SMK Negeri I Gorontalo, there are many objects or goods that can be utilized as learning materials of English. These items are used as a medium of learning English and are an authentic medium. The use of English language learning media is aimed at making learners easy to understand the learning materials and create the class situation becomes more lively and not boring and holds direct interaction between learners with the environment or real life. For example, the media used is, the result of kerawang craft in the form of the sniffer, traditional food "yilabulo" or "milusiram."

Media will be an effective tool when teachers can package some activities that enable learners to develop themselves actively. Conversely, the media will only be a burden both in the selection process and its use if it is with the media that the teacher bears the whole process. This means that with this media there will also be a kind of catalyst to "share responsibility" in the learning process.

In the context of the use of instructional media, the teacher is one of the keys in initiating the class to run conducive. The teacher must bring together the power of the media with a variety of activities that are relevant to instructional purposes. Teachers also have full responsibility for creating a successful learning environment. This is because no matter how sophisticated the technology if not used creatively then it creates a little contribution to learning outcomes. The media will lose meaning if the activities are made less attractive and poor variations. Obviously, teachers should be confident and creative in using the media as simple as anything. While in using sophisticated media such as the internet, teachers are required to demonstrate the ability to operate it.

English teachers at SMK Negeri I Gorontalo use instructional media in the context of English learning. The use of instructional media includes the use of 1) realia, 2) authentic material, 3) whiteboard, 4) tape recorder, 5) flashcard, 6) video film, 7) internet-computer, 8) Audio visual, 9) photos, and 10) images. The proper shift of learner’s attention from aural modes such as teacher talks into visual modes such as illustrations on the board, or from visual modes. This is done through showing images to another visual mode, says an object, and tends to increase the level of attention of learners. This is where the teacher plays a role that is not monotonous which invites the boredom of learners, while variations in media and learning activities will generate curiosity or ‘exploratory behaviour’ and increase the attention of learners.

The advantages of learning media are to attract the senses and attract interest because it is a combination of view, voice, and movement. There are many kinds of learning media. It can be from the smallest straightforward and cheap to sophisticated media and high price. Some media can be made by the teachers themselves, such as a factory-produced media. There are already available media in the environment that we can directly use; there are also media that are specifically deliberately designed for learning purposes. Good learning media to improve listening competitiveness according to learners is audio visual media such as tape, radio cassette recorder, VCD, DVD, interactive CD and LCD projector. Media for speaking, in addition to audio visuals, as well as dialogue texts, games, imitating text, dialogue texts, simulations by mentioning nearby objects, putting forward
class dialogue, media conversation, storytelling, cards, games and quizzes, conversation activity, as well as daily conversation. Good media for improving reading competence according to learners is text reading, simple text, text book, interesting short story text, teen magazine, story book, media of English books, media of teaching and another supporting book. In addition to the audio visuals mentioned above for enhancement media writing competencies are English LKS as training materials for learners, wall magazines, writing contests, dictionaries, picture books, textbooks, English manuals, and textbooks. The most common and widely used are LKS, textbooks, and teacher-made material as a medium in learning.

The role of teachers and learners in learning English

Teacher activities in English learning activities not only deliver material but also manage learning activities from beginning to end. Teachers use various methods so that learning seems interactive and two-way. It can be said that teachers do activities to create interactive learning situations. Teachers combine different methods of managing learning activities. There are times when teachers use the method of discussion and also debate to train students' English communication skills. The approach used by teachers in English learning is scientific by way of questioning, identifying, and gathering information, communicating and associating.

During the learning process, teachers do not forget to provide motivation to learners. Provision of motivation is made with the aim that learners always have the motivation to learn and follow every stage of learning activities. Teachers provide guidance, for example, asking students to practice communicating with English with friends, vocabulary enrichment, or to watch many movies in English and learn from greetings made by friends and teachers and so forth. Teachers also provide rewards and punishments. During the learning process, learners perform learning activities in accordance with the material discussed. As mentioned before, the material given is the material that is related to the social context of society, in the form of greeting, how to express the feelings apart from learning linguistic elements such as, intonation and grammar, pronunciation and so on. Thus, the lesson is taught by the teacher does not separate each other between the language skills and learning activities conducted by the students in the form of role play, discussion, and questioning which is directly guided by the teacher regarding the assessment of language skills.

Learners carry out the tasks of teachers including conducting practical activities such as discussions. Discussion activities are done in groups. Group formation is left entirely to the learners so that learners feel comfortable doing learning activities with friends of one group. Each group will be given the case to be discussed and will be debated with the other group. There are pro and con groups who will argue which will preserve every argument put forward. After finishing the debate, the teacher asks the learners to make a report both as individuals and groups.

As explained earlier, teachers have a role in improving the English language of learners. In relation to its function as a teacher, educator, and mentor, it is necessary to have various roles in the teacher self "either as a motivator, informer, organizer, facilitator, educator, and supervisor. These tasks relate to improving the growth and development of learners to gain further experiences such as the use of physical health, the morality of community responsibilities, basic knowledge, and skills. Therefore the task of teachers can be called educators and keepers of learners. Teachers as responsible for improving the English proficiency of learners should always provide motivation and learning that are fun for learners to be always motivated to learn English.

The role of learners in learning English as in the implementation was not as expected in the essence of language learning as a means of communication. The indication can be seen from the level of quality of English use of learners. In addition, the level of the number of learners involved in learning activities is also lacking. There are only a few learners participating in the learning process. The lack
of opportunity to practice using the English language itself and also the student's activity is limited to completing the task in writing given by the teacher. Answering verbal questions, practicing dialogue involves only a few learners. This is influenced by the characteristics of the class that affects the learning model undertaken by the teacher. Also, the role of learners in learning depends on the interaction activities performed by teachers. Learners become active when the teacher provides the opportunity to practice using the English language itself so that the ability to communicate both oral and written develops. The form of training can be question-answer, dialogue, role-playing, storytelling, or drama play. Likewise, a democratic learning atmosphere in which more learners who participate in the learning process will provide an opportunity to achieve optimal learning outcomes. Conversely, when the learning atmosphere is rigid and where the teacher's authority is firm and strict can hinder the creativity of learners. To achieve that goal, supported by the role played by the teacher, learners act as active learners, as motivators and learning partners both for fellow learners and for teachers.

CONCLUSION

English learning activities such as researchers observe and find in learning English at SMK Negeri I Gorontalo that the learning activities according to the Curriculum 2013 by using a genre-based scientific approach. The scientific approach has five activities; Questioning, gathering information, reasoning / associating and communicating. One of the teaching methods included in the Scientific Approach is the method of Project Based Learning, Discovery Learning. The scientific approach is also more synonymous with Whole Language learning methods that emphasize integrated learning along with learning of language skills centered on learners. Moreover, what is required in the learning process is the creation of a learner center atmosphere or learning centered on learners. Teachers play the role as mentors and facilitators in the learning. Besides, there is a role of the teacher, as active learners, motivators and learning partners both for fellow learners in the classroom and outside the classroom.

In the context of the use of instructional media, the teacher is one of the keys in initiating the class to run conducive. The teacher must bring together the power of the media with a variety of activities that are relevant to instructional purposes. Teachers also have full responsibility for creating a successful learning environment. This is because no matter how sophisticated the technology if not used creatively it will only produce a minimum contribution to learning outcomes. The media will lose meaning if the activities are made less attractive and poor variations. Obviously, teachers should be confident and creative in using the media as simple as possible. While in using sophisticated media such as the internet, teachers are required to demonstrate the ability to operate it.

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