

ENGLISH LEARNING IN GRADE IV OF ELEMENTARY (Descriptive Study in Sekolah Dasar Laboratorium PGSD FIP Universitas Negeri Jakarta)

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Abstract

The objective of this research was to get and understand a description of English language learning at elementary school in Jakarta related to the following activities: (1) the goal of English subject; (2) the lesson plans of English subject; (3) the English learning materials; (4) the English learning methods; (5) the English learning evaluation; (6) the teacher's activities; and (7) the students' activities in English learning and teaching. It was a qualitative research conducted in grade IV in Sekolah Dasar Lab PGSD FIP Universitas Negeri Jakarta. The data were collected through observation, interview, and document study. The data analysis and interpretation indicates that (1) the goal of English subject is to activate students speaking skills; (2) the plans of conducting the English subject consist of syllabus and RPP; (3) the materials used are varied; (4) the learning method is not fully teacher centeredness; (5) the evaluation consists of process and result orientation; (6) teacher's participation is as controller, facilitator, informant, instructor, observer, evaluator, guide, and learner; (7) students participate in preparing themselves in English learning, doing the tasks individually or group, listening to the teacher's instruction/explanation, asking questions, and writing some important information.

Keywords: *The English learning, the teacher's activities, the students' activities*

INTRODUCTION

English language learning has become a big issue in Indonesia. The Government is trying to teach English to increase by providing various kinds of training for teachers. The curriculum has also prepared to comply with the needs of the society. In addition, providing a source of learning has also given to support education and teaching English in schools, but, the obstacles in teaching and learning English often happened and experienced by the students and teachers in the Primary School teachers and fields of study English.

English language learning in the Primary School refers to The curriculum as part of the Local primary schools. Based on the curriculum English lessons, the scope in primary encompasses verbal communication within the scope of schools. English language learning in the Primary School stressed in the communication orally than written. Although there are aspects writing abilities and its main objective is to read, to support verbal communication.

Teaching English has been running more than 7 years in the primary school Lab FIP UNJ. This school also has many produce graduates who are qualified, in its implementation, of course there are many challenges must be dealt with by schools, especially the teachers who interact directly with the students who have intelligence the diverse and different characters the students at in general. Thus, it's necessary good cooperation between the school, the students, teachers, and their parents.

The purpose of this research is to get the picture about the purpose, planning, materials, methods, evaluation, the involvement/teachers activities, and learners in English language learning especially in grade school in Jakarta State University Laboratory FIP.

English language lessons

Learning language is the process the learners interact with educators and learning resources in language mastery that be realized with the teaching and learning method the language. English is the language first foreign given or taught in Indonesia. By learning English is, the students are expected to be able to communicate in the sense that the learners intact, they are able to understand and/or produce the text verbal and/or paper may have been realized in the four language skills, the hearing, talking to, reading and writing (make a discourse).

The four skills are used to respond to or to create in community life discourse. Thus, the eyes English lessons are directed to develop skills so that graduates able to communicate and make a discourse in English in a certain level literacy rate.

Foreign language that will learn the students started from vocabulary and discourse or *discourse*. These two aspects language provided an opportunity to a large number of learners to seek and find the meaning. Vocabulary was chosen because the words to the concept and can continue with the explanation theory and skemata so providing learning experiences to the world, while the discourse learn because is part of social interaction.

Teaching English as a foreign language in Indonesia in general is centered on teachers. Interaction is dominated by teachers, such as providing an explanation that long, repetition several times, and asked several questions. However, there are also teaching English that is centered on students where students to interact teachers made in English. Thus, it needs a good way in preparing for teaching English in class and it needs the students also considering readiness learning materials that is in accordance with the principles of the learning English as a foreign language.

Brown explained three principles language teaching in his book *Teaching by Principles*, namely: (1) *cognitive principles*, (2) *affective principles*, and (3) *for arabic linguistic thesis principles*. These principles can be made as the basis when applying learning foreign languages. First, the principle cognitive problems. This principle is related to the mental and intellectual property rights. Second, the principle socio-affective. This principle on the emotional, such as feeling, the relationship to the students in the community, and about emotional ties between language and culture. The principle that the third is *for arabic linguistic thesis principles*.

Research is aimed at the picture about learning English especially in the class IV that related to: (1) The purpose of the lesson. English, (2) Planning English language lessons, (3) learning materials, (4) A method learning, (5) Evaluation learning, (5) involvement teachers, and participants involvement (6) students in English language learning.

Teaching English in the classroom requires a good way the students, Directors readiness, and learning materials in accordance with the principles of the learning English as a foreign language. The Principles - this principle is very important in teaching and learning English. Through these principles, a teacher language can evaluate a lesson, text books, the students study group, and other educational context. learning goals, planning lessons, materials, methods, evaluate the students, teachers and is an important elements in the process of learning in schools. Thus, key elements was to become the basis so that can support hits the research.

METHOD

This research will be done with this approach qualitative research. But the methods used in this research is the method ethnography, which was held at SD lab FIP UNJ Setiabudi Jakarta Selatan. Technique that is used researcher in collecting the data that is (1) observation, (2) an interview, and (3) documents. research data is in the form the notes field, acquired through teaching and learning process or events, the record interviews and discussions with school principals, teachers, parents of a grade English teacher, and learners, as well as documents related research. While testing technical data to be made is validity: (1) Triangulation, (2) endurance observation, and (3) extension observation.

DISCUSSION

A. *English teaching purpose*

English to be one of the subjects that is obligatory learned by learners in school. It is often found in English to a must for many schools/institutions, policy makers, and parents who think that this lesson is so important that various efforts done so that the students are able to use of English in order to communicate. In essence, English teaching in the primary school is only a additional. Thus, the eyes English lessons (including learning) must be placed in the number of or portion, according to the age of child elementary school students and not burden.

A basic thing in execution of activity learning is learning. the goals Purpose was to follow national standards set by the government through the curriculum as part of the local primary school, but only in its application is a combination learning goals teachers have created. In general, the purpose of the lesson. more of this refers to the students to achieve ability to talk. There are two key words in this purpose is to develop basic communication and a consciousness about the fact and in the importance of English.

This Formulation learning goals in accordance with the principles learning language that submitted by Smart that one of the research and teaching English programs goal in the primary school is to develop basic communication skills in English.

B. *Lesson subjects English*

With the objective process English language learning needs effort that great and good cooperation from various parties such as the principal, English teachers, parents the students, including itself. One of the efforts done by teachers in order to support the success English language learning is to make lesson. Based on their observations and interviews with English teachers, planning lessons to be implemented in grade consisted of a syllabus plan learning and teaching (RPP).

English lessons on syllabus and plan their learning (RPP) in this school ordered independently by English teacher who taught in class IV. In making lesson, teacher was continue to refer to a standard national education curriculum that is enshrined in. In addition,, an English teacher also did needs analysis of the students to take account conditions and learning goals. This was as was supported by Nunan that learning program must be designed with the needs learners and have a common goal was formulated with clear.

C. *Learning materials English*

Learning materials are all things that are used in the process of learning that function to teach the students. Types of learning materials are varied either written or not written, Based on observation in the field, learning materials used in grade quite varied. Besides using manual and learners teachers (*Backpack*), learning materials can also be the songs. Learning materials prepared by the teachers have attractively as possible so that it could encourage the students to learn and motivation during their study of English.

Learning materials to one of the important factor in reached the purpose of the lesson. English. Planning, the election and organising learning materials that could allow the corporate to students in English lessons and able to communicate with the language. The materials learning and arranged the students according to the age and learning goals. This was as was supported by Nation and Macalister that learning materials need ordered based on the sequence simple - complicated and based on demand.

D. *The learning method subjects English*

Teaching methods are designed to provide learning experiences involving physical and mental processes through the learners interaction between the students and teachers,, the environment, and other learning resources to achieve the company's kompotensi basis. Based on the result observation and interview, teaching methods used in grade not monotonous and does not always centerd on teachers. The students were involved in active and creative in learning activities.

Such is supported by Scott and Ytreberg which stated that there should be learning English is not only related to learning materials that form the words or language verbal, but involves the movement and *sense*. will be needed for many objects and images or even environment around when learn English.

Based on the explanation above can be using the methods it has been concluded that English language learning in grade is very varied in accordance with material and the participants his students. The method - this method is applied with the aim of helping the students learn and active participation in the subject English language skills and be able to control, especially skills speak.

E. English language teaching evaluation

Learning Evaluation is a collection process and translation information obtained from activities as well as the process of learning English. Based on the result interviews and documents English lessons, evaluation in grade done from the bottom or result in written form (such as: formative role/daily, last week, and deuteronomy the end of the first semester) and the approach process or in the form has not been written (such as: *speaking test*, portfolio).

Evaluation is very useful in the process of learning because it can provide valuable information to improve teaching activities, planning lessons, and set up the students learning materials as well. This was as was supported by Nunan that states that evaluation learning is a matter that relate to the students learn how well contributed and how effective learning goals is different with their needs.

Evaluation of the results and the process is similar to the Scriven in Sanjaya that distinguishes evaluation based on their function, namely *summative* and *formative evaluation*. Summative evaluation used to see the success a program that has been planned, while evaluation formative role is used to see progress students' learning during the learning process took place. Thus, the implementation evaluation in class IV could be considered good enough and can measure the success of the program, the teachers, students and in the process of learning English.

F. Involvement/teachers activities in English language learning

Teachers were on duty teaching and learning process planning how to take place, how to apply the curriculum, teaching materials, learning media and other so that students can carry out learning and teaching and learning goals In teaching and taught English at class IV in SD Lab PGSD FIP UNJ, teachers have a role as controller, facilitators, source, teachers, the observer, judge, guide, and learning.

Teachers have a role that is so important in English language learning in class IV. When teachers are able to put its role and create a good lessons will have a positive impact on learning outcomes. Thus, the aim in teaching and learning program a success can be achieved with optimum.

G. Involvement/student activities in English language learning

The characteristics children is the important thing and it is worth noting by their teachers and parents at the time to teach and educate them. Children as young learners have the desire to learn something, including in English language learning. Although the students are classified as varied, in grade is, it still served as the students in general. This means that they still have the right to play, socialize, and not always required to learn all the time.

The students and the involvement role in grade this was done as opinion Scott and Ytreberg in his book *Teaching English to Children* that the students in the ages eight to ten declared children mature and there are the maturity and childish. This means that, in his age was basic concept children have been formed and are able to distinguish a fact from fiction. They also often ask for a long time and use the language verbal and physical body/to speak or understand the meaning. In addition, they are also able to work together and learn from the other in groups. In the development their language, students will have their readiness and awareness in using foreign languages, and bringing them from their mother tongue or his first language.

Based on the explanation above can be known that involve students in teaching participants involvement is crucial. students is such or process their responsibilities in English language learning in class IV. In their learning, the teachers are also plays an important role in creating a state can encourage the students active engagement and so they are learning that critical.

RESULTS OF RESEARCH

After all the data collected, the data was then analyzed by using a model data analysis Spradley, which consists of four stages, namely: (1) analysis of domain, (2) analysis of taxonomy, (3) analysis of components, and (4) analysis of themes. After analyzed, found a few minutes or as an explanation following this.

1. English teaching purpose

In essence, English language teaching the students are given to prepare to be able to communicate in English language skills and to have a on skills to speak, to pay attention to, reading and writing. English teaching purpose in grade SDL at Unnes FIP UNJ essentially exactly the purpose English teaching elementary school in general. The reason the learners to have the capacity as follows: (1) develop competencies to communicate orally a limited in the form to accompany action (*language accompanying action*) in the context schools, and (2) have awareness about the fact English language and its importance to improve their competitive nation in global community. English is used for interaction, and is "*here and now*" and topics talk about in those things that are in the context situation. In addition, there are also hope that their parents, schools, and teachers the students that English-language is expected to be able to active, both in schools and outside the school. specific purpose in essence, English students can produce language or in other words to be able to speak with English

2. Lesson English teaching.

Planning lessons plans that will be implemented in the process of learning. In general, the planning learning it in schools is a yearly program, the first, a syllabus, and plan their learning (RPP)..

There are two types of planning lessons that are made by the teacher English. First, a syllabus learning. Syllabus was made by teachers learning English class IV independently (there is no cooperation with other teachers/cluster) and a syllabus made in cooperation with class teachers in an integrated way. Syllabus formulated based on making it a class, namely class IV first I and the first half II. Syllabus component consists of competency standard, basic competency, indicators, materials, teaching activities, means/source, assessment, and time. The purpose of this is a syllabus reported and teaching English language skills in which consists of reading ability, to pay attention to, talk and write.

Second, the plan teaching (RPP).RPP English teachers made by before teaching subjects dimulai.rpp English written in English. In English teaching RPP in grade (*Lesson Plans are subject identity RPP such as:* (subjects), *grade/first* (grade/first), *topics* (topics learning), *No. of Hours* (time allocation), and *day/date* (day/date teaching). And then continued with an elaboration *competence standard* (competency standard), *basic competences* (basic competency), *indicators* (indicators), (*learning outcomes*) learning goals, *learning methods* (method of learning, *learning experiences* (in/learning experience, *aids and resources* (media and learning resources, and *evaluation* (evaluation).

3. Learning materials English.

Learning materials that are to be used in English teaching in grade varied, such as the textbooks, English-language dictionary, magazine includes writing in English, a CD/cassette, the songs, the article, and figures obtained from various sources such as books or internet.

The text book position the students and teachers' position often used by teachers in determining learning materials. Text Books was derived from Singapore (*Parade English Book 4* and *Backpack English Book 4*, the publisher Longman). Now learning materials/topics learned in this class includes: *introduction*, *the songs*, *script of conversation*, *grammar*, *story "Special Days"*, *"My Trip to Cartagena"*, *"Festival lights in some countries"*, and *"City Mouse and Country Mouse"*. There are also topics of the other learning about *Days and Dates*, *Ordinal Numbers Instead Numbers*, *Hobbies and Sports* and others. Matter - learning materials was delivered in an integrated manner and packed in learning materials that whole separate settlements, not.

Teachers to set the learners and direct in learning more about a learning materials. In choosing, designed, and to set a learning materials, an English teacher refers to a standard national or curriculum through Standard and Basic Competencies. In addition,, an English teacher also adopted from a variety of sources that learning materials more varied, interesting, and is related to the students about life. Thus,

learning materials packed in the form in such a manner so that their learning English in grade can run well. With varied learning materials used, then the students learning experience will be more rich.

4. The learning English teaching.

The learning is one way or efforts to learning materials can be delivered to a large number of learners. In grade teaching methods are concentrated on teachers are not. The students also are required to play an active role in teaching and learning at school. The Election method of learning in this class are varied and not monotonous one method, the students adjusted in the background and learning materials.

There are times when teachers lecturing, questions and answers, role-playing, gave the task or exercise, and to model in teaching and learning and teaching. But, on the other hand the students also trained to use English during the lesson English in schools. The students will be given activity which could make them happy, courageous and active in English. The students also invited to interactive learning and teaching so that the process can go on two-way, it is not solely teachers who held the reins.

Other teaching methods that can train writing, and thinking ability students are at the time the students learn vocabulary, given the opportunity to make their own dictionary based on the text that being studied. The students will make the list vocabulary that is difficult to according to them, then they will find on their own terjemah said through aids dictionary or other such as the internet, *alfalink*, teachers, friends, including parents when learning at home. Next, the learning the learners can train in hearing/*listening* is listening to recorded a conversation that will be done by the foreign language in the laboratory or if lab in the repair and English teachers alone is the students to talk, and listening. In addition the conversation, can also be the story, the song, and the material other interesting for learners.

5. English language teaching Evaluation.

Evaluation done the learners to measure the success Evaluation in the teaching. English language learning in grade carried out by means a diverse, namely in the form written and with the approach both processes and hacyl. As a model that was used by the teacher in order to carry out the evaluation curriculum and syllabus that has been made. Through a benchmark for teachers and evaluate their lessons in accordance with the topic or learning materials.

Type of evaluation carried out in teaching and learning in SD Lab PGSD FIP UNJ Setiabudi - South Jakarta : (1) Deuteronomy Formative Role/Daily; (2) last Week Deuteronomy; and (3) Deuteronomy the End of the first semester. In addition the evaluation, as we explained in The targeting SD Lab PGSD FIP UNJ, that implementation evaluation in learning activities in schools is starting to capitalize on *authentic assessment*. This means that, other than through result (in numerical terms), evaluation is done with the approach process (in qualitative). Evaluation process will be done for the learners observe progress in the process of learning. A teacher sees and considered directly being active involvement, the students, and accuracy in answering the question or explain things.

6. Involvement/teachers activities in English language learning.

In teaching and teaching, teachers have a role as controller, facilitators, the observer, judge, teachers, guide, and learning. Played a big Teachers, to be involved directly in learning English in the classroom.

Based on the result interview to English teachers, he argues that the students have to be involved actively in learning English. Teachers is working actively in use of English in learning and teaching so that the students are motivated to use it as well. In addition, teachers try to build the learners self-reliance and creativity in English language learning and outside the classroom.

7. The students/activities involvement in English language learning.

The students In general in grade actively involved in learning English in the classroom. Based on observation and interview to students, they have a good pleasure subjects to English. This can be seen at the time English language learning in their classes enthusiastic and active. English lessons They memposisiskan as a lesson and useful because through English lessons they can learn to communicate using English with the stranger, and can continue their education to foreign countries.

The students involvement in English language learning including: they prepare for their learning English, doing exercises or tasks that are given from the teacher both individuals and groups, answer

questions teachers, to a good listener in understanding description teachers and try to clarify with asked, and recorded the matters that important about the materials that are being taught.

The students have to go and each one strategy in learning English and face difficulties. Some of them there are some who tries to find in the dictionary, asked to teachers directly, asked to parents, and fellow that they can adopt new knowledge they directly and motivated again in studying.

8. Culture theme

Values, attitudes, and culture in principle to the part that can affect learning activities in SD Lab FIP UNJ. These themes culture that researchers have acquired during research in SD Lab FIP UNJ - Jakarta schools including :

- a. Culture -oriented vision and mission and the school.
- b. Culture character education
- c. A hearty Culture and lead a in English at class
- d. Learning Culture and active learning materials and varied.
- e. Culture quiz in learning methods are to increase their knowledge so the students.
- f. English-language Culture active learning activities in English teachers and the participants were students.
- g. One another culture help each other teachers

CONCLUSION

Based on the result of analyzes, by some conclusions. First, the objectives of English at grade SD Lab UNJ is to be able to develop their skills speak (communicative). Second, planning learning English teaching in grade SD Lab at FIP UNJ on syllabus and lesson plans. Third, learning materials that are to be used in English teaching in grade varies. The four, the method lessons in class IV not focused on teachers simply Fifth, evaluation. English language learning in grade results-orientated done with written and its commitment in the form in the process in the form has not been written. The Sixth, nature in learning and teaching English in grade school in SD Lab at FIP UNJ, teachers have a role as controller, facilitators, source, teachers, the observer, judge, guide, Seventh and learning. the students, involvement in English language learning including: they prepare for their learning English, doing exercises or tasks that are given from the teacher both individuals and groups, to a good listener in understanding description teachers and try to clarify with asked, and recorded the matters that important about the materials that are being taught.

Based on the results of research is, then, some of the recommendations.

For SDL at FIP and English teacher UNJ: (1) can maintain and improve implementation of the program teaching English, (2) can fix it in this administration lessons (such as complete documents planning lessons, and others), (3) can provide ideas or input for English teachers to be able to develop learning materials and teaching methods based on the results of research that is, and (4) weaknesses and strengths can use learning that had been implemented through these research results. The researchers: (1) can be a lesson that is very useful, and (2) advanced researchers can do research more about the students learning language to which have characteristics were mixed.

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