

THE IMPLEMENTATION OF ENGLISH AS A LOCAL CONTENT AT FIFTH GRADE OF MI HIDAYATUT THOWALIB PARE-KEDIRI

Nur Akhlis*

Abstract

Bahasa Inggris adalah bahasa asing bagi siswa-siswa di Indonesia. Bahasa Inggris diajarkan mulai SMP sampai universitas lebih dari 60 tahun. Namun, hasil dari pengajaran bahasa Inggris masih belum memuaskan. Sehingga para pengajar mencoba untuk meningkatkan kualitas pengajaran bahasa Inggris. Berdasarkan peraturan Menteri Pendidikan dan Kebudayaan RI nomor 007/113/M/KPS/1994 pada tanggal 2 Februari 1994, dicantumkan bahwa bahasa Inggris dapat diajarkan di SD pada kelas 4-6. Tujuan pengajaran bahasa Inggris di SD adalah untuk memungkinkan siswa memahami bahasa Inggris lisan dan tulisan pada ekspresi sederhana. Oleh karena itu, penulis tertarik untuk melakukan penelitian terhadap pengajaran bahasa Inggris di MI Hidayatut Thowalib Pare-Kediri.

Ini adalah penelitian kualitatif, dan subjeknya adalah kepala sekolah, guru bahasa Inggris, dan para siswa kelas lima di MI Hidayatut Thowalib Pare-Kediri (sekitar 42 siswa). Instrumen yang digunakan adalah angket, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa (1) kualifikasi guru dianggap mempunyai cukup kualifikasi untuk mengajar bahasa Inggris di SD, karena dia lulusan dari program studi bahasa Inggris, mengikuti kursus bahasa Inggris, workshop dan seminar. Bahkan dia mempunyai kursusan bahasa Inggris, sehingga dia mempunyai banyak pengalaman dalam mengajar anak. (2) Materi pengajaran yang diberikan mengacu pada rancangan kemampuan dasar pada muatan lokal kurikulum 2006. (3) Teknik pengajaran yang digunakan adalah menyanyi, cerita, dan percakapan. (4) Media pengajaran yang digunakan adalah objek nyata, materi seni, gambar, file, tape recorder, TV, dan video. (5) Nilai rata-rata prestasi siswa adalah 82 pada semester I tahun akademik 2014-2015.

Kesimpulannya, bahwa penerapan bahasa Inggris sebagai muatan lokal di kelas 5 MI Hidayatut Thowalib Pare-Kediri sukses. Hal itu bisa dilihat dari nilai rata-rata prestasi siswa, tetapi masih perlu untuk ditingkatkan.

Keywords: Pengajaran dan pembelajaran bahasa Inggris, muatan lokal, Sekolah Dasar.

I. INTRODUCTION

A. Background of the Study

In 1994 curriculum the government introduced English as one of the local content subjects to be taught in elementary schools (SK No.1702/104/M/1994). It is not compulsory that all elementary schools throughout Indonesia have to teach English to their students. However, in reality, there have been many schools adopting it regardless of the resources they have. In big cities such as Jakarta and Surabaya, almost all elementary schools choose English as one of their local content subjects. Since it is a local content subject, there is no national curriculum and instead, the local government is given some

freedom to decide its own syllabus, materials, model of recruiting teachers, as well as test.

The objectives of the teaching of English in elementary school according to the 1994 English syllabus is to make students have the competence in the four English skills: reading, listening, speaking and writing in simple expressions based on their development and motivation with the mastery of at least 500 words (Depdikbud, 1994)¹. It is also mentioned that students will like English and it will encourage them in learning it further in junior high school. They are also expected to have positive attitude towards English as a foreign language to communicate with foreigners and

*Dosen Tarbiyah Prodi Tadris Bahasa Inggris STAIN Kediri

¹Dinas Pendidikan dan Kebudayaan Jawa Timur, Kurikulum Muatan Lokal: Garis-garis Besar Program Pengajaran: Mata Pelajaran Bahasa Inggris Pendidikan Dasar. Surabaya. 1994. hlm. 70

it will motivate them to master English (Hudan Hardiri, 1994)²

Sadtono states that in the terms of teaching learning English at elementary schools there are six important requirements to be fulfilled accurately to obtain the expected teaching learning result, these are: objective, learners, teachers, materials, methods, and environment³. But he believes only three factors are considered as main factors that can potentially affect the success or failure of teaching English. The first is curriculum. It consists of the instructional objectives, instructional materials, methodology, and the evaluation procedures. These curriculum components are closely interrelated. The second factor is the teacher who selects the materials and who is responsible for design, execution, and evaluation of the teaching program. The third factor is the learners who are learning English.

As those factors mentioned above, teacher is the most important factor in determining the success or failure of teaching English. Well-motivated students can be turned off by the rigidity and lack of enthusiasm of a poor teacher. On the other hand, many motivated students can act an adequate degree of motivation if they are influenced by an enthusiastic teacher.

Based on the descriptive phenomena above, this study focuses on the implementation of English as a local content in the fifth grade of MI Hidayatut Thowalib, concerning; (a) teacher's qualification, (b) instructional material, (c) instructional media, (d) instructional activities, (e) students' attitude towards the teaching of English, and (f) students' achievement.

B. Statement of Problems

From the discussion of the background above, the writer intends to investigate the problem of English as a local content at MI Hidayatut Thowalib. The problems are:

1. What is the qualification of the English teacher?
2. What instructional materials does the English teacher use?
3. What instructional media does the teacher use?
4. What instructional activities does the teacher apply?
5. How is the students' attitude towards the teaching of English?
6. How is the students' achievement?

C. Objectives of the Study

Based on the problems stated above, the purpose of the study is to describe the teaching and learning process of English at MI Hidayatut Thowalib. More specially, writer aims at describing:

1. The qualification of English teacher at MI Hidayatut Thowalib
2. The instructional material used by the English teacher.
3. The instructional media used by the English teacher.
4. The activities applied by English teacher.
5. The students' attitude towards the teaching of English.
6. The students' achievement.

D. Significance of the Study

The result of this study is expected to be useful both theoretically and practically. Theoretically, it is expected to contribute the development of teaching strategy that can support the development of theory of teaching and learning. Furthermore the result of this study can be used as a reference to the next researcher who is interested in further development of this matter.

Practically, this study is expected to be useful for the English teacher in general, English teacher for beginner and also the necessary step to improve the student achievement in English. The result of this study will provide them how to select the instructional material, how to use the suitable method for the beginner students and how to evaluate the students. Furthermore

²Dardiri, H. *A Study on the Teaching of English in Some Elementary Schools in Kodya Malang*. Unpublished Thesis Malang: FPBS IKIP Malang. 1994. hlm. 45

³Sadtono, E. *Pengajaran Bahasa Inggris di Indonesia*. Malang: IKIP Malang. 1998. hlm. 39

it is expected to be able to enrich the teacher's knowledge in teaching English.

E. Scope and limitation of the Study

This study focuses on the investigation of the implementation of the teaching of English as a local content in the fifth grade of MI Hidayatut Thowalib It aims at describing how the teaching of English is implemented. The study is limited to the investigation of the teacher's qualification, instructional material, instructional media, instructional activities, students' attitude towards the teaching of English, and students' achievement.

F. Location of the Study & Definition of Key Terms

The location of the study is at MI Hidayatut Thowalib It is located in Tulungrejo, Pare, Kediri. In addition to MI Hidayatut Thowalib is a new phenomenon in term of Islamic elementary school. MI Hidayatut Thowalib is the first model school Pare that applies Islamic full day school. So it becomes the favorite one although the cost is very expensive in term of private elementary school. That is the reason why the writer chooses this school as the subject of this study.

Before discussing further and avoiding misunderstanding, the writer intended to give the definition of key terms that are used in this study.

1. Qualification of the English teachers refers to the highest formal education of the English teachers of elementary school their informal education dealing with their English professionalism, their status, their length of teaching English, and their skill.
2. Instructional materials refer to the English textbooks used by the teachers and the students for the teaching and learning English.
3. The instructional media are media that are used in teaching learning process in the classroom which is based on the instructional objectives sub theme/theme

4. Instructional activities are particular, strategy, or contrivances used to accomplish the immediate objectives.
5. Students attitude means the tendency of elementary school children to react favorably/unfavorably toward the teaching of English in the elementary school, as observed through a participation observation technique and through a structured questionnaire
6. Students' achievement is the students' score obtained from the test at the end of the first semester.

G. Review Of Related Literature

1. Children versus Adult L2 Learning

We have all known that children acquire their first language relatively easy. Yet, learning a second language (L2) often meets great difficulty, even sometime failure. Therefore we should be able to learn something from the way in which the children acquire their first language and how adult to learn their second language. Then we should pay attention to the difference between them. Children learn their first language through their environment. Children observe and later on imitate their mother's utterances, while adult people learn their second language which is not usually used by their environment⁴.

2. Characteristics of Young Learners

Young learners are unique because they have some characteristics that differ from those of the adult learners. Therefore, teachers should consider the unique characteristics of young learners when they teach them⁵. According to Dulay, H and Krashen's, S., some of their characteristics are as follows:1) They have a very short attention and concentration span. This is supported by Broughton et al. (1978) who states that ten minutes is the longest time for which many children can sustain an

⁴Richards & Rodgers, *Approaches to Methods in Language Teaching*. University of Hawaii: Cambridge University Press. 1986. hlm. 70.

⁵Dulay, H. & Krashen's, S. *Language Two*. Oxford University Press. 1982. hlm. 45-46.

interest in an activity, and the younger the children are, the shorter the period will be. In relation to this, Scott and Ytreberg (1990) state that variety of voice, pace and organization will help much in keeping the young learners concentrate on learning the language, 2) They understand through hands, eyes, and ears. They deal with concrete things. Scott and Ytreberg (1990) suggest that teachers should not rely on the spoken word only. The activities for young learners should mostly include movement and involve senses. Bringing them many objects, making full use of the school and surrounding and demonstrating what the teacher wants the children to do are much better than just giving them verbal explanation, 3) They love to play and learn best when they are enjoying themselves. Therefore, teachers of young learners should make up rhymes, sing song, or tell stories, 4) Children are equipped with a well established set of instinct skills which definitely help them to learn a foreign language.

3. Factors Influencing the Teaching of English

In this section, the writer discusses the teachers, attitude and motivation of students, curriculum, and instructional materials.

4. The Teaching of English at Elementary Schools in Indonesia

In this section, the writer discusses background, the basic curriculum of elementary education, and the 1994 English curriculum.

5. The Teacher's Role

Elementary school teachers should try to work and understand each characteristic of students. They should be aware that the children are affected by cultural influences⁶. They still depend on their teacher, their peers, and also their family in making their decisions. The teacher should cooperate to think their actions. Otherwise, the students will suffer. Here teachers play some important roles in the teaching learning activity. Allen and Vellele (in Kasbollah, 1993) state that the teacher is the main figure in the classroom because he

⁶Finnochiaro, M. *Teaching Children Foreign Language*. New York: Mc. Graw Hill Book Company. 1964. hlm. 21.

is the one who arranges all the class activity. He should set up a conducive situation that prevents students from getting bored. The teacher should be a component one because his competence will enable him to present the materials in an appropriate way. The teacher should arrange appropriate methods for the teaching learning activities⁷.

6. The Method of Teaching English

Chriss, D.P. says that methods refer to be procedures of language teaching to an overall plan for the orderly presentation of language material, no part of which contradict, and all of which is based upon the selected approach⁸. There are many kinds of methods that can be used in teaching English, such as direct method, audiolingual method, and total physical respond method⁹.

7. The Technique of Teaching

Richard and Rodgers stated that technique is the implementation, which actually take a place in the classroom. Teaching technique can help the teacher in making language learning become a pleasurable activity, to which children and teacher teach and learn with eagerness and enthusiasm¹⁰. All techniques are good, as long as it is well chosen and able to acquire the objective of the learning activity.

H. Research Method

1. Research Method and Design

This study is conducted using descriptive qualitative method. The writer takes one school, that is the fifth grade of MI Hidayatut Thowalib Tulungrejo, Pare, Kediri in academic year 2014 – 2015 semester I. More specially, this study is aimed at describing the qualification of the English teacher, the instructional material, the

⁷Kasbollah, K. *Teaching and Learning Strategy*. Malang: IKIP Malang. 1996. hlm. 67

⁸Chriss, D.P. *Teaching English as a Second Language*. Bombay: Tata Mc. Graw Hill Publishing Company Ltd. 1997. hlm. 63

⁹Chambers, F. *Seeking Consensus in Course book of Evaluation*. *English Language Teaching Journal*. London: Oxford University Press. 1997. hlm. 10

¹⁰Richards & Rodgers, *Approaches to Methods in Language Teaching*. University of Hawaii: Cambridge University Press. 1986.

instructional media, the instructional activities, student's attitude towards the teaching of English, and the students' achievement.

The data about the qualification of the English teacher, the instructional materials, and the instructional media were presented in the form of description as Bogdan and Biklen state that qualitative research is descriptive¹¹. The data collected take the form of words or pictures rather than numbers. Data about the instructional activities applied by the teacher, students' achievement and the evaluation were presented in the form of percentages.

2. Subject of the Study

The subjects investigated are the fifth grade students (42 students) V-A, V-B, the headmaster, and the English teacher.

MI Hidayatut Thowalib Tulungrejo Pare Kediri has 11 classes for all grades. The first grade consists of 2 classes, the second grade consists of 2 classes, the third grade 2 classes, the fourth grade consists of 2 classes, the fifth grade consists of 2 classes, and the sixth grade consists of 1 class. All of the them about 270 students. Each class is about 24 students.

For the sake of observation, class V was selected for the observation. Such a selection was based on the assumption and the agreement between the researcher and the headmaster.

3. Data and Data Source

There were two kinds of data of this study: (1) the qualitative data were about the qualification or educational background of the teacher of MI Hidayatut Thowalib Tulungrejo Kediri, instructional material, instructional media, instructional activities, (2) the quantitative data were about students' attitude toward the teaching of English and students' achievement.

The data about the qualification or educational background of the teacher of MI Hidayatut Thowalib Tulungrejo Pare Kediri were derived from the questionnaire for teacher and

from school files (documentation). They were used to answer the first research question. The data about the activities of implementation of teaching English in the classroom were classified into four categories which are in accordance with the statement of problems, those are: (1) the data about the instructional materials to answer the second research question, (2) the data about the instructional media to answer the third research question, (3) the data about the instructional activities to answer the fourth research question, (4) the data about the students' attitude toward the teaching of English to answer the fifth research question. And the data about the students' achievement were derived from the teacher to answer the sixth research question.

The document analysis that is directly connected with the implementation of the teaching-learning process is done to support the main data. As a conclusion, then the data of the research are classified into six sections, as follows;

1. The data of the qualification of the teacher are the teacher and the headmaster.
2. The data of instructional materials are the textbooks and supplementary materials.
3. The data of instructional media are the teacher and documentation.
4. The data of instructional activities are the teacher.
5. The data of the students' attitude towards the teaching of English are the students
6. The data of the students' achievement are documentation of the teacher about the students' achievement.

4. Research Instruments

To collect the data of this study needs some research instruments such as questionnaire, observation, and documentation. So, there were three instruments of collecting data in this study.

a. Questionnaire

The questionnaire is used as main instrument. Two kinds of questionnaire are used, one for the English teacher and the second one for the

¹¹Bogdan, R.C. & Biklen, S.K. *Qualitative Research for Educational* (3rd Ed.). United States of America: Avicom. Company. 1998. hlm. 24

students. Both questionnaires are written in Bahasa Indonesia, so that the respondents could comprehend the questions easily.

The questionnaire for the teacher consists of six parts (50 items). The first part (12 items) is intended to get information about teacher's educational background and teacher's experience. The second part (4 items) is intended to get information about teacher's preparation. The third part (1 item) is intended to know about the instructional material. The fourth part (1 item) is intended to get information about instructional media. The fifth part (25 items) is intended to know about instructional activities. The sixth part (7 items) is intended to know about evaluation.

The questionnaire for the students was aimed to get the data about the students' attitude toward the teaching of English. The questionnaire consists of 15 items. The first is to know whether the students like English or not. Second is to know whether English is difficult for the students or not. The third is to know whether the students understand English lesson or not. The fourth is to know whether activities are interesting or not. The fifth is to know whether they are bored with the lesson or not. The sixth is to know whether they do the homework or not. The eighth is to know whether they want to speak English or not. The ninth is to know whether they take a private course or not. The tenth is to know whether they like studying English or not. The eleventh is to know whether they need English or not. The twelfth is to know whether they learn how to speak English at home or not. The thirteenth is to know whether they learn English by themselves at home or not. The fourteenth is to know whether they like to watch English film or not, and the fifteenth is to know whether they are interested in listening English song or not.

The questionnaire provided 'yes' or 'no' options of each question. The respondents were free to express what they really feel about their feeling during learning English. This instrument was used to answer the research question number 5.

b. Observation

The main purpose of the observation is to record the activities performed by the teacher and students in the class.

This observation sheet consists of sixteen items. The first item is intended to know about the number of students in the classroom. The second item is to know about the instructional media in the classroom/school. The third item is intended to get information about number of students who have instructional material. The fourth item is intended to know about the language used by the teacher to open the lesson. The fifth item is intended to know the teacher involving students' participation. The sixth item is intended to know the language used by the teacher to close the lesson. The seventh item is intended to know the technique of teaching applied by the teacher. The eighth item is intended to know the teacher utilizes the textbook. The ninth item is intended to know the use of instructional media. The tenth item is intended to know students' error in using English. The eleventh item is intended to know the utilizing of other instructional media beside the blackboard. The twelfth item is intended to know the volume of teacher's voice. The thirteenth item is intended to know the explanation of teacher to the students. The fourteenth item is intended to know the textbook used whether it is interesting or not. The fifteenth item is intended to know the instruction of the textbook whether it is clear or not. The sixteenth item is intended to know the exercises in the textbook whether it is interesting or not.

c. Documentation

The documentation is used to gain the data about (1) the instructional materials, and (2) the achievement of the students in English. In this process, the teacher is asked to lend all documents he made and used in his teaching and learning process. They are all to support in answering research question number 1 and number 6.

5. Data Collection

The data collection was conducted in two months, from October 2014 to November

2014, using questionnaire, observation sheet and documentation. The questionnaire for the teacher was given on October 4, 2014 and he returned it on the following week. The questionnaire for the students on October 11, 2014 and they returned it on following week.

The observation was conducted from September 2014 to December 2014 for four visits (once a week). Having been permitted by the headmaster and the teacher, the researcher observed the teaching and learning of English in the classroom. The writer used an observation sheet to indicate the activities conducted by the teacher and the students in the English class.

After questionnaire and observation were administered, the documentation techniques were used by asking the teacher to lend the writer all teaching preparations he made in teaching English, the list of the students' achievement in English for semester I, and the instructional material.

The interview with the headmaster was conducted on October 18, 2014. The guide for interview consists of seven items. The first item to know about the period of teaching English at her school. The second item is intended to know about her point of view concerning with teaching English at elementary school. The third item is intended to know about the preparation and the process of teaching - learning English as a local content at elementary school. The fourth item is intended to know her purpose of teaching English at her school. The sixth item is intended to know the instructional media provided by the school. The seventh item is intended to know the school policy to maximize and increase teaching English at this elementary school.

a. Teacher's Qualifications

For the teacher's qualification the writer tried to find out;

- Teacher's background of the study.
 1. The teacher's background of the study
 2. Teacher's activity in gaining informal education such as seminar, workshop, training service, etc.

- Teacher's experiences and status in teaching

1. Teacher's experience in the teaching of English in elementary school.
2. The teacher's status in the teaching of English in elementary school.

b. The Instructional Materials

Instructional materials cover the textbooks. The writer used one step for collecting the data of the textbook used by the teacher that is identification of the books. In identifying the textbooks the writer identified the authors, the publisher, the year of publication. The data for textbook was collected from the teacher and the textbook itself.

c. The Instructional Media

The writer gained the instructional media from questionnaire and also from observation. From the questionnaire and observation the writer identifies the media frequently used for the teaching-learning process, the writer identifies the media used during the observation process. (September 2014 to December 2014)

d. The Instructional Activities

Here the writer tried to gather information about;

1. What the techniques are frequently used for teaching.
2. How the teacher conducts the teaching learning activities.
3. How the students attitude toward the teaching-learning of English
4. How the students' achievement.

The data were collected from questionnaire, observation, and documentation. For further investigation of knowing the teacher's qualification and his teaching of English the writer created questionnaire.

e. The students' attitude toward the teaching of English

To describe students' attitude toward the teaching of English, the writer constructed a simple questionnaire that was used to collect the data from the students. Here, the writer asked them some questions about the teaching of English such as:

1. Do you like English? (Yes/No)
2. Is English difficult? (Yes/No)
3. Do you think English is interesting? (Yes/No)

This questionnaire was supported by the observation sheet to see the students' attitude toward the teaching of English.

f. Students' Achievement

To describe students' achievement, the writer asks documentation to the English teacher to lend writer about the score result from the tests such as the result of formative test, mid test, and summative test.

6. Data Analysis

The data gained through the questionnaire from the teacher are presented in the form of description since the study only involves one teacher. On the other hand, the data gained through the questionnaire for the students were investigated using tally system to compute the percentage. The tally system was used, for the alternative answer of questionnaire consisting of 'yes' or 'no' choices. In this case, the frequency of each option chosen by the students was counted. These percentages were then presented in the form of description of each item.

The data gained through from observation was presented in the form of description way.

The data collected through the documentation were teaching preparation, the instructional materials, and students' achievement in semester I. They were presented in descriptive way. The achievement of the students in English taken from task, formative test, medium test, and final test at semester I were analyzed to investigate the students' level of mastery of English. The researcher used the percentage to identify the students' achievement in accordance with their level of mastering of English.

II. FINDINGS OF THE STUDY

This chapter discusses the findings that have been obtained using the methods and procedures as stated in chapter III. The writer

presents the findings of the study in two ways. The first way is in the form of verbal explanation in which the writer gives the descriptions of the subject investigated using words. The second is in the form of tables and percentages.

A. The Qualification of Teacher

The qualification of the English teacher concerned with the teacher's educational background, teacher's experience of teaching, and teacher's capability in conducting teaching learning process.

1. Teacher's Educational Background

Based on the data obtained from questionnaire, interview and observation, the researcher noted that the English teacher in the fifth grade of MI Hidayatut Thowalib Tulungrejo Pare was a graduate of S-1 English department of IKIP Budi Utomo Malang.

Besides, she was a graduate from informal school of English course namely Basic English Course (BEC) Pare Kediri in 2005. Basic English Course is located in Singgahan, Pelem, Pare Kediri. This course was built on 16 June 1977 by Mr. Kalend.. The English teacher had been taking an English course for six months.

2. Teacher's Experience of Teaching

The data from the questionnaire show that she has been teaching English at MI Hidayatuth Towalib Pare Kediri since 2006. In this semester, she gets four hours in a week for two classes of fifth grade. She also has private English course at home for his own students or for general students since 2007 up to now.

B. The Instructional Material

The instructional materials that are used by MI Hidayatut Thowalib Tulungrejo Pare as follows;

1. The Textbook

The textbook used at MI Hidayatut Thowalib Tulungrejo Pare is ENGLISH LESSON published by CV Sahabat Klaten in 2002. The authors of the fifth grade semester I are Tim Penulis Mulok KKKMI Jawa Timur. The book is quite complete in terms of activities,

the vocabularies, the structures, and the illustrations presented. The textbook consists of 44 pages. This textbook has pictures and varied exercises. It uses English and Indonesia as the medium of instruction.

2. The Relationship between the Textbook and the Techniques of Presenting Materials to Young Learners

As the children are very enthusiastic and energetic learners, the activities in the book should be mainly developed on various kinds of activities to avoid boredom.

3. The Relationship between the Textbook and the Principle of Writing a Textbook

The relationship between the textbook and the Principle of writing a textbook proposed by Rajan (1995)

a. The content

The content of this book has a variety of topics, according to the learner's level and needs, since they are beginners of English learners, they are introduced to various topics relating to their environment, such as daily activity, time, transportation, giving direction, and recreation.

b. The vocabulary and structure

The book introduced sufficient vocabularies for each unit. Moreover, the various kinds of activities enable the students to increase their vocabulary more than they require. Furthermore, the vocabularies are provided in the context, so that the students are able to practice how to use the words in sentences.

Unfortunately there is no vocabulary list at the end of the units. The vocabulary list would help the teacher to identify the number of vocabularies that has been obtained by the students on this level. The tenses introduced are the simple present tense and the present continuous tense as the learners are beginners of English learners.

c. The activities

The activities in the book develop the students' learning the four language skills integratedly. The material covers a variety of topics. The materials presented in an interesting

way to attract the children. Various kinds of activities are interesting and suitable with the children's characteristics. The instructions are given in the simple English and Indonesian. Using the book, English is fun rather than a heavy subject. Because of the various kinds of activities, the teacher is able to choose any activities he likes based on the activities in the book. For instance, if the students like puzzles very much, instead of the puzzle from the book, he can make his own. The activities are very suitable with characteristics of young learners who like playing games, singing, role-playing, and storytelling.

However, there is no periodic review of the topic, so there should be reviews actually. There are sufficient exercises in the book. But it still should be developed further. The instruction for activities and exercises and tasks are clear. For example, read the text, arrange these sentences into a good paragraph, complete these sentences with the correct words, etc.

C. The Instructional Media

The use of media in teaching learning process at MI Hidayatut Thowalib Tulungrejo Pare is enough based on the need of elementary school students. The real objects around the students in and out of the classroom are their first media and part of them are written in English. For example: on the door of the classroom, the teacher puts the big writing "Class Room". Several pictures hanging on the wall in and out of the class used as the media in teaching vocabulary, especially about concrete noun.

To avoid the students' boredom in studying English, the teacher gives them occasion to study out of the classroom.

Once a month, the students are brought to do outdoor activities, for example to the park near the school, where the students can find many kinds of real objects around them as the new vocabularies. For example, the teacher tells them what plant they can see, what people's activities around the park, and after that the teacher hopes the students to tell with their own words about what they have seen.

The observation of using the teaching media shows that some kinds of media are important instruments to be used and interesting for students because the elementary school student like playing while studying.

D. The Instructional Activities

In this term, the writer describes about pre activities, whilst activities, and post activities.

1. Pre-activities

The data from observation shows that the English teacher in the fifth grade of MI Hidayatut Thowalib Tulungrejo Pare Kediri can open the lesson well. She always greets the students before starting the discussion. Since MI Hidayatut Thowalib Tulungrejo Pare Kediri is an Islamic school, there two greetings used. The main greeting is "Assalamu'alaikum" then by the English greeting, such as "Good Morning students", "How are you?" After greeting he then reads the attendance list to know whether the students are present or not, she reviews her previous lesson, and tells the students about the topic to be discussed.

2. Whilst-activities

The data from observation shows that the main technique that is frequently used by the teacher is giving explanation. If there are new materials, the teacher makes artificial materials, hand-made pictures etc. Sometimes the teacher also asks the students to sing a song, for instance, when they have to learn about color. The teacher also uses the supportive materials and tells the students some stories for them. It is an individual task for each student to present their experience. In each meeting three students should tell their experience in front of the class. When they do not know the word in English, they ask their friends or their teacher. The teacher sometime gives some quizzes and games. The children like them very much. For reading, the most frequent technique is reading aloud. She asks the smart student to read in a loud voice to be the model for the others. Then the other students have their turn. She also gives the script of drama and the students read act the script of drama.

For writing, he frequently dictates his students some simple sentences. Sometimes she also asks the students to write their experience, something they like or dislike. The common activities are individual, whole class activities, or sometimes pair work and group work.

There are forty two students at the fifth grade, but they are divided into two classes. The first class has twenty three students and the second class consists of nine teen students. This is to make the effective English teaching learning process.

When the researcher came to make an observation, it was found that the classroom's size is not too large, about 5 x 7 meters, but it was comfortable enough for the students to study. Many pictures contained vocabularies and other writing were hanged on the wall. Moreover, there was big clock above the teacher's seat.

The use of English was nearly fifty percent if it was compared with the use of Indonesian. It proved that the teacher really had language discipline in the classroom. It also happened with the students. When they wanted to ask something to the teacher, they tried to use their English although it was sometimes combined with Indonesian.

The teacher approached the students individually. For example: When the students did class work, the teacher walked around the class to know whether the students had any difficulty in understanding the instruction of the question or not. After doing the class work, the students were asked to answer the questions in turn while the teacher corrected the mistake if any.

The teacher at the fifth grade of MI Hidayatut Thowalib Tulungrejo often punished the students who broke the rule. For example, when the students came late or did not do any assignment, the teacher ordered them to stand up in front of class or leave the class. Sometimes the teacher asked the student who was noisy to memorize some new vocabularies

3. Post-activities

The English teacher always concludes the instructional materials that had been

presented before he left the classroom. She also tells the students about the topic to be discussed for the next meeting. The teacher can manage the time allotment available for each meeting. she has enough time to conclude the materials presented before she left the classroom. When the bell rings, she stops teaching with concluding the material.

E. Students' Attitude Toward the teaching of English

To know students' attitude toward the teaching of English the writer used the questionnaire for the students. The table shown below shows the students' attitude toward the teaching of English.

Table 4.1. Percentage of students having described attitude

No	Item	%	
		Yes	No
1	The students like English	81	19
2	English is difficult	57	43
3	The teacher's explanation is clear and understood	76	24
4	The activities are interesting	79	21
5	The students are bored with the lesson	83	17
6	The students do the homework	24	76
7	The students are afraid of English	12	88
8	The students want to speak English	86	14
9	The students take private course	17	83
10	The students like English beginning from elementary school	86	14
11	The students feel necessary to learn English	93	7
12	The students learn how to speak English at home	38	62
13	The students learn English by themselves at home	36	64
14	The students like watching the English film	86	14
15	The students are interested in listening the English song	88	12

From the table above the writer describes the result of the students attitude toward the teaching of English they are: (1) Most of the students like English (81%); (2) Some of them think that English is difficult (57%); (3) Most of students agree that the teacher's explanation is clear and understood (76%); (4) They also

agree that the activities in the teaching learning process are interesting (79%); (5) A lot of students do their homework (83%); (6) Some of the students feel bored with the lesson (24%); (7) A few students are afraid of English (12%); (8) They want to be able to speak English (86%); (9) About (17%) they take private course; (10) The students like English beginning from elementary school (86%); (11) All students feel a need to learn English in the elementary school (93%); (12) Some of the students learn how to pronoun English word at home (38%); (13) There are (36%) of the students learn English by themselves at home. (14) The students like western movie (86%); and (15) most of them are interested in listening English song (88%).

F. Students' Achievement

From the result of the observation made by writer, it is found that students have very positive attitude toward the teaching of English. It is known that the score of the students' achievement is good because the average score is 82.

Table 4.2 The Students' Achievement

CLASS V – A			CLASS V – B		
No	Student	Score	No	Student	Score
1	Student 1	94	1	Student 1	65
2	Student 2	67	2	Student 2	60
3	Student 3	72	3	Student 3	63
4	Student 4	87	4	Student 4	91
5	Student 5	92	5	Student 5	81
6	Student 6	91	6	Student 6	79
7	Student 7	93	7	Student 7	68
8	Student 8	88	8	Student 8	79
9	Student 9	88	9	Student 9	79
10	Student 10	82	10	Student 10	82
11	Student 11	88	11	Student 11	79
12	Student 12	90	12	Student 12	87
13	Student 13	74	13	Student 13	54
14	Student 14	78	14	Student 14	78
15	Student 15	60	15	Student 15	70

CLASS V – A			CLASS V – B		
No	Student	Score	No	Student	Score
16	Student 16	86	16	Student 16	91
17	Student 17	69	17	Student 17	89
18	Student 18	78	18	Student 18	92
19	Student 19	68	19	Student 19	88
20	Student 20	86			
21	Student 21	81			
22	Student 22	90			
23	Student 23	86			

Data from the document above about the achievement of the students' grade at the first semester in academic year 2014 – 2015 shows that the students got grade 90 – 100 (28%); the students got grade 80 – 89 (30%); the students got grade 70 – 79 (23%); the students got grade 60 – 69 (17%) and only one student who got grade below 59.

III. CONCLUSIONS AND SUGGESTIONS

In this chapter the writer presents the conclusions and suggestions about the study conducted.

A. Conclusions

Based on the research findings described previously, the conclusions can be drawn as follows:

1. The English teacher can be considered to have sufficient qualification to teach English at elementary school, because she graduated from English department and she graduated from English course, attends some workshops and seminars, and she has private English course, so that she can get more experiences on teaching the children. Such activity can improve his professionalism.
2. The teacher was able to arrange and choose the appropriate materials for her students. The instructional materials used by the English teacher at MI Hidayatut Thowalib Tulungrejo Pare Kediri was the textbook entitled ENGLISH LESSON published by

CV Sahabat Klaten in 2002. The authors of the fifth grade semester I are Tim Penulis Mulok KKKMI Jawa Timur. It was good from the point of the content and various kinds of activities.

3. For the instructional media, some kinds of media used by the teacher are real thing, artificial material, picture file, tape recorder, television, and video. She uses them based on the theme/sub theme presented in the teaching learning process.
4. The teaching of English at MI Hidayatut Thowalib Tulungrejo Pare Kediri is very good in terms of the quality of the material presented for the students. From the observations that were conducted by the writer, the teaching learning process runs well and smoothly. She is able to present a good way of teaching. She can present his ideas and explain the concept clearly. She is able to present the material in various kinds of activities. Some factors that may affect her good teaching are:
 - a. Her experience in teaching this school since 2006 and having private English course.
 - b. Her eagerness to develop herself, attending many workshops about teaching English to children and discussing with some of other English teachers MI Hidayatut Thowalib Tulungrejo especially with English teachers to find out and improvement and developments in teaching English.
 - c. Her personality: she likes children very much. She is also very discipline and strict. She wants her best for her students.
5. The students' achievement is so good. The average of the students' achievement in the first semester is 82, 4 scale of 10 to 100.
6. The weakness is: there is no English laboratory yet.

B. Suggestions

The followings are some suggestions the writer proposes to improve the implementation

of the teaching of English at MI Hidayatut Thowalib Tulungrejo Pare Kediri;

1. For the headmaster

The headmaster should always monitor the instructional preparation the teacher makes, the availability of media the teacher uses, and the textbook the students and the teacher use, and the assessment of the students' learning progress the teacher conducts. Besides, to order the teachers teaching subject based on their educational background.

2. For the English teacher of MI Hidayatut Thowalib Tulungrejo Pare Kediri.

For the English teacher should create instructional preparations required, follow the training service to improve his knowledge about teaching to young learners continuously, and develop the techniques to maintain the students' attitude toward the teaching of English in this elementary school. It is very positive.

3. For the English teacher in general.

The English teacher who teaches English for young learners should attend workshop or training service to develop their teaching to young learners

4. For further researcher

The writer also makes some suggestions for other researchers in order to improve the quality of teaching English at elementary schools in Indonesia. The writer suggests the other researchers to continue this study by conducting a research not only in qualified elementary schools, but also some public elementary schools which apply English as their local content subject. This kind of study will give valuable contribution to the teaching of English in elementary schools.

REFERENCES

- Boey & Lit Kim. *Bilingual Education* (3rd Ed.). Singapore: Khai Wah Press. 1980.
- Bogdan, R.C. & Biklen, S.K. *Qualitative Research for Educational* (3rd Ed.). United States of America: Aviacom. Company. 1998.
- Chambers, F. *Seeking Consensus in Course book of Evaluation. English Language Teaching Journal*. London: Oxford University Press. 1997.
- Chrris, D.P. *Teaching English as a Second Language*. Bombay: Tata Mc. Graw Hill Publishing Company Ltd. 1997.
- Dardiri, H. *A Study on the Teaching of English in Some Elementary Schools in Kodya Malang*. Unpublished Thesis Malang: FPBS IKIP Malang. 1994.
- Dinas Pendidikan dan Kebudayaan Jawa Timur, *Kurikulum Muatan Lokal: Garis-garis Besar Program Pengajaran: Mata Pelajaran Bahasa Inggris Pendidikan Dasar*. Surabaya. 1994.
- Dulay, H. & Krashen's, S. *Language Two*. Oxford University Press. 1982.
- Finnochiaro, M. *Teaching Children Foreign Language*. New York: Mc. Graw Hill Book Company. 1964.
- Kasbollah, K. *Teaching and Learning Strategy*. Malang: IKIP Malang. 1996.
- Richards & Rodgers, *Approaches to Methods in Language Teaching*. University of Hawaii: Cambridge University Press. 1986.
- Sadtono, E. *Pengajaran Bahasa Inggris di Indonesia*. Malang: IKIP Malang. 1998.