



## The Analysis of the Teaching-Learning English

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**Abstract:** *This article is about an analysis of teaching and learning process in an English classroom. According to the research, all project tasks could run well. All of the students were paying attention to the teacher seriously and interestingly while presenting the lesson. The language learners seemed to be worried when they performed presentation. They looked nervous because probably they rarely did conversation in the class.*

**Keywords:** *lesson plans, project tasks, teaching methods, effectiveness.*

The research investigated many lessons and practiced many project tasks for teaching terms, and the research could gain good result which can show that teaching terms with PBL is an effective.

Analyzing instruction may take place individually or with colleagues and involves identifying patterns, opportunities, and specific moves, and making hypotheses for how to improve. Reflective teachers recognize subtle, normalized patterns of oppression that undermine the learning of marginalized groups.

Analyzing language is the first step for the teacher in the process of presentation. The analysis of the target language will then guide decisions made about other aspects of presentation: The approach - inductive or deductive, and how much can be elicited.

This study was aimed at analysing the implementation of teaching and learning process as one of the standard of process parts in the 2013 Curriculum. This was a qualitative study with a case study approach conducted at SMA Negeri 3 Jambi. Three English teachers and 237 students of grade XI were involved as the participants. The data were collected through interview with the teachers, observation, students' questionnaire, and document review. To assess the trustworthiness of this study, the researcher did triangulation, member checking and reflexivity. The findings covered the analysis of the implementation of teaching and learning process which included two-essentially scripted aspects: classroom management and teaching and learning process. The classroom management was grouped into three sub-themes: teaching performance, classroom attitude, and time management. Teaching and learning process implementation covered three activities: introductory, core, and closing activities. Based on the findings, suggestions such as to limit the number of the students, to provide cutting-edge technology devices, and to hold trainings for teachers, were proposed for teachers of English, schools, and educational authorities, respectively.

Learning to teach and continuing to improve requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their practice. Analyzing instruction may take place individually or with colleagues and involves identifying patterns, opportunities, and specific moves, and making hypotheses for how to improve. Reflective teachers recognize subtle, normalized patterns of oppression that undermine



the learning of marginalized groups. They interrogate their underlying assumptions and seek to develop new instructional habits and strategies that support students to thrive.

Teachers carry out countless moves and in-the-moment decisions every day. Their moves and decisions are often shaped by deeply held assumptions and dominant White notions about students, the content, and teaching. By analyzing instruction, teachers attend subtle patterns and biases and learn about how they might impact children. Analyzing instruction also provides opportunities to study students' work, which can support teachers to see students' strengths, deepen their content knowledge, and develop new strategies and approaches that can intervene on patterns that reproduce inequity.

It also gives an explanation of the presence of Input-Interaction-Output (IIO). In the article, there are details of the type of input and role applied by the teacher, the type and role of interaction built, and the type of output and its lead. Besides, other elements such as English talk and lesson explanation, the feedback given by the teacher, language view, materials, and activity in the classroom, etc will include in the essay. The method applied in the article is document analysis. The result is that the way the teacher teaches, the method she applies, and the approach she implements can offer and encourage them to obtain the knowledge in a good way. These factors seem agreeable as the students can perceive her teaching style well. However, the material or the subject provided by the teacher seems much lower for the students' capacity. Thus, the writer suggests that Monique offer a little bit higher input.

Technology has entranced into almost in every home and schools. It makes the educators consider the way of its usage in education. It also makes the changing of the way of teaching learning. Technology has become common in usage and it cannot be excluded from teaching or learning. The activity of teaching learning has also got the impact of them. It means that not only the learners but also the teachers or educators should adapt with this changing. Teachers or educators who cannot implement the technology in their life, will "lose contact" with their students. Before teaching the learners or students about using technology in teaching learning process, the teacher or educators themselves have to invest technology as much as they can. By using technology, the information, references related to teaching learning activity are easily accessed both for teachers and learners.

Based on the explanations above, technology is created to ease human's life. Technology can be used in teaching or learning activity. It can be used to enhance the learners' English skills, such as listening, speaking, reading and writing. Technology then is expanded into ICT which is meant to be implemented in every aspects such as education, especially English lesson. Web sites, computers programs, presentation software, electronic dictionaries, chatting and emails, CDs and video clips are kinds of technology which can be used in teaching learning activity in the classrooms. The application of the technology depends on the English skills that are going to teach, the condition in the classrooms and also the learners' ability.

As mentioned at the outset: designing a course that best fits the needs of learners requires both an understanding of who the learners are, as well as actual efforts to evaluate and understand their needs. The chapter reviewed both conceptual issues that concern learner analysis as well as practical approaches you can use to analyze actual learner needs.

Because of this, learner analysis is an important aspect of the instructional design process. It is important to remember that learners are not empty containers in which knowledge can simply be poured. They have experiences through which they understand the world and through which they will understand or evaluate the instruction. In this way, learning is a process that involves change in knowledge; it is not something that is done to learners but instead something that learners do



themselves (Ambrose et al., 2010). Hence, “consideration of the learners’ prior knowledge, abilities, points of view, and perceived needs are an important part of a learner analysis process”.

Although various scholars may use different verbiage, broadly, a learner analysis can be understood as the process of identifying critical aspects of the learner, including demographics, prior knowledge, and social needs (Adams Becker et al., 2014), and “is characterized as an iterative process that informs vital instructional design decisions from front-end analysis to evaluation” (Saxena, 2011, p. 94) by customizing the instruction to the previous knowledge of each individual learner so that the learner controls their own learning and has a deeper understanding of the classroom material. For example, an instructor teaching a biology master’s program can expect learners to have a solid foundational knowledge of biology. At an undergraduate level however, the instructor may expect students to have a somewhat limited understanding of biology. The instructor will also have to take into consideration the learner group characteristics such as first-generation students, international students, adult learners, and learners with accessibility needs (e.g. requiring note-taking accommodations and extra time on exams), all of which may influence teaching of content, distribution of content, and pace of content distribution in the classroom. Another characteristic is the learning preferences within the group of learners, such as whether they prefer and respond better to small group learning, hands-on experiences, or case studies.

Much has been written about learner analysis, in terms of definition and the process by which it can be accomplished. However, regardless of the definition advanced, what is important to discern is that through a learner analysis, the learner contributes to the instructional design of the course and miscommunications between the learner, instructor, and course goals are identified. A learner analysis ensures that the learner benefits from a productive learning environment that can leave a lasting impact on their lifelong learning.

The focus of this chapter is on how to conduct a learner analysis. This process often includes identifying learners’ characteristics, their prior knowledge, and their demographics, all of which are key factors to consider when designing a learning environment (Adams Becker et al., 2014; Dick et al., 2009; Jonassen et al., 1999; Fink, 2013). Demographics include the environment in which the learner lives and works ethnicity, accessibility to technology, and educational background. Other factors—such as motivation, personal learning style, and access to content—also play a role in how individuals learn.

The chapter begins with explaining the components of a learner analysis, describing reasons for a learner analysis, and providing a learner analysis worksheet. The next section of the chapter explains an area that the authors believe is often not discussed when writing about learner analysis: the ethics of working with learners, developing personas, and experience mapping. The last section of the chapter includes a learner analysis design project to enable the reader to put into practice some of what is covered in the chapter.

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