

**AN ANALYSIS OF ENGLISH TEACHING MATERIALS USED AT
ELEMENTARY SCHOOLS IN KECAMATAN PADANG UTARA**

Thesis

*Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S1)
Degree at English Department of FBS UNP Padang*



**SUCI JUNIDA FITRI
01607/2008**

Advisors:

- 1. Dra. An Fauzia Rozani Syafei, M.A**
- 2. Yuli Tiarina, S.Pd., M.Pd**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
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PERSETUJUAN SKRIPSI

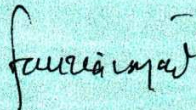
**AN ANALYSIS OF ENGLISH TEACHING MATERIALS USED AT ELEMENTARY
SCHOOLS IN KECAMATAN PADANG UTARA**

Nama : Suci Junida Fitri
NIM/BP : 01607/2008
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Padang

Padang, 4 Februari 2013

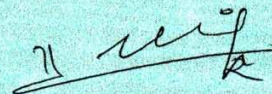
Disetujui Oleh

Pembimbing I,



Dra. An Fauzia Rozani Sy, M.A
NIP. 19660424 199002 2 001

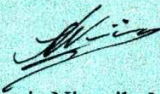
Pembimbing II,



Yuli Tiarina, S.Pd., M.Pd
NIP: 19770720 200212 2 002

Diketahui

Ketua Jurusan Bahasa dan Sastra Inggris



Dr. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001

PENGESAHAN

Dinyatakan Lulus Setelah Mempertahankan di Depan Tim Penguji Skripsi

Program Studi Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

Judul : An Analysis of English Teaching Materials Used at Elementary Schools in Kecamatan Padang Utara

Nama : Suci Junida Fitri

NIM/BP : 01607/2008

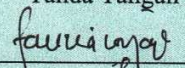
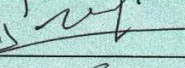
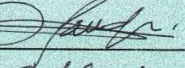
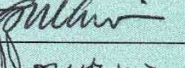
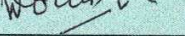
Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa Inggris

Fakultas : Bahasa dan Seni

Padang, 4 Februari 2013

Tim Penguji ,

	Nama	Tanda Tangan
1. Ketua	: Dra. An Fauzia R. Syafei, M.A	1. 
2. Sekretaris	: Yuli Tiarina, S.Pd., M.Pd	2. 
3. Anggota	: Havid Ardi, S.Pd, M.Hum	3. 
4. Anggota	: Dr. Zul Amri, M.Ed	4. 
5. Anggota	: Drs. Don Narius, M.Si	5. 

ABSTRAK

Fitri, Suci Junida. 2013. An Analysis of English Teaching Materials Used at Elementary schools in Kecamatan Padang Utara.

Penelitian ini menganalisis materi ajar bahasa inggris yang digunakan pada sekolah dasar yang ada di kecamatan padang utara. Data penelitian ini ialah 7 buku sumber (materi ajar) bahasa inggris yang digunakan pada kelas V (lima) dan buku ini diperoleh dari 7 sumber sekolah dasar yang ada di kecamatan padang utara. Masalah yang diangkat dalam penelitian ini ialah apakah materi 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 material ajar 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. Checklist format digunakan peneliti untuk menganalisa materi ajar yang digunakan dengan kurikulum dan perkembangan anak. Hasil penelitian ini menunjukkan bahwa dari 7 sekolah Dasar yang ada di Kecamatan Padang Utara, hanya 2 sekolah yang menggunakan materi ajar berupa buku (textbook) yang berjudul grow with English dan lets' lean english penerbit Erlangga sedangkan 5 sekolah lagi menggunakan LKS (lembar kerja siswa) dengan judul Sang Juara, Kreatif dan Sang Bintang sebagai bahan ajar atau materi ajar yang digunakan dalam mengajar bahasa inggris. Dari 7 materi ajar yang digunakan ada sekolah dasar kelas lima di kecamatan padang utara , hanya 64,3 % tingkat kerelevan materi ajar dengan kurikulum, dan 61,42% tingkata kerelevanan materi ajar yang digunakan dengan perkembangan kognitif anak SD. Sedangkan dari segi perkembanagn sosio emotional anak SD, materi ajar yang digunakan mencapai tingkat kerelevanan rendah yaitu 55,74 %. Dari hasil penelitian, sangat disarankan kepada pihak sekolah untuk memberikan training kepada guru terkait penggunaan dan pengembangan materi ajar bahasa inggris yang sesuai dengan kurikulum dan perkembangan kognitif dan sosio emosional anak Sekolah dasar.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Indonesian government has acknowledged the importance of English by putting it into the education system for five decades. Many curriculums and methods have been used to improve students' abilities in English. However, the result still has not satisfied. Some students seem unable to communicate well in English. This case could happen because of some fundamental problems and factors grounded in teaching and learning English.

Moreover, to solve the problem above, the government of Indonesia has therefore set up the policy to introduce English language as a local content for elementary schools. The policy about this regulation stated on the document of *Depdikbud RI No. 0487/1992*, in chapter VIII. The regulation states that elementary schools are allowed to add subject of the lesson or the curriculum as long as the decision chosen is not contrary to the goal of national education. Then, it must be relevant to the content standard that teaching materials can be in line with the needs of the regions.

Then, the regulation is followed by the decree of Minister of Education and Cultures no 060/U/1993 about the possibility of teaching English as local content subject for elementary school started from the fourth grade. The primary reason for conducting teaching and learning English as local content in elementary schools is to

provide the students with knowledge about vocabularies (National Education Journal: 2004). So, before continuing their study to higher level, they should have lots of vocabularies. As a result, they will be easier to understand complex English lessons. In addition, having students with ability in English could give a wide chance for them to gain a better life and carrier for their next future.

Teaching English as local content at elementary schools seems to be difficult because many aspects should be considered by the teachers. The teachers must relate English teaching materials to elementary school students' development; their cognitive, socio emotional, language development, and the position of English as a foreign language.

In the case of students' development, based on Piaget (1980) their cognitive development is in the concrete operations level that can perform operation. The logical reasoning replaces intuitive idea as long as reasoning can be applied to specific or concrete examples. This means that they need materials which provide clear examples and illustrations and it will make the concept become concrete and can be understood clearly. While, their socio emotional development is in the *industry Vs inferiority* stage as pointed by Erikson (1950) (in Santrok: 1994). In this stage, elementary school students are encouraged to develop a feeling of competence and belief in their skills in doing something. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful. In other words, it could create students inferiority feelings.

Meanwhile, based on their language development, elementary school students should learn easy vocabularies starting from noun, adjective, and the verb (Lesia: 2004). Thus, English teachers should facilitate them with the materials which have authenticity to their daily life and have relevancy with their development.

In the case above, teaching English at elementary schools should also consider the position of English as a foreign language. As a foreign language, teaching English is not as simple as in understanding mother language. It needs special strategies and procedures. It is because of English is only learned at school and the environment does not support the students to use it in their daily life. There are many language components that will make them confused such as the differences in structures of sentences, vocabularies, and the way of pronouncing the words. Hence, those problems make the students get difficulties in understanding the language.

Fortunately, these fourth aspects above entail the law number 22 /2006 and 41/2007. The law number 41/2007 requires the teacher to create learning environment which are interactive, inspiring, challenging, fun, and motivating for learners to actively participate in learning activity in form of doing something and playing in the classroom. As result, they will have space to build their independence related to their need and their physical and psychological development.

Furthermore, the law *No. 22 /2006* about school based curriculum above is also produced by considering the positions of English as foreign language. This curriculum gives guidance for teachers in designing materials, preparing teaching media, and conducting the appropriate classroom techniques and activities. In

addition, the competency standards and basic competencies in school based curriculum (*KTSP 2006*) states that English teaching materials must relate to students' life.

Unfortunately, based on observation in some elementary schools in Kecamatan Padang Utara on October 2011, it can be inferred that a number of elementary schools seem to ignore school based curriculum (*KTSP 2006*) as the guidance for teaching English. Some English teachers are lazy to develop their own materials based on the standard stated in *KTSP*. They just use the materials from *LKS* (*Lembar kerja siswa*) which created by *MGMP* (*musyawarah guru mata pelajaran*) without considering some essential factors are dealing with students' developments and the position of English as a foreign language. As a result, teaching and learning English at elementary schools seem to be a burden for teachers.

Most materials in *LKS* provide students with difficult exercises. For instance, students are asked to write a descriptive text (describing places) and a procedure text (e.g. how to make a cup of tea). Meanwhile, elementary school students are expected to understand the meaning of descriptive pictures and they do not learn a procedure text. Then, the common exercises found in *LKS* are translating and creating a short text, memorizing long sentences, spelling the paragraph. In fact, the teaching materials are lack of authenticity. It also makes young students lose interest quickly then they will find that English is as a difficult lesson.

Moreover, the teaching technique used by the teachers is not appropriate with the students' way in comprehending the lessons. It is rarely found the activities such

as playing or doing something in the classroom that students are fun, free, enjoy and creative. Additionally, there is also found that the lack of sufficient media used by the schools in teaching and learning English in the classroom.

In short, the entire phenomenon above seems against the theory of teaching English as foreign language to elementary school students. First, the materials, media, and activities are not in line with students' development. Moreover, the position of English as foreign language seems not to be considered by the teacher in teaching English for elementary school students. It can be proved by the fact that many teachers just use *LKS* as a source of teaching and learning English for elementary students. Hence, it is important to do the research on how teaching materials, media and classroom activities are carried out by the teacher at elementary school in Kecamatan Padang Utara. This research was conducted to see whether the English teaching materials relevant with school based curriculum and elementary students' development

1.2 Focus of the Research

There were three big areas to see whether the schools conduct the teaching English to elementary school students by using relevant English teaching materials, English teaching media, and classroom activities. However, this research was only focused on the relevancy of English teaching materials used by English teachers at elementary school students at the fifth grade in Kecamatan Padang Utara toward students' development and the position of English as

foreign language that has been reflected on school based curriculum (*KTSP 2006*).

1.3 Formulation of the Problem

Based on the background of the problem and the focus of the research above, the problem in this research is formulated as follows:

“Were English teaching materials used at Elementary schools in Kecamatan Padang Utara relevant with school based curriculum (*KTSP 2006*) and students’ development?

1.4 Research Questions

The research questions were formulated as follows:

1. Were English teaching materials relevant with the school based curriculum (*KTSP 2006*)?
2. Were English teaching materials relevant with elementary school students’ cognitive development?
3. Were English teaching materials relevant with elementary school students’ socio emotional development?

1.5 Purpose of the Study

The purposes of this research are to see the relevancy of English teaching materials used by English teacher at the fifth grade towards elementary school students' cognitive, socio emotional development, and school based curriculum (*KTSP 2006*).

1.6 Significance of the Research

The research was conducted will give significant contribution to the use of English teaching materials at elementary schools in Padang even Indonesia. It also gives information on materials that suitable for elementary school students' cognitive and socio emotional development. In addition, it gives information and explanation about the use of English teaching materials for elementary school which should rely on *Permendiknas* no 22 in 2006 (content standard) and no 41 in 2007 (process standard) known as *KTSP*. The data, information and explanation are used as the base for considering the design of English teaching materials for elementary school students.

1.7 Definition of Key Terms

1. English teaching materials : The written or mediated information used by teachers and students to achieve learning objectives.

2. English for elementary schools : English as local content subject taught at elementary schools in Kecamatan Padang Utara.
3. Cognitive developments : English materials which involve concrete and meaningful lessons for elementary students' development.
4. Elementary school students : Elementary school students at the fifth grade (7-12 years old) in Kecamatan Padang Utara.
5. Socio emotional development : English materials used for fulfill industry VS inferiority stage of students' development.