Enhancing English Language Learning: A Case Study of SMPN 3 Bathin

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Article Information	Abstract
	Abstract. The purpose of this case study is to evaluate the students at SMPN 3 Bathin Solapan's English learning capabilities. Through a detailed analysis of teaching methods, obstacles faced, and student reactions, the study explores the application of English language instruction. The principal technique of gathering data was interviewing Mr. Ardhy Yalvema S.Pd., an experienced English teacher at the school, who shared thoughts about the efficacy of existing instructional methodologies and his own teaching approaches. In the context of SMPN 3 Bathin Solapan, the study's findings help to clarify the variables affecting students' capacity to learn English.
Keywords	

1. INTRODUCTION

For many students in Indonesia, learning English as a foreign language remains a challenging process. A significant majority of them perceive English as difficult, and some are reluctant to improve their English skills due to their belief that English courses are challenging (Dini Deswarni, 2016). Students face various challenges when learning English, including low motivation, inadequate resources, limited vocabulary, and feelings of shyness and fear when speaking the language. These factors collectively make it difficult for students to attain proficiency in English.

Teachers undoubtedly feel responsible for their students' development as educators. Therefore, to effectively support each student's optimal growth, teachers should focus on understanding their unique

abilities during the teaching process (Bravo et al., 2017). This understanding enables teachers to prepare lesson plans and conduct classroom activities that cater to individual strengths and weaknesses. In the realm of shaping students' cognitive processes and learning, the teacher plays a critical functions. Thus, a teacher's readiness to utilize resources that enhance learning activities, such as media, techniques, and instructional materials, significantly contributes to the effectiveness of the learning process.

To comprehend learning challenges, teachers must have a solid awareness of the elements affecting students' learning processes and outcomes. If teachers want to find practical ways to support children, they must conduct research to identify this issue.

For part of its objective to raise the standard of English instruction, SMPN 3 Bathin Solapan conducted interviews to understand more about how English is implemented and what challenges English teachers face. This assessment attempts to shed light on the English language learning capacities of students at SMPN 3 Bathin Solapan by providing a case study that can guide remediation tactics.

2. METHOD

This study was designed as a case study. A case study is a method for thoroughly investigating one or more cases, environments, or interactive groups. In this method, a complex or a special case is investigated in their own conditions (Fraenkel & Wallen, 2009 in Perihan Dinç Artut, 2018).

Primary data in this study were collected by answers of respondents/informants to all questions in the questionnaire and also in the interviews with english teacher Mr. Ardhy Yalvema S.Pd at the school, who has taught at SMPN 3 Bathin Solapan for several years, the interview was conducted with a number of questions covering various aspects of english learning at SMPN 3 Bathin Solapan. From the results of respondents' answers to the questions asked in the interviews, answers to the problems in this study will be obtained.

3. RESULT AND DISCUSSION

The report underscores the challenges faced in English education, including disparities in student abilities, limited resources like computer access, and the critical issue of student disinterest. It highlights the importance of finding innovative ways to engage students and adapt teaching methods to meet their needs. The emphasis on Kurikulum Merdeka showcases the flexibility in curriculum delivery, aiming to cater to students' individualities.

Further efforts to enhance student engagement and refine teaching strategies seem imperative for fostering better English learning outcomes at SMPN 3 Bathin Solapan. This report provides a comprehensive snapshot of the existing scenario, laying the groundwork for potential improvements in English education.

Table 1:
The Interview Result

No	Sentences	Explanation
1	Teaching Experience	English teacher Mr. Ardhy Yalvema S.Pd started teaching english at SMPN 3 Bathin Solapan since 2001 and he had never teached at any other school before.
2	Teaching Methods	The teacher uses teaching methods that include lectures, discussions and question and answer sessions. The teacher invites the students to

		discuss, then conducts a question and answer session where the students are given the opportunity to ask or answer questions from the teacher using english. Sometimes, those teachers also use media, such as videos and slides, in the teaching process.
3	Relevance With The Kurikulum Merdeka	The teacher provides teaching materials according to the Kurikulum Merdeka, where in this Kurikulum Merdeka gives teachers the freedom to develop the curriculum according to the students' needs and interests.
4	Use of Media and Technology	The media used in teaching includes computers to carry out searches on the internet regarding the material that the teacher will deliver. However, access for computer use is limited, because it has to change with other class so the speaker is also used in teaching english. Then the teacher also provides teaching material by visualizing it in the form of a video or slide, then displaying it with infocus.
5	Student Abilities	Students have a variety of abilities. There are some students who are able to receive the lesson material well or understand the material being taught, but there are also students who experience difficulty in accepting the lesson material. Initially the teacher conducts non-cognitive tests to assess students' abilities before starting teaching.
6	Student Complaints	Some students experience difficulties in linguistics because it is different to their daily use of language, for example in the way of pronunciation that is different from writing english, so the teacher must step by step in teaching students.
7	Student Responses	Students initial responses varied, some said it was difficult, especially in different parts of linguistics, but there were also some students who already understood the material so it was easy for them to follow the lesson.
8	Student Interests and Attractions	Most of the students have a variety of interests in english subjects with about 50% of them showing initial interest. There are some students who from the start have an interest in learning english because they like english, but there are also students who have no interest in learning english. They think english is very difficult to learn. They think that english is difficult because the way it is pronounced is different from the way it is written.

9	Ice Breaking	Teachers use a variety of games and quizz to break the mood and increase student engagement. The teacher plays several games using words or movements and then the students guess using english, or also during the last lesson the teacher gives a quiz to the students and for students who can answer the questions, they are allowed to go home.
10	Assessment	Assessment includes written tests,assignments, conversations, and student activities. For written assessments, it is adjusted to the student's abilities from exams, tests, or other written assignments. then also assess the students' english speaking skills by having a conversation or presentation in front of the class. the teacher also uses assessment methods in the form of student activity and discipline.
11	Full Implementation	Implementation of english learning has not been fully achieved due to students' lack of interest in english lessons.

Based on the results of the interviews conducted, the following is an analysis of each point discussed:

1. Teaching Experience:
   Mr Ardhy Yalvema S.Pd has been teaching English at SMPN 3 Bathin Solapan since 2001 and has never taught at another school before. This shows extensive experience in teaching at the school.

2. Teaching Methods:
   Teachers use a variety of teaching methods including lectures, discussions, and question and answer sessions. Teachers encourage students to discuss and conduct question and answer sessions where students are given the opportunity to ask or answer questions in English. Sometimes, media such as videos and slides are also used in the teaching process.

3. Relevance With The Merdeka Curriculum:
   Teachers provide teaching materials in accordance with the Independent Curriculum, which gives teachers the freedom to develop the curriculum according to students' needs and interests. This shows an adaptation to a flexible curriculum approach.

4. Use of Media and Technology:
   The media used includes computers to carry out searches on the internet regarding the material to be presented. However, access to computer use is limited because you have to take turns with other classes. Teachers also use teaching materials that are visualized in the form of videos or slides, and displayed with infocus.

5. Student Abilities:
   Students have a variety of abilities. There are those who are able to receive the lesson material well, but there are also those who experience difficulties. Teachers conduct initial non-cognitive tests to assess students' abilities before starting teaching.

6. Student Complaints:
   Some students experience difficulties in linguistic aspects, especially in pronunciation which is different from everyday English use. Teachers must gradually help students in learning.

7. Student Responses:

Initial student responses varied. Some found the material difficult, especially in the different linguistic sections. However, there are also those who already understand the material so it is easy to follow the lessons.

8. Student Interests and Attractions:

    Most students have varied interests in English subjects, but about 50% of them show initial interest. Some students have an intrinsic interest in learning English because they like the language, but there are also those who do not have an interest because they think English is difficult to learn.

9. Ice Breaking:

    Teachers use a variety of games and quizzes to break the ice and increase student engagement. This includes word or movement games that involve students using English, as well as giving quizzes to students in the last lesson.

10. Assessment:

    Assessment includes written tests, assignments, conversations and other student activities. Written assessments are adjusted to students' abilities from exams, tests, or other written assignments. Teachers also assess students' English speaking skills through conversations or presentations in front of the class, as well as using assessment methods in the form of student activities and discipline.

11. Full Implementation:

    The implementation of English language learning has not been fully achieved due to students' lack of interest in English lessons.

Based on the analysis above it can be found that:

1. Strength: Use of varied teaching methods, adaptation to the Independent Curriculum, and efforts to increase student involvement through ice breaking.

2. Challenges: Limited access to technology, difficulty in motivating students who have little interest in English, and the need for more effective strategies in dealing with various levels of student ability.

3. 3.Recommendations: Expanding access to technology, increasing student motivation through a more personalized approach, and developing more inclusive teaching strategies to maximize the potential of English language learning at SMPN 3 Bathin Solapan.

4. CONCLUSIONS

In order to improve English language learning at SMPN 3 Bathin Solapan, more extensive technological integration, a more targeted, individual approach to student motivation, and the creation of inclusive teaching methodologies are required. Through the resolution of these issues and the utilization of current assets, educational institutions can establish more efficient and nurturing learning settings where all pupils can enhance their English language proficiency.

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