

Resources to Facilitate Students' English Learning: A Case Study at MTsN 4 Surabaya

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ABSTRACT— In education field, resources are the crucial thing as a basis of teaching. In this world, there are many resources used to support the teaching-learning process like coursebooks or textbooks. In English teaching-learning process, some teachers do not only focus on their coursebook, but also have other resources as their guide in teaching-learning processes such as materials from the internet or any other sources. Some students feel bored when they learn from the coursebook. However, if the teacher uses other materials, students can be more engaged in the teaching-learning process. This qualitative study aims at exploring the resources that facilitate the students in Learning English at MTsN 4 Surabaya. The data collected were through the observation done in 4 classes at MTsN 4 Surabaya. The questionnaire were distributed and the interview with open-ended questions was done with the participants. Lastly, this paper will represent the study dealing with many kinds of learning resources in the teaching-learning process.

Keywords: *EFL, learning resources, materials*

I. INTRODUCTION

In this 21st century, English becomes an important thing for human life and it is developing. In the education field, English has an important role which has to be learnt by students in the world, especially for the countries used English as their second language. There are interesting roles for English, such as English as a second language and as a foreign language. Due to the roles, teachers always put English as a compulsory subject at school. In education, there are four skills that can help students to learn English, such as listening, reading, speaking and writing. In learning English, teacher need to provide materials that improve all those skills. Some schools in each country have a curriculum or aspects of teaching English, including Indonesia. Curriculum 2013 (K13) in Indonesia is a curriculum that is applied to the Indonesian education system. Indonesia is a country using English as a second language. English Learning in Indonesia is one of the important subjects in the school because it is one subject that is included in the national exam.

A. Indonesian Curriculum

Indonesia has a curriculum which the government use to organize the education field and it is called K-13. K-13 has some based competencies (KD) to help the teacher organize the materials for the students. The K-13 is also applied in English subject since English is also taught as a second language in Indonesia. It means that not all of the students can learn English easily. Therefore, to make the students easier to learn of the skills, the teachers has an important role in guiding them. There are many learning resources, including media and materials. Those learning resources have an essential role in the learning process. According to Lilawati (2007), learning resources is the component of the teaching system that can be used by teachers to explain the materials. A teacher should understand how the students condition are, and see the students' level before explaining the material. In the teaching-learning process, teachers can choose their learning resources material, but the curriculum that the government propose will make them easier to choose the materials for their students.

On the other hand, as cited by (Sugirin, 2011 and Tiwari, 2008), a material is a tool to support and facilitate students and teachers in the teaching-learning process. In explaining the materials, there are many learning resources to use such as textbook, coursebook, and workbook as proven by Tomlison (1998). However, in addition to those materials, there are two other materials to facilitate students and teachers in the teaching-learning processes such as videos and songs. By using videos and songs the students will get the material that the teacher teach to them without they realize it. Despite the learning resources that the teacher always uses, there are some learning resources that the students can take from the school environment, the surroundings, the teachers, and the experiences.

In the research case done by Ansari S. Ahmar and Abdul Rahman (2017), the purpose of their study is to develop Android-based teaching materials to help improving and motivating students in learning. The researchers used questionnaires to collect the data. The type of the study is developmental research, known as research and

development (R&D). The result of this research is that the product of teaching materials should be further developed. Furthermore, the students felt that they could understand the material faster using an Android-based teaching material.

Bizimana Benjamin and John Aluko (2014) also did a study, the purpose of which is to determine the correlation between the availability of the teaching and learning resources as well as effective classroom management and content delivery in secondary schools. This study used a descriptive survey and questionnaire to collect the data from 691 respondents who are school administrators, teachers and students in secondary schools from Huye district. The findings show that the correlation between teaching and learning resources and classroom management and content delivery is significance. Also, the stakeholders should increase the allocation of critical teaching-learning resources such as audio-visual resources, library facilities, and computer facilitating effective teaching and learning.

Another study done by Hanip Pujiati and Aisah's (2015) investigated the development of an English learning material model for an extracurricular program. It is developmental research, and the subjects were 64 respondents from the students and teachers of the elementary schools in Indonesia. The result shows that the existing learning materials were not in accordance with the characteristic of the students while the teachers need the English teaching materials should relate to the theme that exists in the immediate environment. They were not organised systematically.

Jenny Lilawati (2017), in her study investigated the utilization of learning resources in the learning process based on the type used and the efforts of teachers in utilizing it in the learning process. This study used qualitative research with questionnaire and interview to get the data from 13 participants who were elementary school teachers in Indonesia. The finding shows that the use of learning resources in the learning process is quite good. The current curriculum requires students to be able to be creative with their knowledge, but the teachers still use textbooks and workbooks as the students' learning resources. The teacher utilized less teaching material such as newspaper, magazines, and the internet, while they are expected be able to use them.

B. English Foreign Language

English foreign language is the language for the second language of the person doing the communication. On other hand, English exists as an international language which means that everyone should understand it. However, the problem is that English as a foreign language can be more acceptable and easier for individuals. For example, In education in Indonesia, teaching English as a foreign language is not an easy task, and it is hard to explain to the students. It can be proven by Mustafa and Al Tiyyb (2016) who note that it happened because the teacher has limited words and lacks of

learning resources. Based on the research experience, English always becomes one lesson that the students do not want to learn. Therefore, there are several problems that the teachers face when teaching English, such as the ones dealing with the students motivation and the students understanding.

A study conducted by Mustafa and Al Tiyyb (2016) found that there are a lot of issues and challenges in teaching EFL (English Foreign Language) that are about the low students' motivation, the problem in using textbooks, less pronunciation of the students, and the weakness of the oral activity. The entire problem happened because English is a new language for them that they should learn in their school but they are not accustomed to use it in their daily activities. Therefore, the student thinks that learning English is not important.

Despite the students' problem, the teachers also has a problem in teaching English as a foreign language. A study conducted by Song Batumis in 2017 found out five problems in teaching English as a foreign language such as the limited teacher knowledge, limited mastery of method, time constraining in managing the class, teacher lack in personal development, a minimum facilitate teaching and inadequate resources. Furthermore, some schools give limited time for English around two hours per week. Such condition is not effective for English teaching-learning process.

C. Learning Resources

In the teaching-learning process, there are many aspects to learning resources. The optimum use of learning resources can help teacher and students in the teaching-learning process. In the teaching-learning process, learning resources came from the material and the media. Learning resources are from the teacher. The process still can run well, even though the students do not have a face-to-face meeting with the teacher. The learning resources that rare always used in the classroom are coursebooks, textbooks, and workbooks. Besides, Lilawati said that learning resources are not only from books but also from the things surrounding the teacher and the students. By using the surrounding learning resources, the students will be more engaged than using the learning resource from the coursebook or the textbook because by using the learning resource surrounding of the students, the students directly understand teacher explanation or the material.

D. Material Learning Resource

The material learning resource is the material used for the teaching-learning process. According to Choudhury (1998:154) the function of the material learning is as the engagement for all the teaching-

learning process because if the material is wrapped into one system, it can avoid the lost aspect of repeated material. It should be realized that material learning resource is an important thing in the teaching-learning process. Choosing good material makes the teaching-learning process interesting. However, in developing learning resources, the teacher should follow the basic principles of English teaching-learning (Sugirin, 2011). Every activity in the teaching-learning process is better when the teacher uses material learning resource based on basic competence (KD). In basic competence, there are some aspects to provide and develop material for the students. In addition to basic competence, in Junior High School or Madrasah Tsanawiyah (MTs), the arrangement of material learning resource is based on syllabus (Surigin, 2011). Thus, all the material resources that are arranged should be based basic competence (KD) in terms of the achievement. Whether they are achieved or not, some basic competences are determined by the objective of the material in every chapter of the coursebook. The previous studies mentioned above only focused on the correlation between the availability of teaching and learning resources, effective classroom management, content delivery, developing the teaching materials, motivating students in learning, and utilizing learning resources in the learning process based on the type of the learning resources. Therefore, this present paper aims at finding the learning resources that are used in MTs Negeri 4 Kota Surabaya.

II. METHOD

This study was conducted using Qualitative research. Qualitative research is a scientific method of observation to gather non-numerical data. On the other hand, According Mack (2005), qualitative research is effectively used in obtaining culturally specific information about values, opinion, behaviour, in a social context or a particular population. This type of research refers to the "meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things" and not to their "counts or measures." This research answers why and how a particular phenomenon may occur rather than how often it happens. Qualitative research approaches are employed across many academic disciplines, focusing particularly on the human elements of the social and natural sciences. The data will be collected in MTsN 4 Kota Surabaya, Surabaya East Java. MTsN 4 Kota Surabaya which is a school in the rural area of Surabaya. The location is closer to other cities rather than from central Surabaya.

Based on the researcher's observation of this school, the students studying at MTsN 4 Kota Surabaya are part of the population from the rural area. Not only the students, the average of the teachers are also parts of the population from the

rural surrounding near the school area. Nevertheless, the other teachers are from the centre city or the outside area of Surabaya. The subject of this research is focused on the English teachers and the students of the MTsN 4 Kota Surabaya. The result of the interview and questionnaire done dealing with the English teachers and students, was concluded as the data. The result of the observation was concluded as the supporting data from the result of the interview and questionnaire.

Overall, the data were collected through observation, interview, and giving questionnaire. For the interview, the researchers interviewed 2 students of the first grade of MTsN 4 Kota Surabaya, 2 students of the second grade of MTsN 4 Kota Surabaya, and three students of the third grade of MTsN 4 Kota Surabaya. Besides, the researchers also interviewed four English teachers. Every teacher handled different classes. One teacher teaches in the first grade, one teacher teaches in second grade and two teachers teach in third grade. The instruments used were interview guidelines, questionnaire, and observation sheet to know what the Resource Used to Facilitate Students English Learning is as a Case Study in MTsN 4 Kota Surabaya. The data of this study dealt with descriptive analysis because this research is a qualitative one. First, the researcher did the interview with every English teacher and the students of MTs N 4 Kota Surabaya. The researcher interviewed the participants about kind of learning resources used in the English teaching-learning process. After the researchers did the interview, they distributed the questionnaire to the participants based on the objective of this research. Lastly, to support all of the data from the interview and questionnaire distribution, the researchers did the observation in every class who is taught by the researcher participants. For the observation, the researchers sat in the classroom while seeing the teaching-learning process and writing the information to make sure that the data were valid.

III. FINDINGS AND DISCUSSION

In the case of MTs Negeri 4 Kota Surabaya, there are a lot of subjects that teachers taught to the students. One of the subjects is English. English can help students to communicate with other people from different countries. Therefore, English is an important subject to teach. Some of the lessons in English require the students to memorize the word or sentence, like vocabulary, grammar, and others. Based on this research, the researchers found that are many kinds of learning resources used by the teachers in MTs Negeri 4 Kota Surabaya. The kinds of learning resources used are based on the basic competences (KD). The teacher got their learning resources from various resources, such as the internet, textbooks, workbooks, and dictionary.

Based on the interview, the students were interested in the learning resources or materials which are different from the common resources, like audio-visual from the video, songs, PowerPoint presentation, and anything with technology, because in this era the students are familiar with things dealing with gadgets. They felt bored when they only learned from their coursebook. They assumed that their coursebook was very old and too conventional.

Internet

The teachers used the internet to complement the material in the teaching-learning process to complete the material in the book. Sometimes, the teacher took the material from the internet to support the primary material. One teacher said that while he was taking the materials from the internet, she did adapt and adopt them. If the material appropriate for the students in MTsN 4 Kota Surabaya, the teacher just adopted it from the internet. The students stated that the material taken from the internet was interesting because the teacher used other resources other than the usual coursebook or textbook. The teacher chose the material from the internet based on students' level including also the vocabulary choice that the material has.

Textbook and Workbook

The use of textbooks and workbooks in the school is no longer sufficient. The textbooks and workbooks help the teachers to teach in the class, and the school is the one providing them. The textbooks in MTs Negeri 4 Kota Surabaya are used as the primary learning resource in the school. MTs Negeri 4 Kota Surabaya's textbooks and workbooks were commonly used in the teaching-learning process. The students and teacher said that the materials provided by the textbook and coursebook were adequate. The teacher still used those books as the leading resource in the teaching-learning process since those books are appropriate with the syllabus and the basic competence. *Dictionary*

Some teachers in MTs Negeri 4 Kota Surabaya asked the students to always bring dictionary in the classroom. There are many types of dictionary, such as a dictionary book, electronic dictionary, and

online dictionary. The students of MTs Negeri 4 Kota Surabaya used offline dictionaries, such as dictionary book and electronic dictionary. They cannot use the online dictionary because the rules of the school did not permit them to bring smartphones. Using dictionary can help students to find the meaning of the difficult words they find in the English learning process. Dictionary also increases the students' vocabulary. It decreases their worries because if they find the difficult words, they can find it in the dictionary by themselves without asking the teacher anymore.

IV. CONCLUSION

Through this research, it can be concluded that choosing learning resources, especially the material, is essential. Based on the basic competence and syllabus, teachers should develop their material which is interesting and interactive. If teachers still use textbooks and workbooks based on basic competence (KD) only, the teacher can adapt and adopt the material from the other resources. In brief, the primary learning resources used in MTs Negeri 4 Kota Surabaya are in the form of workbooks. All the teachers assumed that all the materials based on basic competence are already provided in the workbooks.

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