

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

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Abstract

Tujuan dari artikel ini adalah untuk menganalisa: 1) kesesuaian antara media ajar bahasa Inggris dengan kurikulum (KTSP 2006). 2) kesesuaian antara media ajar bahasa Inggris dengan perkembangan kognitif anak, dan 3) kesesuaian antara media ajar bahasa Inggris dengan perkembangan sosio emosional anak. Data penelitian ini adalah media ajar bahasa Inggris di sekolah dasar. Sumber data penelitian ini adalah tujuh sekolah dasar negeri yang terdapat di Kecamatan Padang Utara. Data dikumpulkan dengan menggunakan metode observasi langsung dengan menggunakan *checklist format*. Temuan penelitian yaitu 1) media ajar bahasa Inggris di Kecamatan Padang Utara kurang relevan dengan KTSP, 2) media ajar bahasa Inggris di Kecamatan Padang Utara kurang relevan dengan perkembangan kognitif anak, dan 3) media ajar bahasa Inggris di Kecamatan Padang Utara tidak relevan dengan perkembangan sosio emosional anak.

Key Words: media, KTSP (School Based Curriculum), Cognitive, Socio Emotional

A. Introduction

Teaching English as a local content to elementary schools in Indonesia has been introduced since 1990s. 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.

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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. Besides, teaching elementary school students have to consider all kinds of their developments starting from socio emotional and cognitive development.

In Socio Emotionsl 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. In concrete operational stage, they need much models, pictures, concrete examples, and direct activities to create a real and contextualized situation in the classroom.

Then, it is paramount importance to describe some learning theories which will be the basics of the importance of providing teaching media in the classroom. The first is facilitation theory or the humanist approach. Dunn (2000) explains the basic premise of this theory that learning will occur by the educator acting as a facilitator that is by providing media in the classroom. The second learning theory is called sensory stimulation theory. Dunn (2000) stresses that stimulation through the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

Piaget (in Curtain, 1994) delivers that elementary school students are in the "concrete operational stage". Therefore, the students in this stage will need much models, pictures, concrete examples, and direct activities to create a real and contextualized situation in the classroom. Then, Cook (2005), Bastable and Dart (2007), Lovett (1986), and Psychsho (2010) explain some characteristics of concrete teaching media in the classroom: real objects, visual media, realia, and immediate orientation of the lesson.

Erikson (1968) stresses that *industry vs inferiority* is the stage which is faced by elementary school students (7 to 12 years). This stage requires teacher's big responsibility in guiding the students to direct their energy to accomplish things related to mastering knowledge and intellectual skills and avoiding them from feeling incompetent or unproductive. Bastable and Dart (2007), Cook (2005), and Psychsho (2010) also describe some characteristics of teaching media which strongly support children socio emotional development: provide the students in doing things, provide the students to play, provide the students to work in a group, encourage active participation, and help the students to complete the tasks given. Sukayati (2003) also reveals that anything used as mediator in learning process is called media. Then, Arsyad (2002) states that teaching media is a tool with function is to deliver learning messages.

In choosing the kinds of teaching media for young learners, it must be based on the English curriculum (KTSP 2006) which has contained the standard of competencies and the basic competencies of the materials for elementary

school, the students' cognitive development and also the students' socio emotional development.

In teaching listening, as stated in the English curriculum, the material is teaching the students simple instructions such as "fold the paper, color the card, and cut the hard paper". The instructions of this material can be arranged under the theme of celebrating mother's day. So, learning by doing and learning by playing for elementary students can be well applied. The students will respond to the instructions by doing the activity by the help of teaching media in the form of real objects such as hard paper, colored paper, glue, and mother day's cards. This is appropriate with the demand of the curriculum; the teaching media used is the one which fulfills their cognitive and socio emotional development.

Based on the English curriculum for speaking skill, the materials are in the form of speech acts such as giving direction, asking and giving things, introducing themselves, and so on. The example of asking and giving things is "can I have a hamburger, please?, and can I have ice cream, please?". These materials can be set by the teacher under the theme of asking and giving food and drinks in the school cafeteria. The most appropriate activity for this speaking skill is in the form of role play or pretend play. This idea is supported by Scott and Ytreberg (1990) which say that role play or pretend play is the best activity for teaching speaking for young learners. This activity will give the students a concrete and meaningful learning experience because the dialogue is practiced just like what happens in the real words through the help of teaching media.

The expressions of the material above are then practiced through pretend play or role play where students take turn asking and giving food and drinks in the school cafeteria. Of course, the teacher needs the teaching media of the real objects (of the food and drinks) or the realia such as hamburger, ice cream, apron, tray, and other school cafe's equipments in order to implement the activity

In reading skill, based on the English curriculum, the materials are studying words, phrases, and simple sentences, and it can be also in the form of simple texts or simple passages. The most appropriate activity for reading skill is in the form of card game where the teacher prepares a language game into the classroom by providing some pictured cards containing the pictures of different kinds of food, drinks, and fruit in the school cafeteria such as apple, strawberry, and grapes. Then, one student shows one pictured card and other students read completely the word by guessing one single letter of that word and keep doing this by turn. Here, the teacher undoubtedly needs the teaching media such as the real fruit or the realia of it.

In teaching writing, as stated in the curriculum, the materials for teaching elementary students are copying, and rewriting simple sentences. The example of the suitable activity is making greeting's cards and invitation's cards such as a mother day's card or a birthday's invitation card. So, the students will create a greeting's card or an invitation's card which really fulfills the concept of learning by doing. Of course, this writing activity needs the teaching media (real objects and realia) such as cards, glue, cutter, scissors,

crayon pencils, colored pens and so on.

Based on the explanation above, the purposes of this research are to analyse the relevancy of the media used by English teachers at fifth grade of elementary schools in Kecamatan Padang Utara with School Based Curriculum, children's cognitive development, and children's socio emotional development.

B. Research Method

This research was conducted by using descriptive research design. As stated by Gay (1980), the descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study. Moreover, descriptive research is used to establish the existence of phenomena by using clear explanation. The phenomenon is the media used by English teachers at elementary schools in Kecamatan Padang Utara. This research is used to classify, analyze, and describe the data.

The data in this research were media used by English teachers at Elementary schools in Kecamatan Padang Utara at the fifth grade. There were seven schools that would be observed as the source of the data in this research. These sources of the data were chosen by using random sampling which permitted the researcher to choose just 30% from the total amount that is from 25 elementary schools in kecamatan Padang Utara. In addition, each English teachers who teach in this area would be involved as informant (one school has one English teacher).

The data of the checklist format would be analyzed by doing the following three steps (Sudjana; 1991):

1. Counting the percentage of each item in the checklist format by using the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

N

Where

P= percentage of the answer

F= frequency

N= total respondents

2. Converting the percentage as following:

Percentage	Description
81%- 100%	Very relevant
61%- 80%	Relevant
41%- 60%	Less relevant
0%- 40%	Not relevant

Adapted from Sudjana (1991)

C. Discussion

1. The relevancy of media used with School Based Curriculum

No	Elementary Schools	Percentage	Description
1	ES 1	100%	VERY RELEVANT
2	ES 2	86%	VERY RELEVANT
3	ES 3	21%	NOT RELEVANT
4	ES 4	0%	NOT RELEVANT
5	ES 5	57%	LESS RELEVANT
6	ES 6	72%	RELEVANT
7	ES 7	65%	RELEVANT
Average (57%)			LESS RELEVANT

It can be seen that from seven elementary schools, there were two elementary schools (elementary school 1 and 2) categorized as very relevant with KTSP (100% and 86%). Then, elementary school 6 and 7's media were categorized as the relevant and elementary schools 5's media was in less relevant level. In addition, 2 of elementary schools's media that are elementary school 3, and 4 were not relevant with KTSP.

To sum up, the average of the relevancy between the media used by the English teachers at fifth grade of the seven elementary schools in Kecamatan Padang Utara with all the four skills in the School Based Curriculum is less relevant (57%).

2. The Relevancy of Media Used with The Students' Cognitive Development

No	Elementary Schools	Percentage	Description
1	ES 1	100%	VERY RELEVANT
2	ES 2	75%	RELEVANT
3	ES 3	25%	NOT RELEVANT
4	ES 4	0%	NOT RELEVANT
5	ES 5	50%	LESS RELEVANT

6	ES 6	75%	RELEVANT
7	ES 7	50%	LESS RELEVANT
Average (53%)			LESS RELEVANT

It can be seen that elementary 1's media was very relevant with students' cognitive development (100%). Two other elementary schools's media (elementary school 2 and 6) were relevant (75%) while two elementary schools's media (elementary school 5 and 7) were less relevant with the students' cognitive development. The rest of elementary schools's media (elementary school 3 and 4) were not relevant with the demand of students' cognitive development. To sum up, the relevancy between the media used by the English teachers at fifth grade of elementary schools in kecamatan Padang Utara with the children's cognitive development is 53% or less relevant.

3. The Relevancy of Media Used with The Students' Socio Emotional Development

No	Elementary Schools	Percentage	Description
1	ES 1	100%	VERY RELEVANT
2	ES 2	40%	NOT RELEVANT
3	ES 3	20%	NOT RELEVANT
4	ES 4	0%	NOT RELEVANT
5	ES 5	0%	NOT RELEVANT
6	ES 6	40%	NOT RELEVANT
7	ES 7	20%	NOT RELEVANT
Average (31%)			NOT RELEVANT

It can be seen that media used by the English teacher in elementary school 1 had high relevancy (100%) with socio emotional development of the students. Elementary school 2 and 6's media were not relevant (40%) and two other schools; elementary school 3 and 7's media were also not relevant with students' socio emotional development (20%). elementary school 4 and 5 were 0% meaning that none of the indicators of media relevant with the students' socio emotional development. Then, it is clear from table 6 that the relevancy between 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 not relevant.

D. Conclusions and Suggestions

Based on the result of the analysis, 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. 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. 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.

Based on the findings, it is suggested 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. 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 and put the activities in a meaningful (ex: playing/ games) context by providing appropriate teaching media.

Note: This article was created based on the writer's thesis and the advisors: Dra An Fauzia Rozany Syafei, M.A and Havid Ardi, S.pd., M.Hum

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