

**AN ANALYSIS OF CLASSROOM ACTIVITIES IN TEACHING
ENGLISH AT ELEMENTARY SCHOOLS IN KECAMATAN PADANG
UTARA**

Thesis

Submitted As Partial Fulfillment of the Requirement

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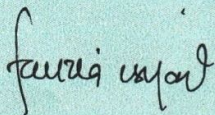
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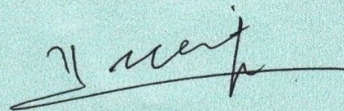
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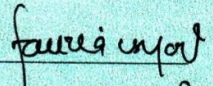
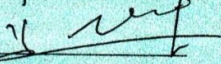

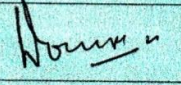
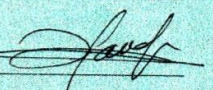
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ABSTRAK

Welmita. 2013. “An Analysis of Classroom Activities in Teaching English at Elementary Schools in Kecamatan Padang Utara. Skripsi.”

Pengajaran bahasa Inggris di sekolah dasar merupakan hal yang sangat penting. Karena pada usia sekolah dasar, anak-anak akan lebih mudah mempelajari bahasa asing. Aktivitas belajar yang tepat akan mempengaruhi kesuksesan anak dalam menyerap bahasa asing.

Tujuan dari penelitian ini adalah menganalisa kegiatan kelas di sekolah dasar yang berada di Kecamatan Padang Utara dalam aspek: 1) kesesuaian antara aktivitas/kegiatan belajar bahasa Inggris dengan kurikulum (KTSP 2006). 2) kesesuaian antara aktivitas/kegiatan belajar bahasa Inggris dengan perkembangan kognitif anak, dan 3) kesesuaian aktivitas/kegiatan belajar bahasa Inggris dengan perkembangan sosio emosional anak.

Jenis penelitian ini adalah penelitian deskriptif, yaitu penelitian yang menggambarkan dan mengolah data yang diperoleh dari keadaan yang sebenarnya atau yang terjadi di lapangan. Penelitian ini difokuskan pada aktivitas/kegiatan kelas yang dilaksanakan oleh sekolah dasar di Kecamatan Padang Utara. Instrumen penelitian terdiri dari *checklist format* yang digunakan untuk observasi langsung.

Hasil penelitian menunjukkan bahwa: 1) aktivitas/kegiatan belajar bahasa Inggris di Kecamatan Padang Utara sesuai/ relevan dengan KTSP, 2) aktivitas/kegiatan belajar bahasa Inggris di Kecamatan Padang Utara kurang relevan dengan perkembangan kognitif anak, dan 3) aktivitas/kegiatan belajar bahasa Inggris di Kecamatan Padang Utara kurang relevan dengan perkembangan sosio emosional anak.

Kata kunci: Classroom Activities, KTSP (School based curriculum), Cognitive Development, Socio Emotional Development

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

In Indonesia, English as foreign language has been taught as the compulsory subject from junior high school, senior high school until the university level. In the case of teaching English at elementary school, English is not a compulsory subject but it is as a local content. Furthermore, English officially has been taught as local content in elementary school since 1990s. This is based on the demand of using English as the important language for communication in some big cities in Indonesia such as Jakarta, Bali, Medan, Surabaya and so on. Then, the government decided to teach English starting from elementary school in order to introduce them earlier to English.

The policy about English as the local content is stated on the regulation of the ministry of educational and cultures (DEPDIBUD RI) No. 0487/1992, in chapter VIII which tells that elementary schools are allowed to add the subject of lesson or the curriculum as long as the decision chosen is not incompatible with the aim of national education. This basis is continued by the decree made by the minister of educational and cultures no 060/U/1993 about the possibility of teaching English as the local content at elementary school, and it can be started from the fourth grade.

In fact, teaching English at elementary school is not easy. There are some reasons why teaching English at elementary school is difficult. First, English is a foreign language. As a foreign language, teaching English is not simple. Further,

it needs the special way and procedure in teaching it. Dragsten (2010) gives several strategies for learning English as foreign language; they are practicing, knowing grammar, knowing the vocabulary, and so forth. However, the elementary school students in Indonesia are lack of practicing English because their environment does not support them to use this foreign language. This makes teaching English as foreign language becomes difficult.

Second, in teaching elementary school students, the teacher should consider about children's developments; they are socio emotional and cognitive development because children at the age of 7 to 12 are in the development phase. In socio emotional development, Erikson (1968)says that elementary school students are in the fourth developmental stage "*Industry versus Inferiority*". He says that the teachers have responsibility to guide the students to direct their energy toward mastering knowledge and intellectual skills (industry) and avoid students from feeling incompetent and unproductive. Moreover, children have to be able to develop their responsibility, autonomy, feeling competence and self confidence. In this case, Erikson means that children have to develop the responsibility to their self and other people. Further, they have to grow their autonomy during their daily activity. Additionally, feeling competence and self confidence are the two important aspects that children must have in order to be success in the future. To develop their socio emotional development above, Erikson states that adult, in this case parents and the teacher must become their guidance as the caregiver.

According to cognitive development of the children, Piaget (1980) assumes that students of elementary school are in the concrete operational stage in which they begin to conceptualize and do some abstract problem solving which is supported by concrete and specific examples. Those concrete and specific examples above automatically should promote *creative, free* and *fanciful* learning atmosphere. So, the teachers must be careful in choosing the materials and teaching those materials to the students in the relation to the theory that children conceptualize something through concrete and specific examples. Therefore, the English teachers need to provide the media and interesting teaching activities.

Based on the explanation above, it is clear that teaching English for elementary school students is not easy and needs special way and treatment from the teacher. In relation to that idea, Linse (2005) concludes that the elementary school teacher has to two jobs; to provide instruction and to provide care. To provide instruction means the teacher develops their cognitive; while to provide care means the teacher develops their socio emotional and moral.

In relation to the above argument, government has revised the policy about teaching English for elementary schools through *Permendiknas* no.22 in 2006 and no.41 in 2007 known as (KTSP) *Kurikulum Tingkat Satuan Pendidikan*. Based on *Permendiknas* no.22 in 2006, it is stated that the background of teaching English for elementary schools is based on the demand of using English for communication to elementary school level. Then, it has been limited to the classroom and school context. Further, the aim is to make them able to

communicate in oral form for language accompanying action in the school context. In addition, English should be taught from the fourth grade to sixth grade.

The curriculum suggests the English teachers of elementary school to teach English through the 4 language skills; listening, speaking, reading and writing. In addition, the curriculum clearly gives the competency standard and the basic competence for material and activities in teaching English for elementary schools which covers listening, speaking, reading and writing. Then, *Permendiknas* No.41 in 2007 as the national education standards for teaching and learning process states that the activity in teaching and learning should be interactive, inspiring, joyful, challenging, and motivating which are appropriate with the physical and psychological development of students.

Looking at *Permendiknas* no 22 2006 and *Permendiknas* no 41 2007, it is clear that the government has given the good guidance for teaching English at elementary school. However, not many elementary schools apply the curriculum provided by the government as their standard in teaching young students. Some schools perceive some difficulties in applying it. Therefore, they use their own curriculum which is not really fit with children's development. So, English becomes the difficult and uninteresting lesson for young students.

The difficult and uninteresting lesson mentioned above may happen because the material is too hard, then no media used to help them in understanding the lesson, while the classroom techniques and activities used by the teacher do not seem really interesting. For instance, based on the preliminary observation, it was found in one of students' workbook for the fourth grade;

students are asked to rewrite the words by providing only the phonetics symbols of the words without using any hint for students such as pictures. Moreover, elementary schools students are asked to write descriptive or procedure text that seems exaggerated for them. While in media used, not many English teachers use the media to help students to understand the lesson. Most of them just use the printed material in the form of workbook. Hence, the classroom activities and techniques will be uninteresting. It is also caused by the monotonous activities in which no playing and doing something at all. As the result, English becomes a burden for the students and also for the teacher themselves.

Dealing with interesting classroom techniques and activities, the teacher can implement it by conducting learning by playing and learning by doing. Playing is the natural way which fulfills elementary school students' development. Because in playing, children will find their own world which contains joyful and pleasure atmosphere. Benjamin Franklin's proverb (in Sullivan and Carlson 1999) "Tell me, and I forget. Teach me, and I remember. Involve me, and I learn", can be an inspiring idea to classroom activities which rely on learning by playing and learning by doing which ask students to get involve.

Unfortunately, many English teachers of elementary schools sometimes forget to provide interesting and enjoyable activities by engaging playing and doing something in their teaching. As the result, their class becomes a boring time and makes the students lose their motivation. That is because many of the teachers are lack of qualification in teaching young students. In any circumstances,

many English teachers of elementary schools do not have educational background to teach English for young learner and sometimes they come from non educational background even non English program.

Based on some problems above, this research was conducted in order to see how classroom activities were carried out by English teachers at the fifth grade of elementary schools in Padang. This research was identified as being importance in order to see how far the English teachers conduct the enjoyable and fun activity in their teaching process.

1.2 Focus of the Research

This research analyzed the classroom activities carried out by English teachers of elementary schools in Padang, whether the activities in their teaching were in line with *Permendiknas* no 22 in 2006 and no 41 in 2007 known as KTSP and with students' developments which engaging playing and doing as the ways in teaching English to elementary school students. To limit the population, the study was focused on the fifth grade of elementary schools in *Kecamatan Padang Utara*.

1.3 Formulation of the Problem

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

“How classroom activities were carried out by English teachers at the fifth grade of elementary schools in *Kecamatan Padang Utara*?”

1.4 Research Questions

The research questions were formulated as follow:

1. Were classroom activities used in teaching English at the fifth grade of Elementary schools in *Kecamatan Padang Utara* relevant with KTSP?
2. Were classroom activities used in teaching English at the fifth grade of Elementary schools in *Kecamatan Padang Utara* relevant with students' cognitive development?
3. Were classroom activities used in teaching English at the fifth grade of Elementary schools in *Kecamatan Padang Utara* relevant with students' socio emotional development?

1.5 The Purposes of the Research

The purposes of this research were to see the relevancy of classroom activities carried out in teaching English at the fifth grade of Elementary schools with KTSP. Then, in order to see the relevancy of classroom activities carried out in teaching English still at the fifth grade of elementary schools with students' developments (cognitive and socio emotional development).

1.6 Significance of the Research

The research was conducted in order to give significant contribution to the classroom activities in teaching English at elementary schools. In addition, it would give information and explanation about the basis of classroom activities for elementary school which should rely on *Permendiknas* no 22 in 2006 (content standard) and no 41 in 2007 (process standard) known as KTSP and students'

developments. This research was expected to enrich English teachers' skill in creating the appropriate classroom activities which fulfill students' developments. The data, information, and explanation gained later could be used as the paramount consideration in improving classroom activities in teaching English for elementary schools in Indonesia.

1.7 Definition of Key Terms

Elementary school students	: Learner at the primary school, the age of 7-12 years old.
Classroom activities	: Activities where the teacher teaches English to the elementary schools students.
Cognitive development	: Activities which involve concrete and meaningful task in the form of learning by playing and learning by doing.
Socio emotional development	: Activities which support industry vs inferiority stage of the students. The teacher's job is to avoid children from feeling unproductive and incompetent related to children's excessive energy.