

**AN ANALYSIS OF MEDIA USED AT ELEMENTARY SCHOOLS IN
KECAMATAN PADANG UTARA**

Thesis

*Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S1)
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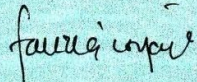
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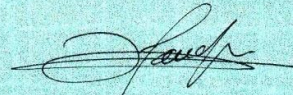
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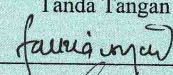
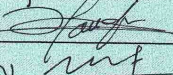
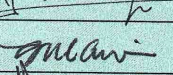
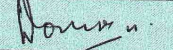

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ABSTRAK

Selpia, Delpani. 2013. An Analysis of Media Used at Elementary schools in Kecamatan Padang Utara.

Penelitian ini menganalisis media yang digunakan pada Sekolah Dasar yang ada di Kecamatan Padang Utara. Data penelitian ini ialah media- media dalam pengajaran bahasa Inggris yang digunakan pada kelas V (lima) dan media ini diperoleh dari 8 sumber Sekolah Dasar yang ada di Kecamatan Padang Utara. Masalah yang diangkat dalam penelitian ini ialah apakah media pengajaran bahasa Inggris yang digunakan di SD Kecamatan Padang Utara relevan dengan kurikulum KTSP 2006 dan perkembangan kognitif dan socio emosional anak SD. Tujuan dari penelitian ini adalah untuk melihat kecocokan antara media yang digunakan pada kelas lima dengan Kurikulum bahasa Inggris (KTSP 2006) dan perkembangan kognitif dan sosio emosional anak SD. Penelitian ini merupakan *descriptive research* dengan menggunakan instrument *checklist format*. *Cheklist format* digunakan peneliti untuk menganalisa kecocokan media yang digunakan dengan kurikulum dan perkembangan anak. Hasil penelitian ini menunjukkan bahwa dari 8 Sekolah Dasar yang ada di Kecamatan Padang Utara, hanya 1 sekolah yang menggunakan media yg sangat sesuai dengan KTSP, perkembangan kognitif dan socio emosional anak. Dari hasil penelitian, sangat disarankan kepada pihak sekolah untuk memberikan training kepada guru terkait penggunaan dan pengembangan media ajar bahasa Inggris yang sesuai dengan kurikulum dan perkembangan kognitif dan sosio emosional anak Sekolah Dasar.

kata kunci: media, School Based Curriculum, Cognitive, Socio Emotional

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CHAPTER 1

INTRODUCTION

1.1 Background of The Problem

Teaching English as a local content to elementary schools in Indonesia has been introduced since 1990s. Unlike at the junior and the senior high school where English is taught as the compulsory subject, teaching English to elementary schools for the first time is relied on the demand of using English as the tool for communication, and it also has been run in some big cities such as Bali, Medan, Jakarta, and Surabaya.

The policy of providing elementary schools students with English has been officially agreed based on the regulation of Depdikbud RI No. 0487/4/1992, Chapter VIII. This regulation declares that elementary schools can add some subjects onto their curriculums as long as it is not contradicted with the objectives of national education. It is then strengthened by the policy of *Indonesia's ministry of Education and Culture* No. 060/U/1993 about the possibility of teaching English as a complementary subject which can be started from the fourth grade of elementary schools.

During the implementation, teaching English to elementary schools in Indonesia turns out to be much more challenging. This case happens because English is a foreign language for the people in Indonesia where it is only learned at schools but not used in daily life. It is related to the way children master a language where the mother tongue and the second language are learned unconsciously since they are born. Hence, children are able to acquire them

because they speak both to the people in their environment (Stonechyper, 2010). So, it gives us a clear idea that English as a foreign language needs special procedures and careful ways in teaching it (Subekti, 2012).

Besides, teaching elementary school students have to consider all kinds of their developments starting from socio emotional and cognitive development. Based on socio emotional theory (Erickson, 1950), elementary school students are the age when they are in *industry versus inferiority stage*. In this stage, the teacher has responsibility to direct children's excessive energy toward mastering knowledge and intellectual skills as children begin to develop their independence, self confidence, and responsibility toward their self and other people. Erickson also says that it is also the teacher's job to help the students to develop a feeling of competence, productive, and belief in their skills through activities which give the students opportunities to positively direct their energy and enthusiasm. So, the teacher as the caregiver at school must become the guidance in order to accomplish the demands in this stage.

Moreover, based on cognitive development (Piaget, 1980), elementary school students are in *concrete operational stage* where their logical reasoning is developed as they begin to conceptualize and do some abstract problems. It means that they need much models, pictures, concrete examples, and direct activities to create a real and contextualized situation in the classroom. Then, these concrete things have to promote creative, free, and fanciful learning atmosphere for the students. In order to create this learning atmosphere, it is a must for the teacher to make the students' learning become concrete and meaningful. It is no doubt that

the teacher must use concrete teaching media because in this stage the students begin to conceptualize and do some abstract problem solving, which is impossibly done without concrete and specific examples.

Based on the explanation above, it is clear that teaching English to elementary school students needs special treatment because it is different from teaching adults. English teachers of elementary school students have to create a pleased learning environment or joyful learning by using authentic materials, concrete media, and classroom activities that are matched with young students' characteristics and all kinds of their developments.

In order to cope with young learners' characteristics, a national curriculum is then provided by *Pusat Kurikulum Depdiknas* (under the law no 22 tahun 2006) which is supposed to be the standard which will be developed based on the needs of the elementary schools students. This curriculum contains the background of why elementary school students are introduced to English, the aim of teaching English for these young learners, including the scope of teaching which has been limited to the classroom and school context. Then, the teaching process is regulated based on Permendiknas no 41 tahun 2007. This law requires the teacher to create learning environment which is interactive, inspiring, challenging, fun, and motivate learners to actively participate so that they have space to build their independence according to their willingness, physics, and also their psychological development.

In the curriculum above, the aim of teaching English is to make them able to communicate in oral form which is relied on the concept "language

accompanying action”. English is used for actual interaction in which the topics are based on their daily situation. So, the teacher has to consider teaching English significantly.

Unfortunately, the curriculum above has not yet been applied by all elementary schools in Indonesia. Some elementary schools use their own curriculum which does not really consider the characteristic of the students. They provide English materials which are quite difficult and not appropriate with children’s cognitive and socio emotional development. The case found in some English teaching materials is that students are asked to rewrite the words by providing only the phonetics symbols of those words. Another case found is that the fourth grade students are also asked to produce a descriptive and a procedure text which obviously opposes the demand of the national curriculum and also children’s cognitive development.

In the case of teaching, it is often found that the teaching process carried out by elementary school’s teacher is just in the form of explanation; just the same way like teaching adults. Most of the time, the teacher asks the students to translate English sentences, or make notes only based on the teacher’s explanation or what she or he has written on the board. This is often done without any supporting media such as pictures or realia. So, the students are not involved in interesting activities like games where it is actually necessary to their development’s stage. Because there is almost never “learning by playing and learning by doing” as the activities in the classroom, it is no doubt that there is often no media used to enhance students’ interest to learn.

Based on the phenomena above, it is clear that the teaching and learning process in elementary schools is not effective without involvement of teaching media. The absence of media makes the students difficult to understand the lessons and yet their critical thinking cannot be stimulated. It is matched with Brinton's statement (2001) which concludes that media do serve as an important motivator in the language teaching process, create a contextualized situation, lend the authenticity to the classroom situation, and provide students with a way of addressing the needs of different learning types of the students. So, it is a must the teacher to use concrete media in teaching English to young learners related to children's cognitive development described by Piaget.

For the reasons stated before, the research will be conducted to see the media used by English teachers at elementary schools. This research is identified as being importance to English teachers in providing them the necessary background to teach English to elementary schools students by using the appropriate media.

1.2 Focus of the Research

Based on the background above, it can be inferred that there are three major cases found in elementary school students' teaching and learning process. The first case is related to the English materials provided to them. As explained earlier, the English materials of elementary school students are too difficult, upper than their developments' stage, and uninteresting. The second thing is related to the ineffective teaching process and inappropriate activities carried out by the

elementary school's teacher. The third case is about teaching media which is paramount important in facilitating young learners' learning in line with all kinds of their developmental stage. The success of learning is impossibly achieved without the use of teaching media in order to make the lesson concrete and feasible to them.

Then, this research focuses on the types and the analysis of media used by elementary school's teacher at fifth grade related to elementary school students' developments. Because there are hundreds of elementary schools in Padang, this research will focus the analysis only in the elementary schools located in kecamatan Padang Utara.

1.3 Formulation of the Problem

From the background and the focus of the problem above, the problem in this research will be formulated as:

“Are the media used by English teachers at fifth grade of elementary schools in kecamatan Padang Utara relevant with the English teaching materials stated on KTSP and appropriate with the children developments?”

1.4 Research Questions

- 1) Are the media used by English teachers at fifth grade of elementary schools in kecamatan Padang Utara relevant with School Based Curriculum?

- 2) Are the media used by English teachers at fifth grade of elementary schools in kecamatan Padang Utara relevant with children's cognitive development?
- 3) Are the media used by English teachers at fifth grade of elementary schools in kecamatan Padang Utara relevant with children's socio emotional development?

1.5 The Purpose of the Research

The purpose of this research is:

- 1) To analyze the appropriateness of media used by English teachers at fifth grade of elementary schools In kecamatan padang utara with School Based Curriculum.
- 2) To analyze the appropriateness of the media used by English teachers at fifth grade of elementary schools in kecamatan Padang Utara with children's cognitive development.
- 3) To analyze the appropriateness of the media used by English teachers at fifth grade of elementary schools in kecamatan Padang Utara with children's socio emotional development.

1.6 Significance of the Research

The problem is worth researching because it will provide information and explanation about the media used by English teachers of elementary schools in conducting teaching and learning process in the classroom. This research will also

give information on how English teachers of elementary schools conduct teaching and learning process by using media. Finally, this research will enrich English teachers' understanding and comprehension about the use of media in teaching and learning process for elementary schools students. So, the data, information, and explanation in this research can be used as a source for the next researchers in conducting better ways in teaching English to elementary schools students by using media.

1.6 Definition of Key Terms

Media : tools and instruments used to deliver the lessons so that it is expected to be able to enhance students' interest, stimulate students' critical thinking and rise students' motivation to learn.

English for elementary school : English as local content given for elementary school students from grade 4- 6.

Elementary school students : students studying at elementary schools whom age are 5 or 6 until 12 years old.

Cognitive development : the development where the students are in concrete operational stage where the lesson must be concrete and meaningful.

Socio emotional development : the development where the students are in industry vs inferiority stage and the teacher's job is to avoid the students from feeling unproductive and incompetent related to children's excessive energy.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings of this research which were conducted in eight elementary schools in Kecamatan Padang Utara, there are some conclusions which can be made. First, from the eight schools, there is one school (school 1) which fulfills all the indicators proposed in School Based Curriculum, cognitive and also socio emotional development.

Second, the relevancy of the media used by the English teachers at fifth grade of elementary schools in Kecamatan Padang Utara with School Based Curriculum is 57% or in the less relevant scale.

Third, the relevancy of the media used by the English teachers at fifth grade of elementary schools in Kecamatan Padang Utara with children's cognitive development is 53% or in the less relevant scale.

Fourth, the relevancy of the media used by the English teachers at fifth grade of elementary schools in Kecamatan Padang Utara with children's socio emotional development is 31% or in the not relevant scale.

5.2 Suggestions

Based on the conclusion above, some suggestion can be derived as follows:

1. It is suggested for the principle of the elementary schools to give such a kind of training for the English teachers of elementary schools to use the

School based curriculum (KTSP) as guidance to provide the students with media based on the proposed activities related to the students' cognitive and socio emotional development.

2. Because of the important of considering the cognitive development of elementary school students, it is suggested to the English teachers to teach English lesson along with the use of teaching media in the form of real objects or realia to make the lesson become concrete and meaningful because elementary school students cannot only handle abstracts problems by using tangible and concrete objects.
3. It is also then suggested for the English teacher of elementary schools to consider the students' socio emotional development as well. It means that when the teacher has used the concrete teaching media in teaching young learners, he must also direct the activities toward the children natural world; that is playing/ games and absolutely he uses the teaching media to provide the students in playing. The data of this research shows that many schools used the media for the activity with no context (not meaningful and real life activity such as pretend play). So that, the concept of learning by doing and learning by playing can be well applied into young learners' learning.

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