

A STUDY ON THE PROBLEMS IN THE PROCESS OF TEACHING-AND-LEARNING ENGLISH ACTIVE AND PASSIVE TENSES AT THE TENTH YEAR CLASSES OF SMA NEGERI 6 BANJARMASIN IN DEVELOPING LANGUAGE SKILLS

Aditia Ayu Prasetya
STKIP PGRI Banjarmasin
Aditiaayuprasetya@ymail.com

Abstract

The research it is titled is an academic attempt study problems in the teaching-and-learning English at SMA Negeri 6 Banjarmasin. It is mainly meant to find out the profile of the problems in the teaching-and-learning English at SMA Negeri 6 Banjarmasin and at the same time provides some suggestions to improve the process and the achievement of teaching and learning ACTIVE AND PASSIVE TENSES to develop the whole language skills. As the study is based on teaching-and-learning, and the actuation of the plan in the class, and finally the revision of the process of teaching-and-learning.

Key words: Class Action Research, SMA Negeri 6 Banjarmasin Tenth-year classes, active and passive tenses, English language skills.

A. INTRODUCTION

Learning English as a foreign language is always intentional. Nobody learns it, just because he or she wants to have some knowledge about the language. Sooner or later he or she wishes to communicate in the learned or target language. It is true that he or she has only limited chance to communicate in the language. yet in one-way or another he or she wishes to use the language as language. It was learned Bloomfield in his book LANGUAGE which was published by Allen and Unwin in 1964 who remarked: language is primarily speech; the written form is only its secondary form. Therefore, oral communication in the language on learns is a natural act. (Bloomfield, 1964: 18).

The teaching-and-learning English right from SMP is assigned as a curricular subject matter, which is nationally developed. It must follow the syllabus derived from the Kurikulum Tingkat Satuan Pendidikan (KTSP).

Learning a foreign language is learning to use the language as a system of verbal communication. (Hook, 1989: 10). The statement is quoted from TEACHING HIGH SCHOOL ENGLISH by J.N. Hook and William H.Evans. The book was published by allen and Unwin, New York in 1994. This book was meant for non-English speaking students in America.

Communicative competence, which is the concern of the research, means the productive ability to communicate in the target language, English. There are two kind of communicative competence, namely oral communicative competence and written communicative competence. The first puts emphasis in speaking skills while the second

deals with writing skills. In the case of teaching and learning English as a foreign language, the learners' generally rely on books and or printed from an English-speaking teacher.

Such printed materials are to read. In the attempt to read English textbooks, the students must learn how to read. It must be noted that in the case of English Language, spelling and pronunciation are different. For beginners in learning English, it is always hard to learn how to read the printed words into sound words or pronunciation. In reading, students have to face words as the most basic language constituents, which contain meaning. These meaning contained words are called vocabulary items. In language learning, words are put together to make up larger units of meaning such as sentence. When a sentence is observed closely, it will make use of one of the tenses. Moreover, it may be in the active voice or in the passive voice.

B. ACTIVE AND PASSIVE TENSES

In the case of teaching-and-learning English as a foreign language, the teaching-and-learning cannot escape the-teaching-and-learning of English vocabulary. The most basic constituent of any language is words. The body of these words called vocabulary. There are two kinds of words, namely lexical or content words and structural words. The first constitutes the meant of the language, while the second is the skeleton of the language. (Wallace, 1997:48).

It is inevitable to teach and learn words and their meaning as isolated words. But more important to use words in relation with other words. Each of these words plays a particular role in building up sense to be understood by both the decoder and the encoder. Only then, language communication takes place. Such words related to one another are called word in context.(Wallace, 1997:59)

There are two bodies of words. The first is called active vocabulary while the other is passive or dormant vocabulary. The active vocabulary is the body of vocabulary ready for use and readily available to the user. He can use them as the wishes to. Passive or dormant vocabulary is on the country. It is not readily to serve the user when he needs it. (Collins, 1996:71).

Language skills which are defined as communicative skills are to use target language which serve the intention of the user and appropriate to the level of formality in language communication. The skills are highly valued by any language teachers and language learners. The skills provide prompt ability to pick the right and the correct of expressing oneself in any situation and or mood. (Denham, 2001:41).

Denham further of accepts two kinds of communicative skills, namely oral communicative skills and written communicative skills. The oral communicative skills include:

- a) Speaking skills
- b) Responding questions and putting questions
- c) Reading aloud

The written communicative skills include:

- a) Writing skills
- b) Writing messages in various form
- c) Precise writing. (Denham, 2001:62)

All of these when put together constitute sentence building. In every English sentence, there must be one of the tenses presents. Finally the whole thing must be put either in active construction or passive construction.

C. METHOD OF RESEARCH

The research, which is a single-person field survey, is a descriptive research. Moreover, in this case, the descriptive data are not those quantitative data, but qualitative data. (Robertson, 1998:39).

Two methods are used in data collecting and they are direct class observation and person-to-person interview. Sampling method is stratified sampling method. Following to Clark and Chase, in any class, there are three groups of students. The first is the fast learners, the second, the average and the third is the slow learners. The general ratio is respectively 1 : 5 : 1. (Clark and Chase, 1986:33)

Like every scientific method of conclusion drawing, 3 methods are available. They are 1) deductive, 2) inductive and 3) inference. Deductive method is used when a particular conclusion can be drawn from general concept. Inductive method is its opposite, when a general concept is derived from particular detail. Inference is to draw conclusion from self evident elements. (Clark and Chase, 1968:41)

The research relies on five-scale qualitative analysis as propounded by Robert Bodgan (1998). The method descriptors are:

- a. 5 = very good
- b. 4 = good
- c. 3 = fairly good
- d. 2 = poor
- e. 1 = very poor

He also introduces bi-polar ranges and they are in the range of good or in the range of poor.

D. RESULT

From the research, the following facts are observed:

- a. *Lesson plan is not available*

The fact of such lesson units implies that the school does not develop instructional planning. This is to say that the teaching-and-learning is entirely dependent to the teacher. Everything is determined by the teacher.

Moreover, the absence of the lesson unit means that every English class is a separate unit of teaching-and-learning. Such learning will not end up in knowledge, skills, or competence. The total achievement is only a collection of pieces of knowledge, skill, and competence.

When this is applied to the contribution of structured vocabulary to the development of reading skills in English language. The students may have learned a lot and yet cannot make use of the learned material because of discontinuity of each lesson and lack of definite goal.

Language learning can be very long and irregular, when no definite goal is available. Such goal must be realistic in the sense that the goal is attainable within the scheme of the teaching-and-learning program.

In language learning, one of the most plausible learning achievements is the ability to use the language in direct person to person communication. In the case of naming thing as means of learning a target language, the learner communicates with the rest of the class through listening to him speak it out.

b. To Read Is To Produce Or Response Appropriately

When getting engaged in an oral direct communication, each party must be ready either to put stimulus or to supply to correct response. Such activity cannot be done by memorizing model reading units. It is quite true that as foreign language learner nobody can invent authentic reading stimulus and or response. The stimulus and or response must have been picked somewhere in a model or models learned. They are however can be used in new situation to meet situational and momentary circumstances. The ability to make use of the learned models is supposed to be the authentic reading.

Structured words are found in the sentences and the sentences are found in the text book. When the words do not readily contributes to meaning clearly, the making use of this model reading will be hard

c. Single Pattern Interaction

The pattern of interaction is mostly that of the teacher and the class as a whole. As the class arrangement is mainly for classical interaction, the teacher is mainly confined to the teacher class interaction.

A less creative teacher will keep the already fixed arrangement without trying some modification. The interaction as such is effective for a certain sense only. It is effective when the teacher wishes to provide the class with uniformal information.

Prolonged single pattern of interaction is attributed to the fatigue of the students to learn. It must be considered that classical teaching-and-learning is a highly disciplined work. Both the teacher and the students are to work with the assigned tasks. The prolonged single pattern of interaction causes nerve tension and such tension lead to prompt fatigue.

In an English class the students must stick to the assigned task to accomplish. When each student cannot perform his or her parts in the reading well, the class works without enthusiasm. In fact they work without knowing how to work out the task. And such condition discourages the students to go on learning.

With reference to active and passive voice, the students are assigned to change active sentence into passive sentence can easily be done because the level of difficulty is low.

Finally, it must be said that range of active vocabulary of the tenth year classes of the SMAN 6 Banjarmasin in general is fairly close the expected level. Most students

however, cannot benefit best the learner vocabulary when skimming and scanning is needed. In a vocational school, skimming which is a quick grasp of an overall message of a text is required. In scanning a quick identification of particular information is needed. These two activities seems very slow developing. The passive students prefer to rely on the teacher to tell them the meaning of sentences in Indonesian. It more in the line of translational method of teaching English.

d. Reading Aloud

In reading aloud, the teacher can easily find out whether the students understand the reading well. Wrong place to stop reading in a sentence is an indication that the student does not know how words are related to. It is generally observed that student read word by word, and does not pay attention in the punctuation. For example, when there is a comma, the reader will stop a moment. When there is a full stop, again the reader must stop while the intonation drops. When there is a question mark, the intonation must rise, and so on.

A sentence such as: "the school building is a large but rather old". Must be read: "theschoolbuildinglarge/butratherold//".

e. Reading and Structure-Base Vocabulary

It must be note that in a reading text. The text comprises paragraphs while each paragraph comprises sentence. Each of the sentences is build up in a particular structure base vocabulary. It has been observed that many students cannot really follow the structure of the sentence. This is obvious in reading aloud. Many students stop at wrong places. It implies that they do not get the right sense of the structure of the sentence. It is a common practice whenever structure problem is meet in reading, the teacher can easily provide the need meaning in Bahasa Indonesia guessing meaning of unfamiliar vocabulary is not observed.

E. CONCLUSION

Conclusion from the class observation and interview with both the teacher and the student respondents can be defined as follows:

- a. No serious attention has been given to the learning of active and passive voice has been observed. The teacher pays more attention in the telling the class, the English words. It is translated into Bahasa Indonesia.
- b. The Teacher says English words and or phrases once or twice and the students are passive. Some of the students simply listen passively. Passive voice progress moves slowly and in general do not become individual competence in the target language.

REFERENCES

- Bloomfield, L. 1964. *Language*, Allen and Unwin, N.Y
- Brumfit. J.D. 1998. *Teaching Reading Skills in EFL, Principles*, Allen and Unwin. New York
- Harmer. 1992. *Practices in Teaching Englis as a foreign language*. Longman. London.
- Kennedy. 1986. *The Studies in Language in Operation*, Longman, London
- Kasihani. H.Dr. 2001. *Teaching English in Indonesia*. Monogram
- Keith, J. 1975. *Linguistics and Language Learning*. McMillan, London

- Leotiv. 1990. *Psycholinguistics, Basics*, Penguin, Toronto
- Miller. 1998. *Varieties in Language Studies*, Allen and unwin, New York.
- Ralph. 1990. *Establishing The Profile of Teaching*. Longman. Tokyo.
- Richie & Ward. 1976. *Particial Scientific Reporting*. Allen and Unwin. New York
- Robinson. 1988. *Qualitative Method, Handbook*. Longman, London
- Sadtono, 1968. *National Report Teaching English in indonesia as a Foreign Language*.
REL C
- Thorndike, 1967. *Teaching Language for Children*. Longman. Sydney.