THE PRACTICE OF ENGLISH LANGUAGE TEACHING AT SUANPRAYAWITTAYA SCHOOL (SOPO), CHANEE DISTRICT, NARATHIWAT PROVINCE, SOUTHERN THAILAND

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This research was conducted at Suanprayawittaya School, Southern Thailand. This is a school in Junior and Senior high school level. This research is to know the activities and method and media that the teacher uses in teaching and learning English and how the English assignment at Suanprayawittaya School, Chanae District, Narathiwat Province, Southern Thailand. The writer used field research, which is also used the qualitative description method. In this research, the writer used the technique of observation, interview and documentary in collecting data. The subject in this research was English teacher who teach at Suanprayawittaya school. The object of this research was teaching and learning English at Suanprayawittaya school, Southern Thailand. The result of this research shows that the teacher’s method and media in teaching in Suanprayawittaya school is very interesting with various student characters and some media used by teachers like LCD, picture, whiteboard etc, but there is still much that needs to be improved. The English assignment in this school is unique by combining students’ creativity and english subject, the teacher use variant assignment, yet many students have a low interest in learning English.

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INTRODUCTION

In Thailand, especially in the Southern Thailand, English Language became compulsory learning that has been taught from Annuban (PAUD) came to the University. This language indicates that the English Language is an important position and conveniently located than other foreign languages in this country. However, most students Mathayom (SENIOR HIGH SCHOOL) who had completed his studies, still has difficulties in speaking, writing, even reading skill in English. Therefore, the teacher was very instrumental in teaching and learning. The teacher is more emphasized in terms of practice than theory, curriculum development, instructional materials, and the assessment of learning, so that students become more familiar with the English Language. A teacher not only focus on teaching, the teacher should also pay attention about how to teach with the expected achievement in learning English, including skill in writing, speaking, listening and reading.

In line with the above statement, Desmita (2009) states that the teaching is organizing activities of students, providing learning facilities so that they can learn it well. In this case, teachers should have more creative ideas in teaching students in Southern Thailand, because their native language that arguably complicated, their mother tongue is the language of Siam, and there must be a deeper extra teaching English against students in South Thailand. In contrast to Indonesia, which is indeed in terms of the letters of the ALPHABET, it has been aligned and English learning in high school, writing in latin writings, so that if a little compared with Indonesia, students in Indonesia more faster in understanding how to write, read and say the English Language.

As we have all known that in teaching English, there are many approaches and methods have been advocated the teacher to develop and get better learn English for students. Those have the same reason that is to help students understand English subject. Therefore, mastering the good method in teaching English is very important to make subject effective.
According to Algeo (2005: 2) a language is a system of conventional vocal signs by means of which human beings communicate. Teaching English as a foreign language means helping the learners develop their language skills. In English learning should improve the integration of listening, speaking, writing, and reading. Since each of the four language skills is important in communication. The four language skills should be thought integrated (Puskur, 2006). In its process, learning English needs a long and complex process in which English learners have to work hard to learn new things such as new words, culture, and way of thinking. Students have to full involvement of the real situation, in real experience of using language in order to understand what should be done in their language activity. Therefore the teaching and learning process should be directed to the use of language as means of communication. (As’ad. 2001: 1)

Suanprayawittaya School (SOPO), is a school in Narathiwat Province, Southern Thailand Chanee area. The school is arguably the major schools in the area of Chanee. The school has approximately 800 students, and most of his teachers are graduates abroad. Suanprayawittaya school, emphasize the two languages in this school, and the English language learning is one of the very language is emphasized in this school, because of the school and the teachers wanted after graduating from school, they can continue school overseas, and get back to teaching science that they can abroad for the students in Southern Thailand in particular Chanee, Narathiwat. Thus, the author want to investigate on teaching English in Syanpraya Wittaya School, in addition to carry out the program Integrated in the Thailand Country and placed in the province of Narathiwat as well as teaching at SOPO, researcher also want to expose about teaching English, teaching activities which include teaching activities, English teaching and assessment.

SOPO is a public school or a school for the Kingdom, which all things being borne by the Government, so as not to burden the residents to send their children. SOPO teach three languages in their teaching, Thai (siam), Malay (Indonesia), and English. The Thai language is taught, to make students smoothly and clever in siam-speaking areas of southern Thailand, as the vast majority use the Malay kampung. So just how are they Siamese language only. Malay language (Indonesia) is taught,
for they understand if any guests that come from Indonesia or disqualification from the students in the school. The English language makes them more motivate to get to school overseas. SOPO had slogan "To Be A Number One", because the SOPO arguably very active following the race with other school, provinces, and territories, the results were not disappointing

Schools in Thailand, unlike his case in Indonesia, according to what the writer naturally and see that 45 minute for one subjects, and in a day they have 4 to 5 subjects. SOPO had a 2 part of teaching, academic teaching and the teaching of religion. Until the time of their learning very little but effective. SOPO is school levels from junior high and Senior high school, could be called with Matahayomsuksa. SOPO in collaboration with Aboard Alumni Association of Southern Province in the instruction program. SOPO always received students want to carry out their Teaching Practice in schools. SOPO always take advantage of that, to improve language learning in schools, with Alumni of South Thailand.

Facilities are indeed arguably less, appreciably inhibit the learning process in schools. Especially in English Learning language. The teacher should be able to free the media learning so that English learning can look more fun and easy. Curriculum and syllabus are indeed less noted, but each teacher in SOPO always make the lesson plan as a result of their final report in teaching.

The writer did this research, when the writer implement service learning (KKN) in Southern Thailand. The writer is in English Education Department, so the writer would like to find out how English teaching at Southern Thailand, especially at Suanprayawittaya school. From this reason, writers take research about this in Southern Thailand.

To prove the originality of this study, the writer presents a previous research that especially with teaching English. This previous research written by Dina Lutfia Fitriana, students of English Department in Academic Year 2005. She researched about Teaching and Learning English in Tabalong Regency. The writer wants to develop from her research, she was researched in Indonesia, especially in South Borneo and writer want to explain how teaching and learning English in Southern Thailand. The writer will be describe about the differences and the uniqueness of teaching and learning in Southern Thailand

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METHOD

The design of the study was qualitative descriptive because it was based on the descriptions of the environment, of the participants, and of the practice of English language teaching and learning at SOPO. Qualitative data comprised a combination of documentary interpretation and qualitative analysis.

This research takes place at Suanprayawittaya School Chanae district Dsungyow village, on Narathiwat province, Southern Thailand. It is the only one Mathayom School in Chanae district. The researcher interviewed 4 teachers and observed their classes.

The obtained data were analysed by using techniques suggested by Miles and Huberman (1984), which comprised three aspects: data display, data reduction, conclusion/verification.

DISCUSSIONS

After all of data has been obtained from interview, observation, and documentation result that related to the applying teaching and learning in Suanprayawittaya School, Chanae distric, Narathiwat southern Thailand. The writer is going to interpreting and explaining the implication and the limitation of the findings based on the related theoretical review.

By the data presented, the method of teaching English used by Teacher I and Teacher III is the Communicative Language Teaching. It can be seen through the technique they are used which is appropriate with Lindsay and Paul in their book (2006, p.20) here are some of the main features of CLT: The goal is to learn to communicate in the target language, there is an emphasis on meaning and using the language rather than on the structure, oral and written may be used from the start, for example role plays, dialogues, games, and problem solving, one role for the teacher is that of a ‘facilitator’ who help learners to communicate in English and motivates them to work with the language. Learners often interact with each other’s through pair of group work, the four skills are developed simultaneously.
Furthermore, teacher II, she use Grammar Translation Method. It can be seen through she use GTM method in accordance with the characteristics of GTM, referred in the book of Brown (2007, p.19) the characteristic of GTM are: classes are taught in the mother tongue, with little active use of the target language, much vocabulary is taught in the form of list of isolated words, long, elaborate explanations of the intricacies of grammar are given, grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words, reading of difficult classical texts is begun early, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis, often the only drills are exercise in translating disconnected sentences from the target language into the mother language, little or no attention is given to pronunciation.

Teacher IV, she uses Audio Lingual Method in her teaching and learning activity. She begin her class with the dialogue, and also play short drama in her activity in teaching English. Here some features of typical lesson in the book of Lindsay and Paul (2006, p.18), such as lesson often begins with dialogue, the emphasis was on the form (or structure) of language rather than on content and meaning, correct pronunciation was strongly encouraged from the beginning, vocabulary was severally in the early stages, drills were the main way new language was practice.

Because it is focused on learning, classroom assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment. Their motivation is increased when they realize that faculty are interested and invested in their success as learners. When students focus more clearly, participate more actively, and feel more confident that they can succeed, they are likely to do better in their course work.

For the assignment, English teacher in SOPO give assignment to the students such as, translation, discussion and conversation, role play, reading aloud, sentence repetition, memorizing vocabulary, question and answer the task, games, and multiple choice.
The teacher should use various media in order the students can understand the material quickly and interested to the lesson. Besides that, the students sometimes need the real things that have relationship with the lesson, because it makes them easily to remember and the lesson more attractive.

And for the media, English teacher at Suanprayawittaya school through some media such as whiteboard, pictures, worksheet, using dictionary, object around class, text book, and projector in the teaching and learning activity.

From the method in teaching and learning English at Suanprayawittaya School, the writer can say that the teaching and learning English using method at that school is good enough, but of course, still has to be more evaluate and developed. And it is will be better if the teacher applies more techniques that never use in teaching and learning, in order to be attractive and the students will be more interested in learning English.

From fourth English teacher who’s been interview, that the activity of learning English in SOPO is passive condition. Teacher as a figure, and students as a listener only, without much response, only a few students who responded during the learning activity. Probably, due to the methods used teachers too often used, resulting in less innovation in learning process

In the assignment, must the existence of mutual benefit between teachers and students. As the students are asked to read a text, it provides benefits for students to practice their pronunciation, and train the teacher hearing it true than in say students in reading.

Most college teachers already collect some feedback on their students’ learning and use that feedback to inform their teaching. Classroom assessment is an attempt to build on existing good practice by making it more systematic, more flexible, and more effective.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings discussion that have been interpreted, it can be concluded that the teaching and learning english in Suanprayawittaya School, chene distric, southern Thailand is good enough or in Intermediate catagory.

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Teaching and Learning activities English in Suanprayavittaya School is very interesting with various students’ characteristic, and sometimes atmosphere in the class very stiff, because of lack of creativity of teachers make learning English not much interest the students. The teacher also stated that students in this school, it is very difficult to learn English, so that any activities or learning materials are delivered, they are considered difficult. The English teacher teaches English through some method such as CLT, GTM, and Audio Lingual Method. And for the media, English teacher in Suanprayawittaya school through some media in teaching process, like whiteboard, pictures, worksheet, using dictionary, etc. The learning atmosphere which could be said to be passive, the lack of interaction between teachers and students. After teachers explain the topic material, students given task, and then any learning is complete. English teacher give assignments to their students in the form of translation, students are asked to translate a text in English language or vice versa. The assignment in the book guide, multiple choice task, discussion and conversation task, sentence repetition, etc. Presentation bouquet, because in this school they apply two skills alone, i.e. reading and writing, listening and speaking as complementary. So many more students assignments lead to the story or text, make a bouquet, matching word, and create picture to describe in English.

Suggestions

In the light of the result of this study, the writer would like to suggest the headmaster of Suanprayawittaya School, it is expected that he always keep the school good system that can help all teachers and students especially English teacher for teaching and learning English process and the implementation of good education for Thailand’s students. As soon as provide more facilities in new land of school that can support the teaching and learning and make more effectively. Keeping good motivation and suggestion for all teachers, so they can apply the code in teaching and learning activities. For English teacher, it is suggested to increase the student’s ability in learning English, by giving them more explanation with more method and technique, with the creative media in teaching, make them confidence to learn English, make a funny class not boring class. Teacher must be creative in teaching. The students of SOPO, English language is world language, international language, you can around the world with English language. So, study
hard to learn English, English is fun subject, you must love it, English so easy if you are serious to be better. The writer hopes that after this research, this thesis can give advantages to the English teacher in SOPO or English teacher in Indonesia who read this thesis, and give you description about how English teaching and learning in Southern Thailand especially in SOPO. Candidates to make correction when teaching and learning activities by using many, method, techniques, and media that exist in education world.

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