

**OVERCOMING DIFFICULTIES IN LEARNING ENGLISH AT THE 8th
GRADE STUDENTS' IN CHRISTIAN JUNIOR HIGH SCHOOL RANOTANA
WERU****Livianni Lambe***English Education Department, Faculty of Language and Arts
Manado State University
livianni_lambe@unima.ac.id***Abstract**

The 8th grade student in Christian Junior High School Ranotana Weru in Manado applies the 2013 curriculum in English subjects which this curriculum focuses on the ability to communicate orally and written. However, students have difficulty in making sentences, especially simple sentences consisting of 1 subject, 1 predicate, and 1 object because they lack of vocabulary, do not understand the structure of the sentence and the absence of a permanent teacher of English.

Keywords: English; Vocabulary; Simple Sentences.**Introduction**

The Olive Christian School was founded by the GMIM Zaitun Manado Foundation in 2010 in an area of 60mx30m and side by side with Olives and Christian High Schools. This Junior High School has 3 classrooms, 1 teacher room , 1 Principal room, 1 hall and 1 toilet and a number of teaching staff are 10 people and students from grades 7 to 9 are 89 students with details in class 7 there are 27 students, classes 8 has 32 students and grade 9 has 30 students.

The students who were registered as Olives Christian Junior High School Ranotana Weru students came from elementary schools in the neighborhood around the school and the curriculum used by their schools was the 2013 curriculum and KTSP. The teaching and learning activities at this school began at 7am to 12.50pm. In the learning process, classes 7 and 8 use the 2013 curriculum while the 9th grade uses the one-level curriculum or KTSP.

2013 curriculum learning is oriented towards businesses preparing for the birth of the coveted Indonesian gold generation 2045. Indonesian generation that has competence is a set of attitudes, knowledge, and skills that must be possessed, internalized, and mastered by students after learning a learning content, completing a program, or completing a particular education unit (<https://beljarpedagogi.wordpress.com/2014/05/04/pembelajaran-kurikulum-2013>).

The 2013 Curriculum Learning Concept that learning is a process of developing potential and character building for each student as a result of the synergy between education that takes place in schools, families and communities. Learning Process The 2013 curriculum provides opportunities for students to develop their potential into abilities that are increasingly increasing in attitudes (spiritual and social), knowledge, and skills needed for life and for community, nationhood, and contribute to the welfare of the people human (Permendikbud No. 104 of 2014 concerning Learning). (<https://beljarpedagogi.wordpress.com/2014/05/04/pembelajaran-kurikulum-2013>).

Based on the explanation of the 2013 Curriculum learning it can be said that it is designed to meet the 21st century learning model where students must be able to develop their potential supported by education in family schools and the community to become human beings who are godly, creative, innovative, affective and productive and able to contribute to society, the state and the world.

In line with the explanation above, learning English in accordance with the 2013 curriculum focuses on language skills where students are taught to be able to communicate orally and in writing. However, in teaching and learning activities 8th grade students at Olive Christian Middle School face difficulties in learning English because there is no English teacher who teaches there so the school borrows honorary English language teaching staff in elementary school and difficulties faced by English teachers who teach at they are students cannot make conversations using simple sentences, lack of understanding of subjects, predicates, objects and information on the structure of sentences, it is difficult for them to distinguish nouns, verbs, adjectives and adverbs, less understanding of Simple Present Tense , Simple Past Tense and Future Tense, cannot read English-language texts correctly and cannot respond or answer in English when the teacher asks, lack of vocabulary, after a few students sleep and leave the class when English lessons are started.

Seeing a picture of the problems faced by partner schools that are so complex and not all problems can be solved at a certain time, then it is agreed with partners to prioritize the problems that must be addressed, namely:

1. The absence of an English teacher so that the school must borrow an English teacher at the elementary school who is a temporary employee.
2. The low concept of simple sentences.
3. The lack of vocabulary possessed by students.

Implementation Of Method

The implementation of English language training for 8th grade students of Christian Junior High School Ranotana Weru of (1) preparation, (2) implementation of activities, and (3) training evaluation. In the preparation section a training socialisation will be conducted as well as a test to see the concept of students in making simple sentences using objects in the classroom and describing their daily activities and surveys in the form of interviews / interviews with students to find out what they want in the process of learning English. This section is carried out in three meetings:

1. Meeting 1 is carried out training outreach.
2. Meeting 2 conducts tests and surveys.
3. Meeting 3 evaluates the results of tests and surveys.

In the part of the implementation of the activity will be carried out the application of English language teaching which varies according to the results of tests and surveys. Learning activities in this section are:

1. Meetings 4 and 5 explain simple sentence patterns.
2. The meeting of 6 to 9 application of the Word-Webbing strategy with the Contextual Teaching Learning approach and simple sentence writing exercises
3. Meeting 10 - 11 applications using Snake Ladder games

In the last part of the English language PKM training plan, the evaluation was to find out the progress of the participants during the training while providing important

advice on what they should do after the training was completed. Activities in this section:

1. meeting of 12 test
2. Meeting 13 evaluation of test results.



(PKM Diagram of Grade 8 of Christian Junior High School Ranotana Weru)

Broadly speaking, the design of English language training for students in grade 8 of Christian Junior High School Ranotana Weru is as follows:

Meeting	Meeting Activity	Time allocation
1	Training Socialization	60 minutes
2	Test and Survey	100 minutes
3	Test evaluation and Survey	60 minutes
4-5	Explanation of simple sentence patterns	2 x 80 minutes
6-9	Application of Word-Webbing and Contextual Teaching Learning	4 x 80 minutes
10-11	Snake Ladder Game	2 x 80 minutes
12	Test	2 x 40 minutes
13	Evaluate the test results	2 x 40 minutes

All of these activities will be attended by the 8th grade students of Christian Junior High School Ranotana Weru where the activities in meetings 4 to 11 will be given feedback or feedback to strengthen their concept of simple sentences.

Result And Discussion

In this section, it explains the activities carried out at the preparation stage, the implementation of activities and evaluation of English training for students in Christian Junior High School Ranotana Weru Preparation

The main objective at this stage is to know the concept of understanding sentences as simple as grade 8 students through tests and surveys in the form of interviews or interviews to find out what they want in the process of learning English. This stage is held in three meetings.

1. 1ST meeting is the dissemination of training by visiting the destination school and meeting with the principal and English teacher to explain the core of the training activity. The Chairperson of the PKM team was also given the opportunity to make observations or observations in the 8th grade when English subjects took place. After completing the learning process, the team leader was given the opportunity to inform the activities of the 8th grade students the purpose and objectives of the PKM activities in the form of English language training. The activity involves the transformation of science in an effort to solve problems faced by teachers and students. In this socialization activity, it will be

explained how learning models are easy, interesting and fun for teachers and students.

2. 2nd meeting is carried out in the form of 10 questions which are 5 questions about making simple sentences with objects in the class plus 5 questions using verbs to write activities carried out at school. The 5 nouns on the question are whiteboards, tables, chairs, maps and flags and 5 verbs namely study, write, read, count, and memorize. After they finished answering the test continued with a survey in the form of an interview. The questions asked are what is still poorly understood in learning English and what students want the teacher to teach in English so that they can quickly understand the material provided.
3. 3rd meeting discusses the results of the tests and interviews that have been conducted at the previous meeting. The discussion of the results of this test is conducted individually to illustrate the strengths and weaknesses of each student and the results of the interviews discussed together with them in the future in training the desired goals can be achieved.

Implementation Of The Activities

This section provides an explanation of how PKM activities are carried out based on the results of tests and interviews conducted at the preparation stage.

1. 4th meeting and 5th meeting are explained theoretically about simple sentences and patterns according to Oshima, Alice and Hogue (1999). This meeting I explain about a simple sentence pattern consisting of 1 subject 1 predicate and 1 object. The sentence pattern was apparently not understood by students because they came from different elementary schools where English teachers when they were in elementary school never entered or rarely taught. I explained about Simple Present Tense form Be and Verbal. The Be pattern or structure is Subject + Be + Complementary and the Verbal form is Subject + Verb1 + Object + Adverb. The subject described is I, You, IT, He, She, We, They, This and That followed by the predicate Am, IS, and ARE as well as objects or complement are Noun, Adjective and Adverb. And for Simple Present Verbal Tense uses verbs that describe daily activities. I shared these two texts where the text was written on Daily Activities and School where the sentence structure in both texts uses Simple Present tense in the form of Be and Verbal. In the teaching process, I use mother tongue, namely Manado, so students understand more about the explanation that I gave. To end the meeting, I share some texts again to find in the text simple sentences that have been learned.
2. The 6th -9th meeting applies the Word-Webbing strategy with the CTL approach and drilling techniques and uses image media because this school does not have a projector. The four meetings students must sit with their team determined by the speaker based on the results of the initial test. Then the topics studied are School, Daily activities, Tree and Flower and Classroom. Before the Word-webbing strategy is applied, the material that was obtained at the previous meeting was repeated to give reinforcement to students about simple sentences. In core activities, CTL is applied to link the material or topic that will be studied with student experience or show / hold objects that are around them. Then a

group of 4 students was formed based on the results of the initial test for the application of Word-Webbing where in the middle of the paper was written a topic then students in the group wrote as much vocabulary as possible related to the topic. After they write the vocabulary, 20 minutes are given for each group to write the sentence. And to get them to be able to speak and write drilling techniques applied. The vocabulary made by students using the strategy is written 1 word for 1 card. The types of vocabulary they write are Noun, Adjective, Verb and Adverb. They must hear instructions in making sentences, whether making sentences verbally or in writing and one by one students get a turn.

3. The 10th-11th meeting is applied to the game of snake ladders or Snake Ladder. In both of these meetings, snake and ladder games were carried out individually. For each round 6 players are needed. This game on certain numbers has instructions that must be done by the player. These instructions are closely related to the material and topics that have been studied at previous meetings. All students are very enthusiastic about playing because there are penalties rewarded from the winner to the losers. There are some students who are found cheating so they are disqualified by their friends. Seen in this game if students are exposed to a number that has an instruction they try to remember the vocabulary requested for sentences orally or in writing and also there are some instructions that use WH-questions that require them to answer verbally.

Training Evaluation Stage

The final stage in this PKM aims to see the extent to which students achieve learning English.

1. 12th meeting is carried out the final test in the form of a written test with 10 questions in the form of essays where 5 questions about Simple Present Tense "BE" and 5 questions about Simple Present Tense "VERBAL". Assessment for tests is content and grammar so that there is no value of 0 (zero) due to the assessment of language in this case the lowest grammar is 1. It is expected that students can get good grades compared to the results of the initial test.
2. 13th meeting is evaluating the results obtained at the final test where there is a very good increase so that all students get prizes prepared by the team.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

After seeing the results achieved by students through the English language training PKM, a conclusion can be made that:

1. The achievement of very good value by students because they are given material that fits their abilities and topics that are closely related to their daily lives.
2. Memorizing the new vocabulary is done in various forms, making them not bored in learning.

Suggestion

1. Must immediately find an English teacher at Christian Junior High School Ranotana Weru so that the teaching and learning process does not experience obstacles.
2. English teachers must know the background of students so that they can apply techniques, strategies and games tailored to students' abilities.

BIBLIOGRAPHY

- Allen, W. Stannard.1959. *Living English Structure. A Practice Book For Foreign Students*. Fourth Edition. London: Longmans Green and Co Ltd.
- Bowen, Mary dan Hocking, Liz. 2009. *English World 1*. Macmilla
- Brown, H.D. 2001. *Teaching by Principles. An Integrative Approach to Language Pedagogy*. New York: Pearson Education Company.
- Harmer, J. 2004. *The Practice of English Language Teaching*, England: Pearson Education Limited.
- Johnson, Elaine B. 2002. *Contextual Teaching Learning. What It Is and Why It's Here To Stay*. California: Corwin Press.
- Oshima, Alice and Hogue Ann.1999. *Writing Academic English*. Third Edition. London: Longman.
- Slavin,R. 2008. *Cooperative Learning Teori, Riset, dan Praktik*. Bandung:Nusa Media
- Stone, Jeanne.1994. *Cooperative Learning and Language Arts*. California : Kagan Cooperative Learning.
- Wright, Andrew; Betteridge,David;Buckby, Michael.2006. *Games For Language Learning*. Cambridge University Press.