**LAPORAN AKHIR**

**ENGLISH TEACHING PROFILES AT ISLAMIC OF ELEMENTARY SCHOOLS IN KURANJI-PADANG**

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**Disusun oleh :**

**RASMITA, S.PdI., M.Pd**

**NIDN. 1011068504**

**UNIVERSITAS PUTRA INDONESIA “YPTK” PADANG**

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**CHAPTER I**

**INTRODUCTION**

This chapter discussess about introduction of research. The points discussed hear are Background of the Problem, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, Purpose of the Study, Significance of the Study, and Definition of the Key Terms.

* 1. **Background of the Problem**

 English is an important tool of communication in this information era. The Indonesian government gives serious attention to increase the English ability of the people, especially in the education sector. This can be seen from the new government rule that extends the English teaching to Elementary schools. As stated in curriculum 1994 that English is determined as a local content or local subject at Elementary Schools.

The purpose of this innovation is to support student English ability in High Schools. On the other word, teaching at Elementary Schools is to prepare for further learning at Junior High Schools. Moreover, the age has needed to acquire a language like native speaker. It is between six and twelve years old. During this age, especially, those in Elementary Schools have been good capabilities to learn a language.

In fact, not all Elementary School have English curriculum. Moreover, in the newest curriculum does not provide complete materials to Elementary Schools students. Based on the writer’s experience, as English teacher at Elementary School 13 Simpang Haru Padang. The English teacher only taught material based on textbook. In fact, the school did have not English curriculum. The writer only gives material based on textbook for third, fourth, fifths and sixth level of classes. In fact, most of students are interested in learning English. Then, they need variant methods and games.

Dealing with the trend of teaching English in primary school students, there are some problems that are needed be anticipated. First is the *teacher. B*ased on writer’s field observation, some of English teachers do not graduate from English pedagogy. Consequently, the teachers have very limited English and background knowledge of teaching language methodology. In fact, they have to teach English to the children in primary schools. Then, the headmaster asks them to teach English even though they have no background knowledge of English. It means that they do not graduate from English department. This implies that to be successful in teaching English to children, the teachers should have been provided with teaching itself. In other words, the teaching of English to children is not exactly identical with that for adults since both learners are very different in nature. Furthermore, there is no selection for recruiting English teacher. As a result the successful of teaching cannot be maintained.

Second is the *method of teaching.* In teaching English as an international language, teacher needs to know student’s characteristics and need in learning activities. Moreover, teacher needs to find a suitable method in teaching English. It is needed to make teaching English more meaningful. If a teacher always uses a type of teaching method, it makes the students bored. However, some teachers tend to use a single method, which is sometimes inappropriate to the topic and to the students need. Classroom activities tend to be monotonous when they use a single method. For example, teacher translates English words directly from English into Indonesian.

The third is the *media.* Based on the researcher’s experience shows that media makes students are interested in learning English. Therefore, the media may be caused students more active and high motivation in their studies. Generally, during the teaching learning process, the Elementary Schools students tend to have missed behaving, jokes and entertainment. The last is the *evaluation. M*ost of the evaluation or assessment like tests made by the teachers consists of multiple-choice items, translation, competing dialogue and matching.

 However, teaching English at Elementary schools is not the same as teaching adults. Teaching English for children tend to use their mood every other minute. And they have shorter attention space. Consequently, teaching English at Elementary schools still not satisfied.

In addition, there are many factors that influence the successful of teaching in the classroom. Such as the method use, available teaching aids/media, book resources, and classroom management. However, a teacher controls those factors as dominant factors in management of teaching. Here, a teacher has multi function as educator, facilitator, inspiration, motivator, actor and evaluator. It means that the quality of teaching and learning process much depend on the teachers’ skills especially mastering the material.

Realizing the importance of having good quality of teaching English at Elementary Schools. So that, the writer is interested in conducting the research on teaching English at Elementary Schools.

Based on the explanation above, the researcher is interested in conducting research that relates to how teaching and learning English at elementary Schools. Specifically, the writer wants to see the profile of English teaching at Islamic State of Elementary Schools in Kecamatan Kuranji Padang including the qualification of English teachers, the method, the media, the evaluating of the student’s achievement and the teacher’s perception of English teaching. Since that the writer as from State Institute for Islamic Studies (IAIN), she chooses some Elementary Schools in Kuranji-Padang with basic Islamic. The writer takes Islamic State of Elementary Schools (MIN) at Korong Gadang, Islamic State of Elementary School (MIN) at Gunung Sarik and Private Islamic State of Elementary School (MIS) at Sungai Sapih.

* 1. **Identification of the Problem**

 English is a compulsory subject that should be taught to all level of the students. To face the era of globalization, our government has tried to improve the quality of human resources one of the ways is extending education and it is also the reason to teach English from elementary School. Elementary schools also learn English as local subject. Through this research, the writer conducts the research at Elementary schools.

 In fact, elementary school students are good receptor or recorder in receiving something new. In this case, English is a new experience for the children. Since they are beginners in learning a language, it is assumed that they know very little or almost nothing about English.

 Realizing many factors involved in English teaching process. The components of teaching and learning process include the teacher, the students, materials, media and curriculum. Then, each of them is interrelated. Quality teaching is achieved not only as a consequence of how well teachers teach but through creating contexts and work environments that can facilitate good teaching. The teacher has a very important role in the teaching and learning process. She/he has a great responsibility in delivering the lesson, managing the classroom, preparing the media, planning the method and evaluating the student’s mastery.

Through this research, the writer conducts the research at Islamic State of Elementary schools. The researcher thus identified that wants to see the profiles of English teaching at Elementary School, including media, method, evaluation, and qualification of English teacher and their perception of English. In this case, the researcher wants to know how the English teacher using media, method and evalution of students achievement in teaching learning process. Then, the writer wills identification about the background of English teachers. Finally, the researcher wants to know about the teachers’ perception of teaching English at Elementary Schools

* 1. **Limitation of the Problem**

 The research focuses on the profiles of teaching and learning English at Elementary School. In this case, the writer searches the process of teaching and learning English. They are included the qualification of English teachers, media, methods, evaluate students comprehension, and the English teacher’s perception of English teaching. The places of research are at Islamic State of Elementary School Korong Gadang, Islamic State of Elementary School Gunung Sarik and Private Islamic State of Elementary School Sungai Sapih.

* 1. **Formulation of the Problem**

The main problem of this research is "How is the profile of English Teaching at Elementary Schools in Kuranji-Padang?”

The specific of the problem are formulated in the following question:

1. What is the qualification of English teachers at Islamic State of Elementary Schools in Kuranji-Padang?
2. What methods are used by the teachers at Islamic State of Elementary Schools in Kuranji-Padang?
3. What media do the teachers use at Islamic State Elementary Schools in Kuranji –Padang?
4. How do the teachers evaluate the students’ achievement at Islamic State of Elementary Schools in Kuranji-Padang?
5. What are the teacher’s perceptions toward the English teaching at Islamic State of Elementary Schools in Kuranji-Padang?
	1. **Purpose of the Study**

Generally, the purpose of this study is to know the English teaching profile at Elementary School in Padang. Specifically, this study wants to investigate:

1. To describe the qualification of English teachers at Islamic State of Elementary Schools in Kuranji-Padang.
2. To describe methods of teaching at Islamic State of Elementary Schools in Kuranji-Padang?
3. To describe the media are used at by the teachers at Islamic State of Elementary Schools in Kuranji-Padang?
4. To describe way to evaluate the student’s achievement at Islamic State of Elementary Schools in Kuranji-Padang?
5. To describe the teacher’s perception toward the English teaching at Islamic State of Elementary Schools in Kuranji-Padang?
	1. **Significance of the Study**

This research is expected to give some contribution to first for writer. This research is expected to enrichment of writer’s knowledge of teaching. Second is for local government. The local government will be improving of teaching English at Elementary Schools. Third is to headmasters of Elementary Schools. It is hope that this research will inform the objective reality of teaching English. As a result, headmasters will realize some factors need to be improved. Fourth is for English teacher. This research hopefully will be beneficial to English teachers for motivated the students to have good in English. The last is to give appropriate for further research.

* 1. **Definition of the Key Terms**

To avoid misunderstanding on some conceptual term in this thesis, it is necessary to define some key term used in this study. The terms used are as follows:

 English : is the language of Britain, Ireland, American, Australia and some other countries (Oxford Advanced Learner’s Dictionary, 2000:437)

 Based on the definition, the writer can definition that English is a international language.

 Teaching : is the work of a teacher or the ideas of a particular persons/group that are taught to other people. (Oxford Advanced Learner’s Dictionary, 2000:1387)

According to James Dean Brown (1995:179) that teaching is includes only those activities (techniques and exercises) rationally selected by the teacher to help students achievement in learning. Based on the definition above, the writer can take a simple definition of teaching is guiding and facilitating learning, enabling the conditions for learning.

Profile : is the outline of a person’s face when you look from the side, not the front. And it is a description of something that gives useful information (Oxford Advanced Learner’s Dictionary, 2000:1053)

Elementary School : is the school for children between the ages of approximately six until twelve. (Oxford Advanced Learner’s Dictionary, 2000:427)

**CHAPTER II**

**REVIEW OF LITERATURE**

This chapter discusses about the review of related literature used. The points discussed here are the Nature of Profile, the Nature of Teaching English at Elementary School, Communicative English Teaching Techniques for Elementary School, Communicative Method in Teaching English for Elementary School, Communicative Media in Teaching English for Elementary School and Evaluate students’Competency in English at Elementary School, Conceptual Framework and Relevance Studies.

**2.1 The Nature of Profile**

Jacobs Holly, et. al (1981:31) stated that the word “profile,” coming from the Latin *pro*, forward + *flare* . To draw a line and meaning literally “a side view,” was chosen deliberately in order to convey the main purpose of the profile as an evaluation guide: to provide a side view, an outline.”

In addition, in Oxford Advanced Learner’s Dictionary (2000:1050) stated that profile is the outline of a person’s face when you look from the side, not the front. And it is a description of something that gives useful information.

From the definition above, the writer concluded that profile is the edge or outline of something that gives the most important information. In this case, the writer wants to know about profile of English teaching at Islamic State of Elementary Schools in Kuranji Padang. It means that what the most information about the teaching and learning English process including the media, methods, evaluating the student’s achievement , the qualification of English teachers and their perception toward the English teaching.

**2.2 The Nature of Teaching English at Elementary School**

Teaching is a physically and emotionally demanding occupation that acquires a high level of energy. Much of the time teachers are on there feet interacting with children. Maintaining discipline in a classroom is a constant challenge especially when the class includes special needs children who have behavioral disorders.

Echevarria (1998) suggests that some basic steps necessary for teachers to take facilitate the student’s language development: understanding the language needs of students; explicitly planning to meet those needs; delivering instruction; assessing whether that comprehend it. Echevarria stated that Elementary School teacher need the following characteristics:

 Strong interpersonal and communication skill, a genuine interest in children and respect for their individuality, the ability to sense children’s individual needs, the ability to be creative, imaginative and patient, the ability to establish rapport children and parents, strong leadership and teamwork skills and a good sense of humor, a high level of dedication to work which often impacts personal lifestyle choices, a clear, pleasant speaking voice and the ability to convey confidence, positive conflict revolution skills and the ability to handle stress well.

Scott and Yetrberg (1990:2) groped their ideas concerning the characteristics of the young language learner, as follows; firstly, they know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed and the rules help to nurture. Secondly, they understand the situation more quickly that they understand the language used. Thirdly, their own understanding comes through hands and eyes and ears. The physical world is dominant at all times. Fourthly, they use language skill long before they are aware of them.. Finally, the adult world and the child’s world are not the same. Children do not always understand what adult are talking about vice versa. The difference is that adult usually find out by asking but children don’t always ask.

Based on the explanation above, the writer can take a simple conclusion that after knowing the implication of the characteristics of young language learners on the teaching process, the teachers should know the students’ curiosity in learning. It means we have able to build their curiosity of what they learn, so the teacher should use many ways in teaching English to young learners, it is hoped to arise their attention I n studying English.

Teaching English for children is different from teaching adult. According to Brown (1994:90) differences between the children and adults at list primary in the contrast between the children spontaneous, peripheral attention to language forms. Then, the brain of young learner is much more receptive for development of speech mechanism than adult. So that, teacher is easy to teach the children they still have good memory and good thinking.

In addition, Ur (1991: 286) states that differences between children and adult in learning as following: younger children learn language better than other ones; children learn better than adults, foreign language learning in school should be started in early age as possible. Then, children and adult learn language basically the same way. Adult have a longer concentration span than children. It is easier to interest and motivate children than adult.

Based on opinions above, the writer can conclude that teaching English to children is more easy than adult. In addition, they can learn and perceive new knowledge better and faster than adult.

 As schools become increasingly diverse, education reforms will continue to put pressure on educators to provide appropriate instruction for all students. Teachers will continue to need access to a wide range of information to help students succeed, including information about the language that many of their students are learning. Trough knowledge base in educational linguistics will support teachers’ work overall and make school a place for students to succeed.

To success in teaching a second language for children, it requires a specific skill and intuitions that differ from teaching adult in order to teaching the children successfully in the classroom. According to Brown (1994:45-49) describe that there are four categories that may help the teacher to practical approaches in teaching children. They are as follow:

1. Intellectual Development
	1. Don’t explain grammar
	2. Give the repetition of certain pattern without boring for children.
2. Attention span
	1. Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
	2. A lesson needs to have variety of activities to keep interest and attention a live.
	3. A teacher needs to be animated, lively and enthusiastic about subject.
	4. A sense of humor will go a long way to keep children laughing and learning.
3. Sensory Input
	1. Prepare your lesson with physical activity
	2. Projects and other hand on activities will go a long toward helping children to internalize language.
	3. Sensory aids her and there will help children to internalize concept.
	4. Remember that your very sensitivity to your facial features, gesture and touching.
4. Authentic, meaningful language
5. Children are good at sensing language that is not authentic.
6. Language needs to be firmly context embedded.
7. A whole language approach is essential.

The points above reflect the importance of considering intellectual development, attention span, sensory input and authentic language. So that teacher plays the most important role in the sucess of the teaching and learning prosecc. Therefore, they should have the capacity not only to teach these lesson but also to make sure that the learning does happen.

In spite of, aaccording to Older Post in Harmonia Prodessin (2005:10) stated that Elementary School education aims at helping children acquire essential knowledge, skill and ability to independently participate in social activities. When Elementary School children study conversation in foreign languages, learning activities should be hands-on activities appropriate for their age. For example, children can be exposed to foreign languages and get familiar with foreign life and culture.

The children or Elementary school students who are successful in acquiring English interact directly and frequently with people who know the language well. Such expert speakers not only provide access to the language, they also provide slues as to how to combine and communicate ideas, information and intentions. Teachers must know enough about language and language learning to evaluate the appropriateness of various method, material and approaches for helping students succeed.

In addition, U.S Department of Labor stated that public school teacher must have at least a bachelor’s degree. Complete an approved teacher education program. Moreover, teacher act as facilitator or coaches, using interactive discussion and hands-on approaches to help students learn and apply concept in subjects. Such as science, mathematic and English. Then, teacher provides the tools and environment for their students to develop their skills. Teachers play a vital role in the development of children in Elementary School.

On the basis of the teachers’ background, training and experience, they will determine what techniques and exercise to use in setting up the learning experience that they believe will best bring about learning (James Dean Brown, 1995:187). Most elementary School teachers instruct one-class children in several subjects two more teachers work as a team and are jointly responsible for a group of students in at least one subject. In other schools, a teacher may teach one special subject usually music, science or physical education to a number of classes.

According James R. Welker that as the primary exposure students have to living English, the regular English teachers are the most important people in the English education. In addition, he says that easy ways to use more English class children:

1. Always use English when opening and closing the class.

 Elementary students will understand the basic idea if teacher use English at the beginning and closing of every class.

1. Teach Elementary students classroom English

 It’s meant that teach the students classroom expression appropriate for children level. For example, I don’t know, I don’t understand, once again please. Be sure they understand how to say and use the expression you expect them to know. The more the students communicate with each other in English the more comfortable they will become with it.

1. Try to use only one or two expression for the same activity

 Way limiting number of classroom expression the teacher uses the students will learn the expression faster. For example, in an elementary class you could use “Open your book to page”. Even if the students’ books are already open. Later, you can introduce express “Turn to page”/ some students will only understanding “Page anyway”. So both expressions will have the meaning to them other students will figure out the two meaning to them.

1. Use hands outs for written English communication

 Use English for very simple instructions such as *please write, answer the following question, etc*. red the instructions to the students and explain the instruction by modeling of teacher what students to do. Such as pretend to write answer as you read the question aloud.

1. Teach grammar in English too

This method can be adapted for just about any grammar points and start with what the students know. For example, if you are teaching present progressive (be doing), you can start by present tense. Such as:

* + She plays soccer every week. He cooks spaghetti every Tuesday.
	+ She is playing soccer now. He is cooking spaghetti now.
1. Have confidence in your own ability.

All the level of spoken English you need to use it. Although it is only a little above what you are teaching. Teachers need to develop long term career goals and expand their roles and responsibilities over time. If they are continue to find teaching reward.

Richard (1995:206) adds a quality institution provides opportunities for teachers to develop their careers. Such opportunities may be provide for in a number ways; conference participation, workshop, seminars, reading group, peer observation, writing about teaching, project work an action research.

Classroom teachers and other eduactor should be able to answer a basic set of questions regarding oral and written language. Underlying their knowledge should be an understanding that oral language proficiency develop first in the native language serves as the foundation for literacy and as the means for learning in school and out. Tachers ness to know how written language so they can help thier students acquire literacy.

Based on the explanation above, it can take the description how to teach English for Elementary School students well. Then, it is clear that the successful of teaching children depend on the teacher. The teacher should be creative and able to create enjoyable atmosphere in the classroom.

**2.3 Communicative English Teaching Techniques for Elementary School**

Today Indonesia’s curriculum uses communicative techniques in teaching English. It means, English should be targeted communicatively and students are able to communicative at English in real situation.

 In Oxford dictionary, communication means ready and willing to talk and give information. Moreover, according to Johson (1982) in Richard (1995:64) there are three elements in communicative language teaching for children. Firstly, the activities should be involved in real communication. Secondary, the activities should meaningful to the students. Thirdly, the activities in which language is used for carrying out meaningful task and develop student’s competence. It supported by Athur in Zainil (2000:59) who explains some characteristic of communicative techniques in teaching English:

* Students get the chance to be creative and express their own, attitude, feeling, emotion, fear, etc.
* Students concrete on “what” they are saying and “how” they are saying.
* Students get practice in adjusting to demands of the situation in speech.

Based on the explanation, the writer can conclude that in the English class, a communicative technique is necessary for Elementary School students. On other word, the process of communicative while teaching process between a teacher and students should present every times. A teacher is expected to avoid dominating the classroom. The teacher just makes the planning activities, which are suitable and interesting for the children.

 Based on quoted on article from kids.com magazine for children, communicative teaching for children namely; make lesson fun, play game, make lesson memorable and let children know his/her teacher love teaching them. Even the most talkative youth learners turn non communicative when they have to speak.

 Communicative English teaching techniques for Elementary School, the firstly, think like a kid. This is the most important. When teacher planning her/his lesson, imagine you are 6 years old and think how you would want to learn English. Use lots of different techniques will be made the lesson fun. Secondly is big voice. Children should be really loud in class. So, they need voice from teacher.

Thirdly is learning the new words. The best way to teach the new words for today is to use picture cards, speak in a loud voice and get the children to repeat after teacher. Fourthly are songs. Teaching English use songs and also gestures make the language even easier to learn for Elementary School. Finally are games. The advantages of games are: games provide extra motivation to learn the new language, win the game, games allow the children to practice with their peers, the lessons become less teacher orientated and more student orientated. Then, the biggest advantage is that game will be make the Elementary school students are fun.

Uchida (2003) proposes some tips for teaching children. First, the teacher should make the rules which are fair and consistent, clear from the first day of class. Secondly, the teachers should remember the students‘s names the first time they meet them. The teachers encourage all students to remember their classmates’ name. the teachers should use their name s often when teaching. Example talking to them, making request, constructing blackboard sentences, playing games etc. Thirdly, the teachers should show the students what to do; not explain, just do. English need to be experience, not explained. Fourthly, the teacher should nourish trust between teacher and the students with each class. Then, the teachers should use eye contact to communicative your praise and disappointment. Next, the teachers create well planned, consistent lesson with a predicable format which gives the students a sense of security and balance. Students feel more confidents if they know what to expect.

Teacher should always give reinforcement when students interact with each other or with teacher in English. Moreover, the teacher should reassure students that they understand their English. The teachers should show respect to the children and let them sometimes be the teachers. Furthermore, the teachers should use English as a tool to build their self esteem. The teachers should be their sensei not their parent. Finally, the teachers should remember childhood through the students.

From the statement above, the writer can conclude that teaching English at Elementary School is the most interesting and fun. And the children really do change for the better. Many children are made fun of when they try to speak English and also when the speak English and with native speaker. Then, children who are successful in acquiring English interact with people who know the language. So that, teacher must know enough about language learning to evaluate the appropriateness of various methods, media, and evaluation for helping the children. The criteria of good teaching techniques or method for students are interest the students to learn, provide opportunities and activate the students psychologically or physically and develop the understanding of the material.

**2.4 Communicative Method in Teaching English for Elementary School**

What is method? According to Edward Anthony in Brown (1994:48), his concept of method was the second of three hierarchical elements namely; approach, method and technique. An approach, according Anthony, is a set of assumption dealing with a nature of language, learning and teaching. Method is an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well.

 There are several methods that can be applied for Elementary School based on opinion’s Zainil (2003:7). They are; communicative language teaching, suggestopedia and Total Physical Response (TPR).Whereas, communicative language teaching: this method focuses on communicative proficiency rather than on mastery of structures. The media that can be used; text-based materials, games, role play.

 Then, the method can applied at Elementary School is suggestopedia. The most conspicuous characteristics of suggestopedia are the decoration, furniture and arrangement of classroom the use of music and the authoritative behavior of the teacher. Next, Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action.

In addition, according to Richard and Rodgers (1995:1) stated that methods in a language teaching are the oral approach and situational language teaching, the audio-lingual method, communicative language teaching, total physical response, the silent way, community language learning, the natural approach and suggestopedia.

The methods above can be alternative method in the classroom. However, teacher needs to consider students’ level before choosing the suitable method in the classrooms. From the methods of English teaching above, it found that the most method applied in the Elementary School Total Physical Response (TPR).

Similarly, Richard and Rodgers (1995:88) describe that Total Physical response method emphasizes on comprehension and use physical action to teach foreign language at introductory level. Consequently, TPR as a method is suitable for children who are mastering English. It is more communicative because the students are free to give response based on their comprehending to them. A typical TPR activity might contain instructions such as “walk to the door”, “open the window”.” Sit down” etc. The students are required to carry out the instructions by physically performing the activities.

Next, Refnaldi (2006:130-133) suggests that classify of techniques: firstly, from manipulation to communication. Secondly is a mechanical, meaningful and communicative drill. Finally is control to free techniques. In the manipulation to communication, the teachers usually put into a less controlled role. Here is as students become free to be creative with their responses and interaction other students. In the communicative drills, the teacher provides a sentence then students repeat. Finally, in the controlled to free techniques the teacher maintain control over the learning activity.

From the explanation above a simple conclusion can be drawn that method is a particular way of doing something and as a superordinate term to refer to various activities that either teachers or learners perform in the classroom.A teacher can apply some method or technique in teaching learning process ativities. So the teacher has a major opportunity to build up their motiuvation by creating fun activity, interesting method and good atmoshepre. By doing this, dtuents will be enthusiastic to go back to school for the next day.

**2.5** **Communicative Media in Teaching English for Elementary School**

Media is one way to make students interest in learning English. To keep Elementary school students’ interest and attention alive, the English students needs a have a variety of activities include using media in teaching learning process. The children learn better through play can be introduced to go along with teaching tempered by fun activities.

 Rohani (1997:163) states that there are three kinds of media. First, audio deals with radio and tape recorder. Second, visual media is divided into two, namely projected and non-projected. Projected media consist of slide, film and overhead. Non-projected media consist of map and picture. Third, audiovisual media deals with television and VCD.

According to Vernon (1968: 282) states, that media defined as ‘the graphic, photographic, electronic or mechanical means for arresting, processing and reconstituting visual or verbal information. His opinion about it is eight types of the media. They are real things, verbal representations, graphics representation, still picture, motion pictures, audio recordings, programs and simulation. He adds that in selection of media the teacher should consider some factors. They are appropriateness, level of sophistication, cost, availability and technical quality.

Gerlach and Ely (1971) in Azhar Arsyad(1996:3) said that commonly media refers to human, material or happening which rise condition to make students get knowledge, skill or attitude. They add that media in teaching learning process refers to some tools such as grafis, photographic or electronic which they use to caught, process and arranged information visual or verbal.

In reality, the newest media that use the English teacher is VCD. It is purpose to make the students enjoy in studying English. They can see move picture and hear variant sound. The process of media use in teaching learning activity is the teacher switches on television which showing the media. Next, the students see the media. After that, the teacher asks some question about material based on the student watched.

Based on the explanation above, the writer can conclude that media is a tool of teaching and learning process to make it more interest for students. Therefore, media have contributed a great deal to make learning more enjoyable and more efficient. Teaching with media in today’s schools can extend the opportunities for learning.

**2.6** **Evaluate Student’s Competency in English at Elementary School**

According to Quebec (2002:7) that evaluate of learning is defined as a process that leads to a judgment on the knowledge acquired by a students and the competence developed. This judgment serves a basic for decisions and actions. It must be finding on a sufficient amount of pertinent information. Next, at the elementary levels evaluation serves two purposes; evaluation as support for learning and evaluation for the recognition of competencies.

Evaluation as support for learning that evaluation serves to support learning whenever the goal of evaluation is to support the students in acquiring knowledge and developing competencies. In this case, they are including regulation of learning of learning by the teacher, interactive regulation, and retrospective regulation proactive regulation, regulation of learning by the students (self-regulation) and monitoring of pedagogical practices. Then, evaluation for the recognition of competencies that it is for the recognition of competencies occurs when evaluation is used to determine the degree to which a competency the degree to develop. It is generally the case at end of each cycle. To report on students competency development teachers consider all the relevant information to prepare an end of cycle progress report.

 Then, Jack C.Richard (1995:220) adds that an appraisal (evalution) system may have several different purposes: to reward teachers for good performance, to help identify needs for further training ,to reinforce the need for continuous staff development, to help improve teaching, to provide a basis for contract renewal and to demonstrate an interest in teacher’s performance.

 Next, according Elizabeth Summerland (1992: 3-5) says there are three kinds of issues in evaluation conceptual technical and operational. Next, Summerland identifies three main purposes of evaluation:

* To demonstrate accountability (summative evaluation)
* As a means to improving program implementation (formative evaluation)
* Learning .It contributing to the professional self-development of participants through critical self-reflection; with encourage systematic learning about complex problems and concept with learning about the process of managing change.

In addition, according Dafoe Thorne (2003) states that among the more common aims of an evaluation process would be; satisfying the requirements of institutional quality system, ensuring student’s satisfaction, monitoring staff performance, measuring student’s achievement and seeking ways in which the program can be improved.

Teacher complains that they should not have conduct communicative activities. Because it won’t be on the test and there is not enough teaching time to engage in learning that won’t tested. Effective language teaching techniques are not difficult or complicated and effective training would be very beneficial. The current national curriculum embraces the teaching of oral communicative skills.

However, many teachers do not teach communicative skills because they are not specifically tested/evaluation. This problem can be avoids if the test writers focus on well written communicative items. Then, evaluation can be done before the lesson, during the lesson (formative evaluation) and after the lesson (summative evaluation). Some techniques in evaluating; namely observation, questioning, marking assignments and work exercises, collecting work, students presentation and demonstrations.

Based on the several experts about evaluation, the writer takes simple summary. That evaluation refers to the act or process to determinate value of something. So evaluation is not only determining of activity spontaneity and incidentally but it is an effort to determine something systematically based on clear purposes formulated. However, the purpose of evaluation is to measure the achievement of each individual as an instructional goal.

After learning all the ideas above, it can be concluded that teaching communicative for Elementary School is act of expressing something that the children get based on what they understand before. To make classrooms more interesting English teachers need to make a variation. Variation is needed in English classroom can motivate the children to study English. The variation can be shown in using media, evaluation and method in teaching English. It is better to speak English in nature way for teachers while they are teaching English. Be a natural in class.

**2.7 Conceptual Framework**

The conceptual framework of this research was gained through of the review literature and the purpose of the research. In this study, the researcher tried the figure of the English teaching profile at Islamic State of Elementary Schools. The conceptual framework of the research maybe represented in the following diagram

Qualification of English Teacher

Observation and Questionnaire

Islamic Stated of Elementary School in:

* Sungai Sarik
* Sungai Sapih
* Korong Gadang

English Teaching Profiles

Method of Teaching

Using the Media

Evaluating the students achievement

English Student’s ability

Teacher’s Perceptions toward English Teaching

It shows that English teaching profile at the Islamic State Elementary School in Kuranji Padang. These are several aspects in language teaching, they are: qualification of English teacher, method of teaching, using the media, evaluating the student’s achievement and the teachers perceptions toward English teaching. After analyzing the data have gathered through both technique of data collection, will be drawn out.

**2.8 Relevance Studies**

Realizing many problems face of English teacher in teaching English for Elementary Schools. Many researchers have searched about this problem, for instance, Rima Adriani Sari, Padang University’s student (1998) with the title” The teachers’ problems in implementing teaching of English as Local content at Elementary School in a Try Out Programs”. She found that the result of the research on the problems faced by the teachers in the teaching and learning process with the materials, techniques of teaching, media, classroom management and evaluation as focuses.

 The instruments used to gather the data of Rima Adriani Sari were interview and direct observation. The interview was done to the teachers to find out their problems in the teaching and learning process. Next, direct observation in the classroom was conducted to identify the problem which faced by the teacher. Technique of data analysis by used of Rima Adriani Sari was descriptive qualitative.

 Next, Wiartis (1995), Padang University’s Students do this research with title,” Some Teaching Problems in Teaching Vocabulary at Elementary School a case study at SD Mardisiwi II Padang”. She found about some problems in teaching vocabulary at the school, they are the method, materials, media, evaluation, students, teacher and curriculum. In collecting the data, Wiartis used three techniques. They were interview, questionnaire and observation. The interview was given to the teacher to get information on how the implementation of teaching vocabulary. The questionnaire was for the students to know their response in learning vocabulary. The questionnaire was for the students to know their response in learning vocabulary. Then, observation was conducted to see the implementation of teaching and learning process of vocabulary. Wiartis used descriptive qualitative in analysis the data.

The writer will search about how the English teaching profiles at Islamic State of Elementary Schools in Kuranji-Padang. It includes the qualification of English teachers, the media, the methods, the evaluating of student’s achievement and the English teachers’ perception of English teaching.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

This chapter discusses about the research method use. The points discussed here are Research design, Data resources, Instruments, Techniques of Data Collection, Procedure and Technique of Data Analysis.

**3.1. Research Design**

This research is descriptive qualitative research. In addition, Lawrence (2000:96) stated that qualitative research is a systematic, empirical strategy for answering questions about people in a particular social context. Then, it is a means for describing and attempting to understand the observed regularities in what people do, or in what they report as their experience.

According to Creswell (1994:162) qualitative research develops theory as the research process. It compares findings to existing theory after the active research process. He adds that qualitative research aims to gather more specific data and in qualitative research .The researcher attempts to verify the data through means such as the use of thick descriptions.

 Moreover, Sharan (1988:21) adds that a qualitative is an intensive, description and analysis of a single instance, phenomenon or social unit. In addition, Arikunto (2006:11) said that the descriptive research is a study intended to describe the way, the acts, the situations, and the variables but not to test hypothesis, the data is analyzed in order to draw a conclusion or make a generalization.

In this case, the researcher will describe the profile of English teaching at Islamic State of Elementary Schools by using descriptive approach. It involved collecting the data in order to answer the question in the research question in chapter I, that is concerning with current status of the study. The writer can take a simple conclusion that qualitative research is descriptive of data but not to test hypothesis.

**3.2. Data Resources**

The resources of the data will be derived from all of Islamic State of Elementary Schools and Private Elementary School at Kecamatan Kuranji Padang. They consist of 57 Government Elementary Schools, 2 Islamic State of Elementary Schools and 1 Private Islamic State of Elementary School. The writer takes three schools by using purposive sample. The writer takes Islamic State of Elementary schools Korong Gadang, Islamic State of Elementary School Gunung Sarik and Private Islamic State of Elementary School Sungai Sapih. Next, in this research the writer takes all English teachers and headmasters in the three Islamic schools as samples.

The Islamic State of Elementary Schools is describing as field research in the following table:

**Table.1**

**The Name of Schools as Field Research**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name of Schools** | **The Total of English Teachers** | **The Total of Students** |
|  |  |  | I | II | III | IV | V | VI | Total |
| 1. | Min.Korong Gadang | 1 | 60 | 44 | 36 | 26 | 24 | 11 | 210 |
| 2. | Min.Gunung Sarik | 1 | 35 | 36 | 42 | 50 | 50 | 28 | 231 |
| 3. | Mis.Sungai Sapih | 1 | 13 | 10 | 6 | 12 | 16 | 15 | 73 |

**3.3. Instruments**

 Since this study is qualitative, the researcher is supposed to be the instruments of data collection. Researcher is as the main instruments to act information or data. The data including of using the media, method, evaluate of students’ achievement in their lesson, qualification of English teachers and their perception of English teaching. Qualitative data is extremely varied in nature. It includes virtually any information that can be captured that is not numerical in nature.

 There are two kinds of instruments that will be used in this research; they are consisting of observation and interview. In observation, the researcher will see all of events that appeared in the classroom. They are how the teacher opening the lesson, presenting the lesson, how the teacher using media, what the techniques used by the teacher, how the teacher doing evaluation and how the teacher closing the lesson. In this case, the writer takes fifth grade of each school. Next, in interview, the researcher will interview with English teachers and headmasters of each schools.

**3.4.** **Technique of Data Collection**

Since this study is qualitative, the researcher is supposed to be the instruments of data collection. The techniques are used to collect the data are observation and interview. Observation is to see the implementation of teaching English in the classroom. During observation, the researcher is guided by the observation format. In this process the researcher will observe and go to the field directly. So the researcher will know and see all of the activities in the class especially in teaching and learning process. Next, the researcher matches the things happen in the classroom with the problems stated in the research question guide the researcher.

Then, to gain information from a large and validity that the researcher uses interview for English teachers for each schools. To support the data, the researcher will interview headmasters in field research. The interview will doing in Indonesia language. The purpose is to avoid misinterpretation and misunderstanding. So they will be already comprehended able and not confusing.

According to William (2006) qualitative has two types; in dept interviews and direct observation. In interviews, it is assumed that there is questioner and one or more interviewees. Direct observation can include every thing from field research where one lives another context or culture for a period of time to photographs that illustrate some aspect of the phenomenon. In addition, Sharan (1988:67) stated that qualitative data consist of detailed descriptions of situations, events, people, interactions and observed behavior. She adds that qualitative data are obtained from interviews, observation and documents.

Based on the explanation above, the writer concludes that the data collection techniques for qualitative research are documents, observations, questionnaire and interviews. But in this case, the researcher only uses two instruments. They are observation and interview.

**3.5. Procedure**

The steps of this study can be described as follows: preparation, operation and analysis. The preparation includes deciding the problem, collecting some resource books related to the problem, stating the research question, identifying the accessible population of the study, selecting the data collection strategy and instrument.

Next, the operation includes observe process of English teaching and do interview. In collecting data, there are two techniques uses namely; observation and interview. Observation will doing by the writer to see the English teaching and learning process in classroom. In this study the writer observes the fifth grade, because the class is strategies grade between another grades. During observation, the writer observes some component in teaching process based on research question. They are the using of media, method of teaching and how the English teacher doing evaluation. Next, the writer use s interview to support the result of observation. The interview is giving some question to the English teachers and headmasters to gain the data. The interview is conducted in Indonesia language to avoid misinterpretation and misunderstanding.

Finally, the analysis of data consists of grouping the data, analysis that data and drawing conclusion from the analysis. After doing the observation and interview, the writer grouping the data based on some aspect in this research. Then, the data which gathered will be analysis in two ways namely; pure analysis and analytic. The purpose of pure analysis is to description the data naturally based on two instrument used. Next, analytic analysis with doing for analysis the data get the indicator decided.

After analysis the data, the wrier will be descriptions gathering the data in the field research. Next, the data will be comparing with the theory. Finally, she can drawing conclusion from the analysis.

**3.6. Technique of Data Analysis**

The data gathered are analyzed through several steps namely; gathering data, grouping the data, analysis the data and taking conclusion. In data analysis, gathering the data that the researcher will collect all of the data. It is included the result of observation and interview would group base on the indicators in the research questions. Then, the data analyzed of grouping the data is the data will be groped in order to analyze them are easily. After, the data analysis, this is an important aspect to analyzed the questions in formulation of the problem. The result of interview will be suited with some questions that have been asked for English teachers and their headmasters of each school. In the researcher thus comes to findings where she compared the result of data analysis and the theory of teaching language next, all of the data will be concluded by descriptive qualitative approach. Finally, researcher can takes conclusion of the data.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

 This chapter discusses the result of the research. This chapter will present description of the data and follow by the discussion of the data. In collecting the data, the researcher used observation and interview. The observation was conducted to see English teaching and learning process in the classroom. In this case, the researcher observed the English teacher of grade fifth of the school during teaching and learning process. The observation was conducted from 26th February until 13th March 2008, three times meeting for each class (grade fifth) of each schools.

In this research, the researcher took three of Islamic State of Elementary Schools. Namely; Islamic State of Elementary School Korong Gadang (MIN.Korong Gadang), Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik),and Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih).In observation, the writer was as observer. Classroom observation was used to know about how the English teacher using media, method of teaching and evaluating of student’s achievement. Then, the writer use some element to support the data of observation they are how the English teacher opening, presentation, their voice and closing the lesson. Then, the interview was given to the teachers to gain data about English teaching at the Islamic State of Elementary Schools. While having this interview, the writer tried to make a good speaking atmosphere with the English teacher and headmaster. It was hoped that they would not feel evaluated and they would give the truth about the data. In addition, the writer used Indonesia language because it was to avoid misunderstanding and misinterpreting between the writer and the English teacher and headmaster. In addition, it was to make informal situation while interviewing. The interview did in order to get valid data. In describing the data gained, the writer used English. It was to keep the language of this thesis consistent with the writer translated the result of observation and interview into English without changing the meaning.

The result of observation and Interview with English teachers and headmasters can be seeing clearly in the following.

* 1. **Data Description**

**4.1.1 Qualification of English teacher**

 In teaching learning process, a teacher was important tool. A teacher as educator, as facilitator, as administrator, as mediator etc. As a teacher, she/he has to knowledge and skill in teaching .Many thing can be done to create for good teaching, a teacher who determines the success of a program.

The function of a teacher was important in teaching learning process. Consequently, the professional of teachers with specification skill in teaching learning .In this research, the English teacher at three of Islamic State Elementary Schools have different pedagogical background. Based on the interview with the English teachers and headmasters in the field research, in the following table would be given the description of interview and teacher’s answer about their education background (pedagogical background):

**Table2:**

**The qualification of English teachers**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **The name of schools** | **The name of English teachers** | **Graduated from** |
| 1. | Islamic State of Elementary School Korong Gadang (MIN. Korong Gadang) | Raudha Ningsih S.Pdi | IAIN IB Padang |
| 2. |  Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik) | Umul Khair A.Ma | IAIN IB Padang |
| 3. | Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih) | Septi Dirmaleni S.Hum | UBH Padang |

 Based on the table above, it can be described that T1 graduated from IAIN IB Padang with Counsellor Islamic (KI) subject. Then, T2 graduated from IAIN IB Padang with Diploma (D2) subject. Next, T3 graduated from UBH Padang with literature of English.

From interview with T1 at March 12th 2008 she said that she has been teaching English for 3 years in this school although she did not graduate from English pedagogy but the headmaster in this school ask to her to teaching English. Consequently, this school has not English teacher for teaching the subject. From the interview with T2 at March 11th 2008 she said that she graduated from IAIN IB Padang and she has been teaching the language 3 years in the school. Then, from interview with T3 at March 12th 2008 she said that she graduated from English literature department at UBH Padang..

Next, the researcher asks the English teachers about their experience in follow training this subject (See Appendix J). T1 and T3, they said that they ever following English training twice in a month. It was the teacher discussion forum (KKG). But T2 said that she never follow the training. The last question about the qualification of English teacher do you teach another subject? (See Appendix J) T2 and T3 have same answer that they only teach English. But T1 said that another teach English she also teach skill art culture in this school.

 To support the data, the researcher also interview with headmaster at each schools. About how the headmasters recruiting English teacher (See Appendix K). The headmaster of MIN. Korong Gadang said that he as headmaster just one year in this school, so he only accepts the English teacher already. But if he get change to recruiting English teacher he want the English teacher has capability in English and must graduated from English pedagogy ( Amdani, S.Pd, personal interview, on March 12th 2008.Kuranji).

 In another place and time, the writer interview with Erma Fithri Sy,A.Ma as headmaster at Min Gunung Sarik on March,11th 2008. She has same opinion with the headmaster at MIN. Korong Gadang that the English teacher has not specifically skill in English teaching. She add that the English teacher have been already before she as headmaster profession in the school.

Then, the headmaster of MIS.Sungai Sapih, he said that he recruiting the English teacher based on application letter but it had not formal announcement only information from people to people. He adds that the English teacher graduated from literature of English department (Maspuri, S.Ag personal interview on March, 12th 2008.Kuranji).

From the explanation above a simple conclusion can be drawn that the English teacher which teaching English subject did not graduate from English pedagogy. Then, the headmasters of Islamic State Elementary Schools has not problem if the English teachers has not basic English pedagogical. The headmasters only considered one point that if someone has capability in English she/he has change to teach English.

**4.1.2 The methods of teaching**

Method is a part of curriculum, which ascertains to reach the purpose of curriculum. Method also was an overall plan for systematic presentation of language based upon a selected approach. Then, techniques were the specific activities manifested in the classroom that are consistent with method. To know the method of teaching English the writer done interview with English teachers in the three schools.

 In the following table, it was shown the description of the methods of teaching English in the three schools:

**Table 3:**

**Observation form about whilst teaching in the three schools**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspects of observation** | **T1** | **T2** | **T3** |
| 2. | Whilst teaching | **Yes** | **No** | **Yes** | **No** | **Yes** | **No** |
| a. | Teacher presenting the lesson systematically | √ |  | √ |  | √ |  |
| b. | Teacher using method of teaching | √ |  | √ |  | √ |  |
| **c.** | Teacher doing interaction with students | √ |  | √ |  |  | √ |
| d. | Teacher using communicative language |  | √ | √ |  |  | √ |
| e. | Teacher motivating the students to participation in learning |  | √ | √ |  |  | √ |

Note:

T1: Teacher at Islamic State of Elementary School Korong Gadang (MIN. Korong Gadang).

T2: Teacher at Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik)

T3: Teacher at Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih)

Based on the table above, it can be understood that T1, T2 and T3 have presented the English lesson systematically. Then, the English teachers used method in teaching English. Next, they had done interaction with their elementary school in teaching learning process. Nevertheless, the English teachers did not use communicative language and they have not motivated the students to participation in learning (See Appendix A, D and G).

 **Table 4:**

**The Methods and techniques of English teaching**

|  |  |  |
| --- | --- | --- |
| **No** | **The name of schools** | **The methods and techniques of teaching English** |
| 1. | Islamic State of Elementary School Korong Gadang (MIN. Korong Gadang) | Demonstration, explaining, repetition, questions and answers and discussion |
| 2. | Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik | Explaining the lesson with some examples, sing a song and introducing new vocabulary |
| 3. | Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih) | Explaining, repetition, and questions and answers |

Based on the table above, the writer can describe that T1 at Islamic State of Elementary School Korong Gadang (MIN.Korong Gadang), she used variant methods and techniques in teaching English. The methods were demonstration, questions and answers, and discussion. Then, the techniques were explaining and repetition. However, she said that she often use explaining the lesson with repetition.

Then, from observation and interview with T2 at Islamic State of Elementary School Gunung Sarik (MIN. Gunung Sarik), the techniques used by her were explaining English lesson with some example, sing a song and introducing new vocabulary. She thought that method and technique was same thing, both were not different.

 Next, T3 at Private Islamic Sungai Sapih (MIS.Sungai Sapih), the method used by the English was question and answer. Then, the technique used by her explaining and repetition. T3 has opinion that questions answers were very important in teaching English.

From the explanation above the writer can take a simple conclusion, that the methods used by the English teachers were questions and answers, demonstration, discussion in the three schools. Nevertheless, the techniques used by the English teachers were explaining, repetition, sing a song and introducing new vocabulary. Then, the English teachers thought methods and techniques were not different.

**4.1.3** **The use of media**

Media is any person, material or event that established conditions that enable the learner to acquire knowledge, skills and attitude. Media is also a tool that used by teacher as method and technique used to increase the effectiveness of communication and interaction teacher and students in learning.

In the following table will be given the description of the use of media in teaching English in the three schools:

**Table 5:**

**The use of media**

|  |  |  |
| --- | --- | --- |
| **No** | **The name of schools** | **The use of media in teaching English** |
| 1. | Islamic State of Elementary School Korong Gadang (MIN.Korong Gadang) | The English teacher use media in teaching English  |
| 2. | Islamic State of Elementary School Gunung Sarik (MIN.Gunung Sarik) | The English teacher use media in teaching English |
| 3. | Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih) | The English teacher use media in teaching English |

Based on the table above, it can be described that the English teacher (TI) at Islamic State of Elementary School Korong Gadang used media in teaching English. From interview with T1 at March 12th 2008 she said that sometime used media depend of the topic of English lesson in teaching English for Elementary School students. She used picture and real something, she often used picture in teaching English for the children. Because her opinion was use of picture as one media can make student’s curiosity, interest, motivation and stimulate students learning activity. Her think picture as media in teaching learning process was suitable for the elementary school students.

 From observation, it was found that English teacher (T2) at Islamic State of Elementary School Gunung Sarik (MIN.Gunung Sarik) used media in teaching English. She used picture as media in teaching process. Then, from the interview with one teacher (T2) at March 11th 2008 she said that she used picture, text and dialogue as media in teaching English. She usually was use picture as instructional media. Consequently, her argument was that picture able to make students active in learning. She add that the media was suitable for my students in this school.

 The researcher observed T3 in three meeting for fifth grade in teaching English. Then, from interview with T3 at March 12th 2008 she said that media was important in teaching English for Elementary School. Her opinion that media in teaching process was that will make students more spirit But, she was not creating media lonely. Consequently, she wanted that the school providing media in teaching English process.

In the following table will be given the description of the observation form about the media in the three schools:

**Table 6:**

**Observation form about the use of media**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspects of observation** | **T1** | **T2** | **T3** |
|  |  | **Yes** | **No** | **Yes** | **No** | **Yes** | **No** |
| **c**. | Teacher using media | √ |  | √ |  | √ |  |

Note:

T1: Teacher at Islamic State of Elementary School Korong Gadang (MIN. Korong Gadang).

T2: Teacher at Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik)

T3: Teacher at Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih)

 Based on the table above, it can be described that the all of English teachers (T1, T2 and T3) used media in teaching and learning English process. From observation in the classroom of the one English teacher (T1) used real object and body language. Such as, the topic of English lesson was classroom, so that she pointed of table, window and every thing in the classroom (See Appendix A). Then, T2 used real object in teaching the English lesson. Consequently, the topic of English lesson is describing lesson, she use some students as media to describing about people (See Appendix D, E and F). Next, the English teacher (T3) uses media in teaching English. The media form the body language of English teacher (See Appendix G, H and I).

To support the data the researcher did interview with the headmaster of each schools. The headmaster of each school has same opinion that the school give media to English teacher such as tape recorder. But the media was not use of the English teacher because they thought the Elementary School students did not understand in listening from tape recorder. Consequently, the headmaster asks the English teachers to creating media.

* + 1. **The evaluate in student’s achievement**

To measure the pupil’s ability, the English teacher also gave evaluation. From interview with the three teacher (T1, T2, and T3), they have same answers that they need to evaluating for their students. One of the teachers (T1) did evaluation for the Elementary students every meeting. She did variant evaluation depend of the material. Such as to know the ability of students reading she asked students read the some word or sentence. If she wanted evaluating the ability of students’ translation she asks students to translate a short paragraph. So that the type of evaluate she in teaching English are evaluate in reading, writing, and speaking. The purpose of evaluating was to know as the students understand or not about the lesson.

From interview the researcher with one of teacher (T2), she said that she has done evaluate of students every meeting. It consists of oral, written and performance of the students in the classroom. The oral of evaluating she has been in the teaching learning process and written evaluation doing in homework, exercise and final test by students. According her, the purpose of evaluation was to measure the achievement of the students based on the material was given by the teacher.

Next, from interview with T3, she said that evaluation same with test. The types of test usually used were oral test and written test. The evaluation has done every chapter and exercises every meeting. According the English teacher the purpose of evaluation was to know the ability of the students.

In the following table will be given the description of the evaluating of students form in the each school:

**Table.7**

**Observation form about evaluating of students and post teaching**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspects of observation** | **T1** | **T2** | **T3** |
|  |  | **Yes** | **No** | **Yes** | **No** | **Yes** | **No** |
| 3. | Post-Teaching |  |  |  |  |  |  |
| a. | Teacher making conclusion | √ |  |  | √ |  | √ |
| b. | Teacher taking evaluating | √ |  | √ |  | √ |  |
| c. | Teacher doing follow-up | √ |  | √ |  | √ |  |

Note:

T1: Teacher at Islamic State of Elementary School Korong Gadang (MIN. Korong Gadang).

T2: Teacher at Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik)

T3: Teacher at Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih)

Based on the result of observation as long as three times into the fifth class at each school, the writer had seen T1, T2 and T3 have done in evaluating of students (See Appendix B, E and H). Then, T1 and T2 did not make conclusion in closing teaching activity (See Appendix B, C, D and E). Next, the all English teachers have done follow up to the students, it form they given home work to the students.

From the explanation above a simple conclusion can be drawn about evaluate of students, it was found that the English teacher done evaluated of students’ master of English lesson. Then, the types of evaluation to students were used oral and written test for every meeting, each chapter, and final test.

* + 1. **The teacher’s perceptions toward the English teaching**

Teaching English at Elementary School was as local subject. English as a new subject, teaching English for Elementary school students must also be a new challenge for the English teacher. From interview with T1 at March 12th 2008 she said that as long as she was teaching English in the school she has some obstacles. Namely, English book was not enough for teacher and student consequently challenge curriculum every time. Then, she felt difficult to teach English in third grade cause the students still children and English was new lesson for them. Next, she has opinion that English was important in era globalization if we want not stay behind. Finally, the headmaster of the school said that the students must know three languages in this era; they were English, Arabic and Indonesian. English was more important as international language.

From the interview with T2 at March 11th 2008 she said that the problems of teaching English in this school are English text book and available media. English text book was not sufficient for student consequently; it was obstacle in learning process. She has argument that English was important to teach at elementary school. Consequently, teaching English at Elementary school make the student is easier to study the lesson in Junior High School. The headmaster of the school has same opinion with the English teacher. That teaching English at Elementary Schools to prepare the student continue to high level. Then, the purposes of teaching English at Elementary Schools were in order to Elementary School students can be spoke international language or English. So that in the future time the students can be working in foreign. Then, if the Elementary Schools students continue their study in Junior High School, they felt not afraid and awkward because they have been basic in Elementary Schools.

Then, from interview with T3 at March 12th 2008 she said that as long as teaching English in the school, she has some problem. Namely; text book and the students was lazy to study in this lesson. Consequently if she teaching English the Elementary Schools students often make joke and noisy in classroom. Her argument about English lesson in the Elementary School that English is very important in globalization era. So that English must teach in elementary school. The headmaster of the school said that teaching English at elementary to prepare the student continue to high level. Then, the purpose of teaching English at Elementary School is to motivation and preparation the Elementary Schools students with basic capability English.

In additional, from the observation the writer had seen what the English teachers done in pre-teaching. In the following table will be given it:

**Table 8:**

**The English Teachers done in Pre-Teaching**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspect of observation** | **T1** | **T2** | **T3** |
|  |  | **Yes** | **No** | **Yes** | **No** | **Yes** | **No** |
| 1. | Pre-Teaching |  |  |  |  |  |  |
| a. | Teacher doing greeting | √ |  | √ |  | √ |  |
| b. | Teacher taking absent |  | √ | √ |  | √ |  |
| c. | Teacher doing apperception | √ |  | √ |  |  | √ |
| d. | Teacher doing question and answer about new lesson incidentally |  | √ | √ |  | √ |  |

Note:

T1: Teacher at Islamic State of Elementary School Korong Gadang (MIN. Korong Gadang).

T2: Teacher at Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik)

T3: Teacher at Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih)

 Based on the table above, it can be understood that in pre- teaching all of the English teachers doing greeting to their students. Then, T1 was not taking absent of the students (See Appendix B and C). On the other hand, T2 and T3 always were taking the absence of students. From observation, T1 and T2 always doing apperception in pre teaching but T3 was not. Next, T2 and T3 had given some questions about new lesson incidentally to their students. However, T1 has not given some question about new lesson to her students (See Appendix A and C).

 From the explanation above can be taken a simple conclusion, that the obstacle of English teacher at Elementary Schools were available of English text book was not enough .the impact was when the teacher teaching English, the students has not text book so that they lazy to study and make noisy in classroom. Finally, the English teachers and headmasters in each schools said that English was important language. It was international language so that Elementary Schools students must know it.

**4.2 Discussion**

**4.2.1 Discussion on the Findings: Qualification of English Teachers**

Teaching English to children are different from teenager or adult. A teacher does not approach to the teaching of such dissimilar learning group. Children have their own word .Based on observation and interview, the researcher can be analysis that generality English teacher which teaching English subject at Islamic State of Elementary Schools in Kuranji Padang do not graduated from English pedagogy or pedagogical background. However, the headmasters of each school have not problem with the pedagogical background of English teacher. They only consider that if someone has capability in English skill she/he can change to teaching the language.

Based on theory, a teacher was the important thing to educate the students in school. Good teacher will make give good effect to the students in increasing the student’s knowledge. Related to Brown (1994:90) ideas, that teachers to practical approaches in teaching children have intellectual development, attention span, sensory input and meaningful language. Then, Richard (1995:206) ideas that a teachers must develop their career in a number ways; workshop, reading group or project work an action research.

 However, bad teacher will make the student fail in their studying. It said that teaching English to Elementary Schools students were different from teenager or adults. The teacher cannot take the same way in teaching children and adult. Elementary students assumed to have no background in English. It was a new subject as well as a new experience for them. In other word, they were the beginners in learning English. Therefore, those, a teacher have to know about some aspects in teaching English for the children. Consequently, the teachers who want teaching English must know graduated from English pedagogy. Because of that, the teacher who will teach English should be selected a professional teacher for elementary school, especially, should be able to catch the student’s interest in teaching his/her subject. Based on previous explanation, that English teacher should have knowledge about his/her students. To successful, teach a second language for the children, it requires a specific skill.

**4.2.2 Discussion on the Findings: The Method of Teaching**

 Based on the previous theory explanation that to make the process of teaching and learning of English as a foreign language at the elementary school, it was very important to know the characteristics of the students in Elementary School level. Teacher’s knowledge about the characteristics of the students will help him/her to handle some problem that might occur because of the students’ behavior. As a teacher in Elementary school, someone should have to be inventive in selecting interesting activities and must prove a great variety of them. To make a classroom activity a teacher must use variant method or techniques. Based on observations and interview with English teacher at the Islamic State Elementary Schools, the teacher used variant method and techniques in teaching English for the students. The methods used by the English teacher were demonstrations, discussion, questions and answers. The techniques used by the teachers in teaching learning process were explaining, repetition, singing a song, and discussion. By providing those various method and techniques it was good for the children because it could avoid them from boring and could motivate them in learning.

Related to Brown (1994:45-49) ideas that the successful; of teaching children depend on the teacher. The teacher should be creative and able to create enjoyable atmosphere in the classroom. The teacher who knowing the implication of the characteristics of young language learners on the teaching process, the teachers should know the students’ in learning. It means the teacher have to be able to build their curiosity of what they learn, so the teacher should use many in teaching English to young learners, it was hoped to arise their attentions in studying English.

Then, if related to teaching process of English in Islamic State of Elementary Schools at Kuranji Padang, the teachers provide various activities to teach the language. Each meeting had different techniques in the classroom. Because the students were still children, the researcher thought that those techniques were suitable for them. In their age, they just could use the easy activities but interesting and meaningful. Similarly, Richard and Rodgers (1995:88) describe that Total physical response method was more suitable for children, it emphasizes on comprehension and use physical action to teach a foreign language at introductory level. Total physical response (TPR) was a language teaching method that is built around the coordination of speech action. It attempts to teach a language trough physical activity. In short, word, TPR was a good method in teaching the elementary students.

However, in fact, the method do not applied in the classroom in the Islamic State of Elementary School at Kuranji Padang. Consequently, the English teachers thought method and technique were not different.

**4.2.3 Discussion on the Findings: The Use of Media**

 Based on previous theory, that media was a tool that important to increase the effectiveness of communication in learning. Rohani (1997:163) states that there are three kinds of media. First, audio deals with radio and tape recorder. Second, visual media is divided into two, namely projected and non-projected. Projected media consist of slide, film and overhead. Non-projected media consist of map and picture. Third, audiovisual media deals with television and VCD.

Based on observation and interview, it was found that generally they using of media in teaching English for he elementary school students. The media which often they use were picture and chart. Teaching English by using pictures can increase student’s motivation, reduce the students; boredom and make the students easier to understand. The teacher can using motion picture. However, in fact, the English teacher only use static picture. Teaching English at elementary school by using picture is one way in order to make English simpler and easier. By using this way, the Elementary Schools students will be able to improve their comprehension about English without hate this subject.

The children also have the ability to speak in a beautiful language and to express themselves through media. Every time, by using a media for the elementary students can decrease boredom that happens in teaching and learning process. Trough the media such as pictures, the teacher was able to avoid that problem by creating attractive various ways in using the pictures. For instance, the teacher gives opportunity for every student in order to create active students for all of the students. In addition, students’ comprehensions can increase by using media such as picture. Picture is used in teaching learning process can be taken from various sources by the teacher. The teacher can take pictures through his/her photo. Teachers can use the photo creatively to teach.

**4.2.4 Discussion of the Findings: The evaluate of student’s achievement**

The purpose of evaluation was to measure the progress of entire class and each person in it in meeting instructional goals. According to Dafyod Thorne (2003) states that among the more common aims of an evaluation process would be; satisfying the requirements of institutional quality system, ensuring student’s satisfaction, monitoring staff performance, measuring student’s achievement and seeking ways in which the program can be improved. Dealing with Elizabeth Summerland (1992:3-5) ideas that three main purposes of evaluation. Firstly, summative evaluation to demonstrate accountability. Secondly, formative evaluation as a means to improving program implementation. Thirdly, the purpose of evaluation was learning, it contributing to the professional self-development participants.

It was found that the English teachers did evaluation every meeting can be types oral and written test. The purposes of evaluation, according them were to measure the achievement of the students based on the material was given by the teacher. Then, it knows the ability of the students. Furthermore, the students’ score in the final assignment at the field research:

**Table 7:**

**Students’ score in English at V at Islamic State of Elementary School Korong Gadang (MIN.Korong Gadang):**

|  |  |
| --- | --- |
| **Number of Students** | **Score** |
| 1 | 34 |
| 2 | 37 |
| 3 | 60 |
| 4 | 57 |
| 5 | 60 |
| 6 | 62 |
| 7 | 27 |
| 8 | 60 |
| 9 | 87 |
| 10 | 77 |
| 11 | 70 |
| 12 | 70 |
| 13 | 75 |
| 14 | 62 |
| 15 | 70 |
| 16 | 65 |
| 17 | 75 |
| 18 | 55 |
| 19 | 55 |
| 20 | 65 |

**Table 8:**

**The students’ score in English at Islamic State of Elementary School Gunung Sarik(MIN.Gunung Sarik**

|  |  |
| --- | --- |
| **Number of Students** | **Score** |
| 1 | 70 |
| 2 | 60 |
| 3 | 60 |
| 4 | 70 |
| 5 | 60 |
| 6 | 70 |
| 7 | 80 |
| 8 | 60 |
| 9 | 60 |
| 10 | 60 |
| 11 | 70 |
| 12 | 70 |
| 13 | 60 |
| 14 | 60 |
| 15 | 60 |
| 16 | 80 |
| 17 | 60 |
| 18 | 60 |
| 19 | 60 |
| 20 | 70 |
| 21 | 50 |

**Table 9:**

**The students’ score in English at Private Islamic State of Elementary School Sungai Sapih (MIS.Sungai Sapih)**

|  |  |  |
| --- | --- | --- |
| **Number of Students** | **Score** | **Predicate** |
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 The data above showed tat in the English lesson, it was found that

**4.2.5 Discussion on the Findings: The teacher’s perceptions toward the English teaching**

 Based on previous explanation that English was an international language; it was learning in many levels from Elementary School to university. Most of good books were writing in English. It also used in international forum like seminar, festival, workshop and other championships. Moreover, manual of high technology equipments also use English. In fact, the English teachers and headmaster in Islamic State Elementary School in Kuranji Padang have same perceptions about the important of learning English. Their opinions about English that English was an important tool of communication in this globalization era. The students in this era have to master the foreign language. They add that English was an optional subject to teach for the third students at the elementary school. Consequently, the language is learning in elementary level. The purpose of this innovation was to support students’ English ability in high school. On the other word, teaching English at Elementary Schools was to prepare for further learning the foreign language at junior high schools.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

**5.1 Conclusion**

Based on the data analysis and findings of this research, the writer can concluded that English teaching profiles at Islamic State of Elementary Schools in Kuranji-Padang has several components. Firstly, the qualification of English teachers those it was found that generality teachers who are teaching English did not graduate from English pedagogy (pedagogical background) at Islamic State of Elementary Schools in Kuranji –Padang. Secondly, the methods of English teaching that commonly the English teachers provide various it to taught the language.

 Thirdly, the English teachers use media in teaching English at Islamic State of Elementary Schools in Kuranji –Padang. They always used picture and real something as media. Fourthly, the evaluating of students’ achievement that the English teachers did evaluation every meeting can be type oral and written test. Finally, the English teachers’ perceptions toward the English teaching at Elementary Schools that English was an important tool of communication in this globalization era. The English teacher at Islamic state of Elementary Schools in Kuranji Padang add that teaching English at Elementary Schools was to prepare to Elementary Schools students for further learning the language at Junior High Schools.

**5.2 Suggestions**

After severally observations and interview with English teachers and their headmasters at Islamic State of Elementary School in Kuranji Padang, the researcher suggestions that:

1. For headmasters at Elementary Schools should recruiting the English teacher which teaching English subjects have to graduate from English pedagogy or pedagogical background. Consequently, if an English teacher did not graduated from English pedagogy, s/he did not understand about good teaching.
2. Then, for the English teachers should provide the various methods, various media and different evaluation suitable for Elementary Students. In choosing methods, media and evaluation, the teacher has considered that those elements can make the children interested and active in teaching process. The right and interesting method will create an enjoyable condition in learning process, because the enjoyable condition will help the students in learning. Teaching English at the Elementary School by using media is one way to make English simpler and easier. They are increasing students’ motivation, reducing students’ boredom and make the students easier to understand.
3. For the Elementary School Students that English is an international language and it is important subject for them. So that, they must study this foreign language as well as. The students will able to improve their comprehension about English without hate this subject. Learning English at Elementary Schools is to prepare the students for further learning at Junior High Schools. On the other word, the purpose of this innovation is to support student English ability in High Schools.
4. For the Elementary School should have providing and complete the facilitate in teaching and learning process. Such as the schools should have media in teaching and learning process at the classroom activities.
5. To reader that read this thesis could give the suggestion for the complete this study, which the researcher feels it have many still lack.