

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

This study was meant to find out the planned learning experiences of teaching and learning English for primary school as represented in the statements of the learning activities stated in the syllabus. The statements were analyzed by using the transitivity system to identify function and meaning represented in the learning activities statements. The result were then further analyzed to determine kinds of activities with English that the students might be engaged, here after will be used the term planned learning experiences. Then the result will be further classified in the learning domains that the students will be involved. The result will also be needed to see kinds of learning experiences needed in achieving the basic competences as stated in the national standard. Finally, it will be concluded which learning activities stated in the syllabus accommodate the statement of basic competences.

Planned learning experiences, as stated by Sowell (1996: 218), in this study were the statements to provide opportunities for the learners to interact with the curriculum content implying the purpose of education. The curriculum developers prepare the planned learning experiences that directed the students towards the purpose of education for which that curriculum intended.

Studies on the planned experiences, especially in the context of English as a Foreign Language for primary school students in Indonesia, are important

because there are quite many problems noted on this case. Among of them are; that there is no clear direction for the teaching and learning English for primary school (Suharto, 2009), and the teacher's problem in developing the learning activities in the syllabus for the implementation of the learning process as there are many teachers didn't come from an English educational background and no sufficient training in implementing the teaching process (Wang, 2008).

In teaching and learning English for primary school in Indonesia, English is considered as a local content curriculum. By this decision, the teacher is responsible to develop their own syllabus as a program planning for the school. *Sekolah harus menyusun SK, KD dan Silabus untuk Mata pelajaran Muatan lokal yang diselenggarakan oleh sekolah* (Departemen Pendidikan Nasional, 2007). Stating clear planned learning experiences is a part of the syllabus developer responsibilities, in this case, is a part of the English teacher responsibilities.

Since the implementation of school based curriculum (KTSP) in 2006, each region had their own authority to develop the curriculum based on their needs and condition. Mulyasa (2006) stated that this authority leads to the needs of the teachers to develop their own syllabus, whether individually or in group of teachers in each region while taking into account and based on the basic competence standard from the Board of National Standard for Education (*Badan Standar Nasional Pendidikan/BSNP*). For that reason English syllabus will be possibly different from one school to another.

The English syllabus is a plan which is developed by the teachers who are also in charge of implementing the teaching and learning in the classroom practices. According to Richard (2001) syllabus, which prescribe the content to be covered by a given a course, form only a small part of the total school program. Based on *Departemen Pendidikan Nasional* (2006), syllabus is the plan for the process of learning and teaching process which consist of standard competence, basic competence, subject matter, learning activities, indicator for the assessment, and the way of assessing, time allocation, and the learning resources. This term stands for the statement of

*Silabus adalah rencana pembelajaran pada suatu dan/atau kelompok mata pelajaran/tema tertentu yang mencakup standar kompetensi, kompetensi dasar, materi pokok/pembelajaran, kegiatan pembelajaran, indikator pencapaian kompetensi untuk penilaian, penilaian, alokasi waktu, dan sumber belajar.*

Planned learning experiences are stated in the curriculum as a apart of the intended the learning outcomes. They are commonly spelled out in detail in the learning procedures of a lesson plan or in the learning activities of a syllabus. For this reason,planned learning experiences should accomodate the curriculum objectives, which is in the English for Primary School curriculum are stated in the standard competences (*Standar Kompetensi/SK*) and basic competences (*Kompetensi Dasar/KD*). The clear planned learning experiences represent the clear idea of the English teacher in planning the intended learning outcomes. Then the teacher is able to state them clearly, it is assumed that the teaching and learning will be carried out in the same manner.

Considering the problems appear related with English teaching and learning for primary school students in Indonesia and the importance in stating

clear planned learning experiences, it is urgent to focus this study on the English for primary school curriculum. Studies on English for primary school curriculum are commonly more focused on the curriculum implementation such as the use materials in the teaching of learning processes and learning experiences as have been done by Farhatun (2006), Fahrurrozi (2007), Titin Sugiarti (2007), Sirojuddin Kamal (2007), Titin Rahayu Indah (2008), and Susi Hartini (2010). Moreover, studies on the curriculum document were limited on the teachers' competences as a lesson plan developer such as Sri Sumarni and Fitra Rahmadian Fatriani, (2007), and the policy such as Chiao-lan Chern (2010), I Made Sujana & Luh Sri Narasintawati (2006), Sri Handayani Yasa (2004), and Lies Amin Lestari (2003). On the other side, this study will be more focused on the syllabus as a part of the curriculum plan of English for primary school.

The data will be obtained from the syllabus of two different schools in East Jakarta. Then, using Systemic Functional Linguistic, the activities in the syllabus will be analyzed by using the process structure that represents in the English transitivity system. These data will give us a clear idea of what is the planned learning experiences of the activities and is it related to the basic competence in the syllabus.

## **1.2 Problem Statement**

This study was conducted to analyze the English syllabus developed by two primary schools in east Jakarta. Using the Systemic Functional Linguistic as a means to analyze the data, this study will answer the following questions:

1. What kinds of activities with English would the students be likely engaged in the teaching and learning process? What learning domains do the activities belong to?
2. What kinds of activities with English are the students expected to be engaged in the teaching and learning process stated in the basic competence? What did the learning activities accommodate the needs of achieving the basic competence?

## **1.3 Purpose of the Study**

This study conducted to:

1. See the kinds of activities with English that the students will be likely engaged in the teaching and learning process and examine the learning domains do the activities belong to,
2. See kinds of activities with English that the students are expected to be engaged in the teaching and learning process stated in the basic competence and examine the learning activities that accommodate the needs of achieving the basic competence.

#### **1.4 Scope of the Study**

The scope of the study was limited into the statements of learning activities and basic competence of the two syllabuses.

#### **1.5 Significance of the Study**

The result of this study is expected to contribute in the development of education in primary school, especially in the development of syllabus and curriculum. Respectively, it is expected that the process of learning activities also developed as the result of the improvement of the improvement in the development of syllabus. It is also expected that the result become the input for further research related to the primary school level in the future.

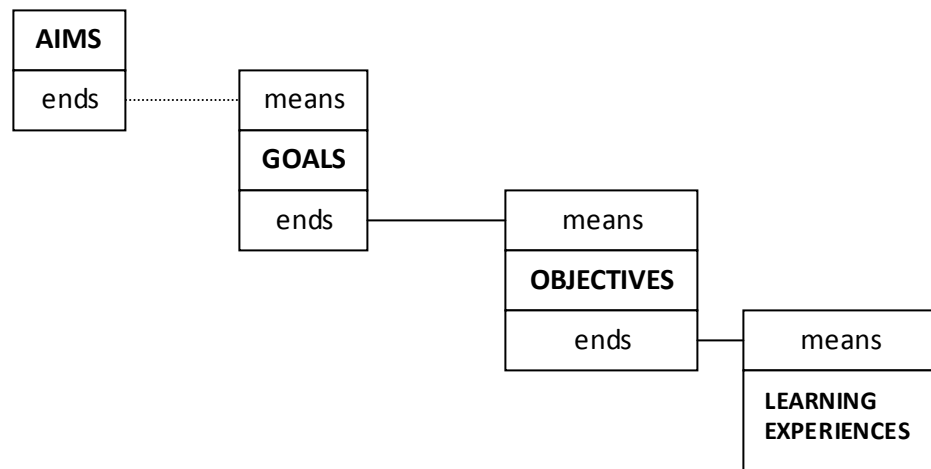
## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Planned Learning Experiences**

Planned learning experience is the way of how the students are going to learn the lesson to achieve the learning objectives that have been set. Sowell (1996) defines the planned learning experiences as “the means by which learners are to achieve objectives in sufficient detail to allow teachers to plan instruction”. In the process of planning, the developer used to see the intended learning outcomes, and then devised it to make sure the students fulfill the intended learning outcomes. Sowell, (1996) stated that the intended learning outcomes are the blue prints of what the students are expected to be able to do as they participate in planned learning experiences. The intended learning outcomes itself are represent in the term of standard competence, basic competence, and the objective of the learning process. Sowell (1996) represent the relationship between the planned learning experiences with the intended learning outcomes as in the figure below.

Figure 2.1 Relationships Among Learning Outcomes and Learning Experiences.



It can be seen from the figure 2.1 that the learning experience is the means or the way to meet the needs of the objectives. While the objectives are the way to meet needs of goals and goals are the ways to meet the aims. If the planned learning experiences are not well prepared by the developer, then the aims that have been set will not be achieved by the learners.

It can be inferred that the planned learning experiences are the learning activities stated in the syllabus of school. Teacher used the planned learning experience in the syllabus as the basis of develop the lesson plan for teaching in the class. In planning the learning experiences, the principles that have to be considered, based on Guidelines in developing school based curriculum for primary and secondary education. Issued by The National Board Educational Standard or Badan Standar Nasional Pendidikan (2006) are

1. Kegiatan pembelajaran disusun untuk memberikan bantuan kepada para pendidik, khususnya guru, agar dapat melaksanakan proses pembelajaran secara profesional.
2. Kegiatan pembelajaran memuat rangkaian kegiatan yang harus dilakukan oleh peserta didik secara berurutan untuk mencapai kompetensi dasar.
3. Penentuan urutan kegiatan pembelajaran harus sesuai dengan hierarki konsep materi pembelajaran.



4. Rumusan pernyataan dalam kegiatan pembelajaran minimal mengandung dua unsur penciri yang mencerminkan pengelolaan pengalaman belajar siswa, yaitu kegiatan siswa dan materi

## **2.2 English for Primary School in Indonesia**

Since the decree of Ministry of education and Culture No. 060/U/1993 permitted English to be introduced to elementary school started from fourth grade, English has become a local content subject for primary school. As local content subject, teaching English to primary school students have a function to develop students' knowledge and competence based on their situation. The implementation of English in primary school is also aimed at developing the language ability used to accompanying action and to interact "here and now" of students (BSNP, 2006). This role of the language shows that language is a tool that accompanying what is being done by the students. The role of the language in the action is the one which is make the learning meaningful for the students. This regulation to teach English from an early age is considered as a good step, because it is said that children is the potential learner in the process of learning language (Brumfit, 1991). Through the process of teaching and learning in the primary level, students will build up their basic to learn more in the higher level of education. The

To achieve the goal that has been set, the need of activities for teaching English language has become an important issue. Teaching children can be very complicated for the teacher as they have to achieve the goals of the learning process while take into account the needs of the children. It is because children have different traits from adults in the process of learning. The introduction of

English to the children have to be made through an activity appropriate with the world of children, like singing, drawing, playing, and story-telling to introduce new words and simple sentences (Kasihani). According to Shultz and Lombardi in Wishon (1998), the process of learning involving children have to be focus on the children as a whole, it is also have to be interactive, using the real activities and games. Also it is said that the process of learning activity must be made into such a happily, challenging, and motivating students to actively participate in the classroom (PP Nomor 19 Tahun 2005 Pasal 19 Ayat 1). This problem leads to the need of appropriate syllabus for children that will be the basic plan of teaching in the class for teacher.

### **2.3 Syllabus and the Learning Domain**

Syllabus is the way of organizing the courses and materials (Brown, 1995). Since the implementation of the KTSP, the teachers have been in charge to develop the syllabus of their own. The needs of appropriate syllabus have been emerged as there are many problems in the process of the implementation. As some of teacher said that although their school are in the same region with the other school, they often find that what they teach in the classroom are different with what the other teacher teaches in the other school. Also, the statement in the syllabus, as stated by Suharto (2009), is not clear that many teachers have a problem in interpreting what they have to teach.

In organizing the syllabus, it is expected that the learning activities, as the planned learning experiences, support the growth of the students too. Barbara

&Seefeld in Wishon (1998) stated that as the children grow, they require educational experiences that are equally continuous. This requires the learning activities to develop the three aspect of learning domains; the cognitive, affective, and psychomotor.

The cognitive aspect is the ability that related to the process of thinking. It refers to the knowledge of the students as they move from just knowing something until they can evaluate their own knowledge. Bloom (Lorin, 2001) revised the taxonomy and divided the cognitive levels into six parts: Remembering, understanding, applying, analyzing, evaluate, create.

The affective aspect is the aspect of feeling and attitude. It concerns with how the students aware with their surrounding, sensitive to the others, respect, and other attitude towards the other person and the learning subject. The psychomotor aspect concerns with the movement of the body as part of the learning process. as children is an active learner and one of the way suggested o teach children is through playing, the psychomotor aspect is important in the process of making the learning activities.

## **2.4 Transitivity System**

Transitivity system, in this research, use as a means to analyze the process of the statements in learning activities. This transitivity system falls under the ideational meaning of the systemic functional linguistic. Halliday in Ramadansyah (2008) stated that functional grammar is essentially a 'natural grammar' in the sense that everything in functional grammar can be explained, ultimately, by

reference to how language is used. Young and Fitzgerald also said that systemic functional linguistic is a way of understanding the functions that language performs and the choices people make when they speak or write to exchange meaning with readers or listeners. The analysts not only examine the nouns and verbs as structural items, but also in terms of the meanings they represent or realize. Christie (2002) stated that any language use serves simultaneously to construct some aspect of experience, to negotiate relationship and to organize the language successfully so that it realizes a satisfactory message. This function in any natural language identify by Halliday and his colleagues as metafunctions.

Metafunctions is a function that extends across any pattern of language use. Halliday (2004) differentiate this metafunctions into three different functions; the textual metafunction, the interpersonal metafunction, and the ideational metafunction. According to Halliday (2004), the textual metafunction concern with the theme and rheme of a clause. The theme is the one that lead to the conversation while the rheme is the one who followed up as new information of the clause. While the textual metafunction concern with the theme and rheme, the interpersonal metafunction concern with the relationships between interlocutors which is realized, including the mood, the modality and the person in the process. Finally, the transitivity system falls under the ideational metafunction of the language. This ideational metafunction concerns with the relationship of significance between a word and its meaning

The transitivity system interprets the world of experience into a manageable set of process type. Each of the process type in the transitivity system

has their own model for construing their experience. This experience is divided into two types; the inner experience and the outer experience. The inner experience is the one which is going on inside of us in the world of consciousness (perception, emotion and imagination) while the outer experience is the one happen in the world around us (Halliday and Matthiessen 2004).

In the transitivity system, we can examine not only the verb as the process that happens in the clause, but also the participant and the circumstance. There are six different types of process in the transitivity system that represents the kinds of clause.

### **1. Material Process**

Material process is the process of doing something. Material process is the manifestation of the outer experience that human has and the process of doing-and-happening (Halliday and Matthiessen 2004). In the material process, there are participants that called the actor and goal of the clause. The actor in the process is the constituent of the clause who does the deed or performs the action, usually it becomes the subject in the active clause. Goal is that participant at whom the process is directed, to whom the action is extended. The goal is what usually becomes the subject in the passive clause (Egins, 2004). In the material process, there can only be one goal.

The other participants in the material process that seldom appear are the scope and recipient. Scope is the one that may construe an entity which exists independently of the process but which indicates the domain over which the process takes place. The recipient is the one that affected by the process in terms

of it gets the benefit from it. Most typically, the recipient is a nominal group in terms of human (Halliday and Matthiessen 2004).

In the process of material, the process don't have to be a concrete events, they can also be an abstract process as shown in the "*The tourist collapsed*" or "*the girls' school and the boys' school were combined*" (Halliday and Matthiessen 2004).

## **2. Mental Process**

Mental process is the process that concerns with the inner experience of our own conciseness (Halliday and Matthiessen 2004). Mental process is the process of sensing something. The verb types of sensing divided into four types; the perceptive, cognitive, desiderative, and emotive.

In the mental process, there are two participants that constructed the clause; the sener and the phenomenon. The sener is the one who feels, thinks, wants or perceives. In the mental process, there is only one participant; the sener. The phenomenon is what is felt, thought, wanted or perceived. This set of phenomenon is not restricted to only the things, but also an act or a fact (Halliday and Matthiessen 2004).

## **3. Relational Process**

Relational process is the process of being and having. The relational process used to characterize and to indentify something. Unlike the material and mental process, both the inner and outer experience may be construed by relational process (Halliday and Matthiessen 2004). The relational process is divided into two; the identifying one and the attributive.

The identifying use to identify something like in the “*Bety is beautiful*”. The attributive use to give an attribute or class-membership to something, like in the; “*Bety is the winner*”. One thing that we can see to differentiate between the attributive and the identifying one is that the clause of attributive can’t be reversed (Halliday and Matthiessen 2004). In the relational process, there are three types of relation; intensive, possessive and circumstantial. The participant that acts as the subject in the identifying process is called the identifier, while the one act as subject in the attributive process is called the carrier.

#### **4. Verbal Process**

Verbal process is the process of saying. This process has a sayer as the participant who does the process. Verbal process is put between the borderline of material process and relational. There are two types of verbal process; the reported and the quoted process. The reported is the indirect types of verbal process and the quoted is the directed one using the quotation mark (Halliday and Matthiessen 2004).

Other than the sayer, here are three other participants in the verbal process; the receiver, verbiage and target. The receiver is the one whom the saying is directed (*me, your parents*) realized by the nominal group typically denoting the conscious being, a collective or an institution. Verbiage is the content what is said or the name of the saying. It is not in term of quoting or reported something. It more like the topic of what we said or the kinds of thing we want to speak. The target is the one targeted by the process.

## **5. Behavioral process**

Behavioral process is the process of behaving. Behavioral process is the process that the characteristic is between the material and mental process. The process itself has a behavior as the one who does the behavior process, behavior as the second participant and the phenomenon indicating the mental analogue, like “you” in “*I’m watching you*”(Halliday and Matthiessen 2004).

## **6. Existential Process**

Existential process represents the thing that exists or happens. This process is in the borderline of material process and relational process. It is rather easy to indicate the process of existential. In the existential, the word “*there*” is the one interpersonally act as a subject and not a participant nor a circumstance. There is also the verb “*be*” in the existential process to which is resembles the relational process (Halliday and Matthiessen 2004).

The existential process doesn’t have a participant in it. We can’t say that “*it*” and “*there*” as the participant of the process as they have no function in transitivity. The event that happens or exists in the existential process is what we called the existent. It can be any action or event like person, object, or weather.

## **2.5 Theoretical Framework**

Planned learning experiences are the means by which learners are to achieve objectives in sufficient detail to allow teachers to plan instruction (Sowell; 1996). In this study, the planned learning experiences are realized by the statements of learning activities in the document of the syllabus. The learning



activities statements show the activity that will be experienced by the learner in the process of achieving the objectives, goals, and aims of the learning process. The objectives are the indicator of the study. The Goals and the aims are the basic competences and the standard competences of the learning process. Since the planned learning experiences are important as it is the guidelines for the teacher to carry out the learning process in the classroom, it is necessary to analyze the planned learning experiences in the statements of the learning activities of the syllabus.

The statements of the learning activities would be analyzed by using the transitivity analysis to determine the process of activities that the students would be involved. By determining the process, it would also be revealed the cognitive process that the students would be involved in the learning activities. Next, the learning activities statements would be analyzed whether it was accommodating the need of the basic competences and have good quality or not. The result of the analysis would be beneficial to see the strength and the weakness of the learning activities statements.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter explains how the researcher conducted the study. It explained the research design, subjects of the study, instrument of the study, data and data sources, data procedure, and data analysis.

#### **3.1 Research Design**

This is a document analysis using the systemic functional linguistic as the approach to analyze the learning activities experienced by the students in the classroom. Also, using qualitative analysis, the researcher hopes to get a depth understanding of the meaning behind the process of the subject. It is used to see the implementation of the syllabus in primary school level. Moreover, using the systemic functional linguistic, the researcher used the transitivity system to see what process happen in the learning activities of syllabus.

#### **3.2 Subject of the Study**

The subject of the study is the syllabus from the school of east Jakarta. There are two syllabuses uses in here. The researcher decided to use two syllabuses so that there could be a comparison whether what was happened in the first syllabus also appeared in the second syllabus.

### **3.3 Instrument of the Study**

The instrument used was the table process from the transitivity system. The transitivity system used to see what kind of process happened in the statement of learning activities in the syllabus. The researcher then analyze whether the process of learning activities represent the intended learning outcomes in the standard competence and basic competence.

### **3.4 Data and Data Sources**

The data werethe statements of learning activities and the basic competences from the syllabuses of two primary schools. The statements of the learning activities in the lesson plans also used to confirm the development of the syllabuses into the plan in the classroom made by each teacher in the two schools.

### **3.5 Research Procedures**

The research procedures of this study were:

1. Selecting two schools as the sample of the study
2. Got the syllabuses and the lesson plans from the two schools
3. Grouped all the data from each of the two syllabuses
4. Analyze the data
5. Make a discussion and drew a conclusion from the findings

### 3.6 Data Analysis

The data were analyzed by using the transitivity system of the SFL and the principle of developing learning activities adopted from Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah issued by BSNP (2006). Transitivity used because through the transitivity we can examine not only the verb as the process that happens in the clause, but also the participant and the circumstance. The steps of the data analysis were:

1. Break the learning activities into clauses
2. Determined the process that happen in the clauses

#### Class IV Semester 1

No.	KD	Conj	Clauses	Type of process
1	1.1.1		Siswa <b>me lengkapi</b> dialog-dialog yang masih kosong	Material
2	1.1.2		Siswa <b>me warna i</b> gambar sesuai dengan apa yang didengar dari kaset/CD	Material

3. Grouped all the data from all the classes into the same clause
4. Grouped the clauses in the process table of the transitivity system

#### Material Process

No.	KD	Conj	Actor	Process	Goal	Scope	Recipient	circumstance
1	IV.1		Siswa	<b>me lengkapi</b>	dialog-dialog yang masih kosong			
2	IV.2		Siswa	<b>me warna i</b>	gambar			sesuai dengan apa yang didengar dari kaset/CD

5. Examined the process that happen to see the learning domains of the learning process

6. Determine and discuss whether the learning activities appropriate or not for the basic competences by analyzed it in learning activities table

No.	KD	C o n j	Kegiatan Pembelajaran	Process	Comment
1.	Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas		1. Siswa melengkapi dialog-dialog yang masih kosong	Material	The activity only limited to fill in the blank and coloring. There is no action of students do something with moving their body. The material of the activity also doesn't clear as they only stated cassette or CD. There is also one of the activity that represent the verbal process although the basic competence asked to do an action of material process
			2. Siswa mewarnai gambar sesuai dengan apa yang didengar dari kaset/CD	Material	
			3. Siswa melengkapi dialog	Material	
		dan	memperagakan dialog	Verbal	

7. Examined the lesson plan as the development of the syllabus
8. Decided the language role in the learning activities
9. Described the result of the data analysis descriptively

## **CHAPTER 4**

### **FINDING AND DISCUSSION**

This chapter presents the finding and elaboration of the problem statements. The problem statements are:

1. What kinds of activities with English would the students be likely engaged in the teaching and learning process? What learning domains do the activities belong to?
2. What kinds of activities with English are the students expected to be engaged in the teaching and learning process stated in the basic competence? What did the learning activities accommodate the needs of achieving the basic competence?

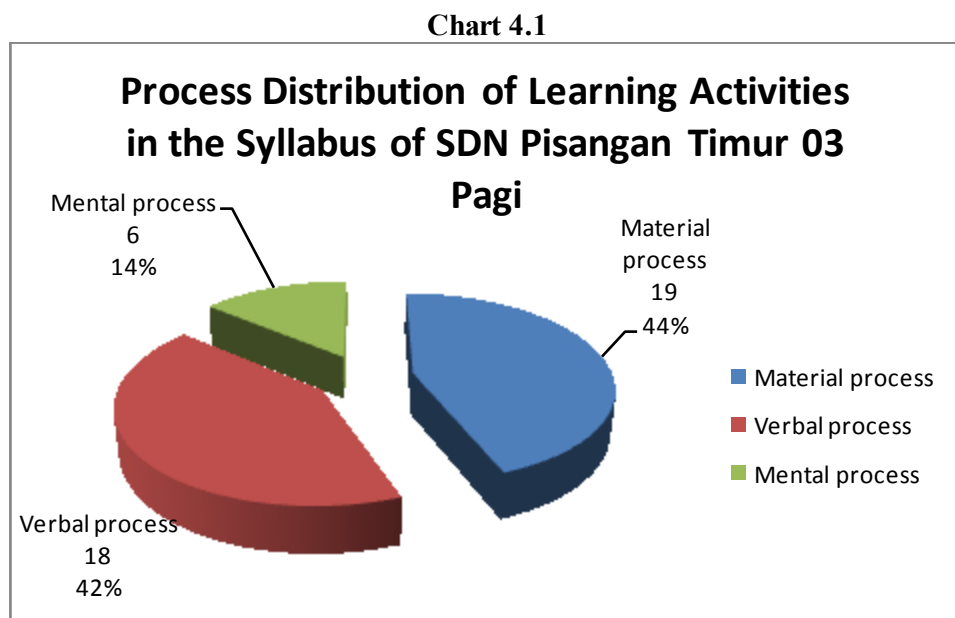
#### **4.1 Findings**

##### **4.1.1 Kinds of Activities with English in the Syllabus**

This subchapter discusses and elaborates the process of transitivity in the activities of syllabus. This analysis used to answer the research question number one. In analyzing the processes that appear in the activities of syllabus, the transitivity system was used to break down the clause. The statement of learning activities put into clauses and grouped based on the same activity. The syllabuses used in this process were from SDN Pisangan Timur 03 Pagi and SDN Cipinang Muara 14 Pagi. The level of the primary school that analyzed was the fourth grade until sixth grade. The processes that appeared in the activities of syllabus are

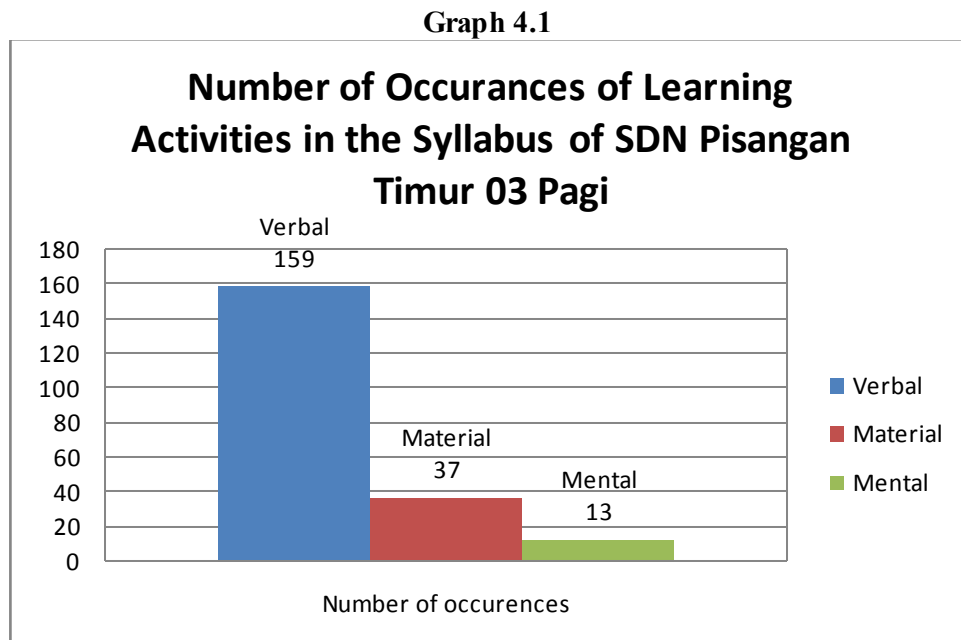
material process, verbal process, and mental process. The analysis will be based on two types, the kinds of the activities which are represented by the kinds of activities which represented by the group of the same clauses and the number of occurrence of each clauses from the fourth grade until sixth grade.

The data from the syllabus of SDN Pisangan Timur 03 Pagi showed that there are 209 clauses from three different levels with two semesters each. 26 clauses grouped based on the same clauses for the fourth grade and 21 clauses for the fifth and sixth grade each respectively. Because of the same clauses being repeated in each grade, the researcher found that there are 43 clauses of learning activities statements in the syllabus of SDN Pisangan Timur 03 Pagi. The distributions of the learning activities with the same kinds of clauses based on their transitivity process are shown in the chart below:



While learning activities represented in the material process holds the most kinds of activities, the number of learning activities' occurrences showed a

different result. The numbers of learning activities' occurrences are showed in the graph below:



From all the learning activities statements that has been grouped based on the same clauses, the data showed that the percentage of learning activities in the material process holds the most different kinds of activity in the syllabus with 44%. The numbers of material process occurs in the learning activities that the students involved are 37 times. The kinds of learning activities that the students involved are:

1. *Siswa melengkapi dialog*
2. *Siswa mewarnai gambar sesuai apa yang didengar dari kaset CD*
3. *Siswa bersama-sama merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima*
4. *Mendengarkan hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation*
5. *Siswa mendengarkan kaset CD untuk melingkari nama-nama minuman dan mengurutkan gambar*



The analysis of learning activities that represented in the material process is shown in the table of transitivity below (the analysis is in the appendix 1.1.1 and 1.2.1).

**Table 4.1 Material Process**

Actor	Process	Goal	Scope	Recipient	Circumstance
Siswa	melengkapi	dialog-dialog yang masih kosong			
Siswa	memwarnai	gambar			sesuai dengan apa yang didengar dari kaset/CD
Siswa	melengkapi	Dialog			

Next are followed by the kinds of learning activities in the verbal process with 42%. The numbers of verbal process occurs in the learning activities that the students involved are 159 times. The kinds of learning activities that the students involved are:

1. Siswa mengulang dengan suara lantang apa yang didengar dari kaset CD
2. Siswa bertanya jawab terkait yang berkaitan dengan materi
3. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan
4. Membahas kosakata dan struktur percakapan sesuai materi
5. Latihan percakapan dalam bentuk dialog
6. Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata
7. merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation
8. Menirukan dan membaca nyaring dengan lafal, intonasi, dan jeda yang baik dan benar
9. Mengeja ujaran bahasa Inggris

The analysis of learning activities that represented in the verbal process is shown in the table of transitivity below (the analysis is in the appendix 1.1.1 and 1.2.1).

**Table 4.2 Verbal Process**

Sayer	Process	Verbiage	Quoted	Reported	Circumstance
	memperagakan	Dialog			
Siswabersama-sama	mengulang	apa yang didengar dari kaset/CD			dengan suara lantang
Masing-masing siswa	mengulang	apa yang didengar dari kaset/CD			dengan suara lantang

The last are the kinds of learning activities in the mental process with 14%. The numbers of mental process occurs in the learning activities that the students involved are 13 times. The kinds of learning activities that the students involved are:

1. Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana
2. Mengidentifikasi informasi yang terdapat dalam pesan tertulis
3. Mengidentifikasi informasi yang terdapat dalam dialog

The analysis of learning activities that represented in the mental process is shown in the table of transitivity below (the analysis is in the appendix 1.1.1 and 1.2.1).

**Table 4.3 Mental Process**

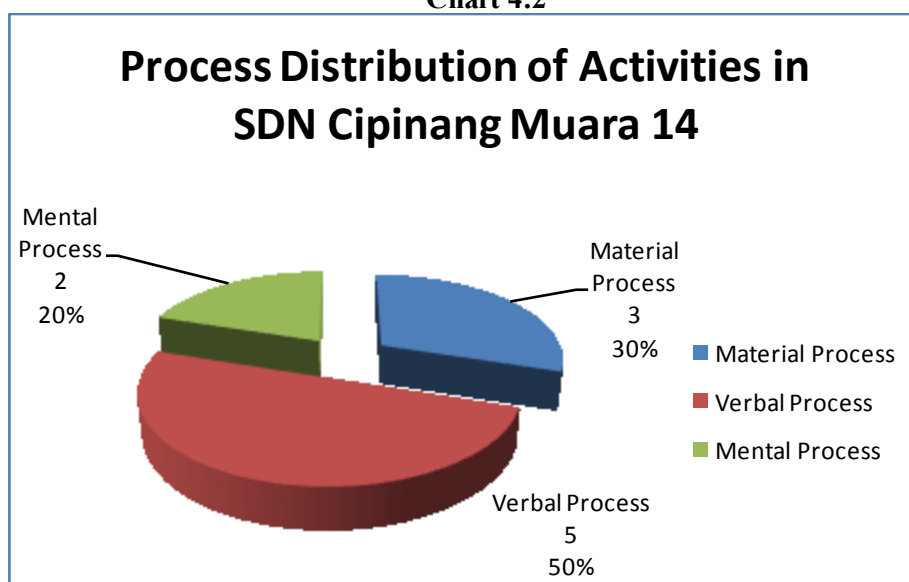
Senser	Process	Phenomenon	Circumstance
	Mengidentifikasi	informasi dalam kalimat-kalimat sangat sederhana	
	Mengidentifikasi	informasi yang terdapat dalam pesan tertulis	
	Mengidentifikasi	informasi yang terdapat dalam dialog	

Different from the syllabus of SDN Pisangan Timur 03 Pagi, syllabus from SDN Cipinang Muara 14 Pagi came up with the topic-based syllabus. There are 10 topics for each different grade. For the fourth grade, the topics are greetings, introduction, alphabet, numbers, things in the classroom, colours, profession,

hobby, electronic application. For the fifth grade, the topics are times, days, month, daily activities, describing people, feeling, family, how many are there, sport, sign. For the sixth grade, the topics are fruits, vegetables, food and drinks, public places, transportation, instruction, direction, season, airport, flight information.

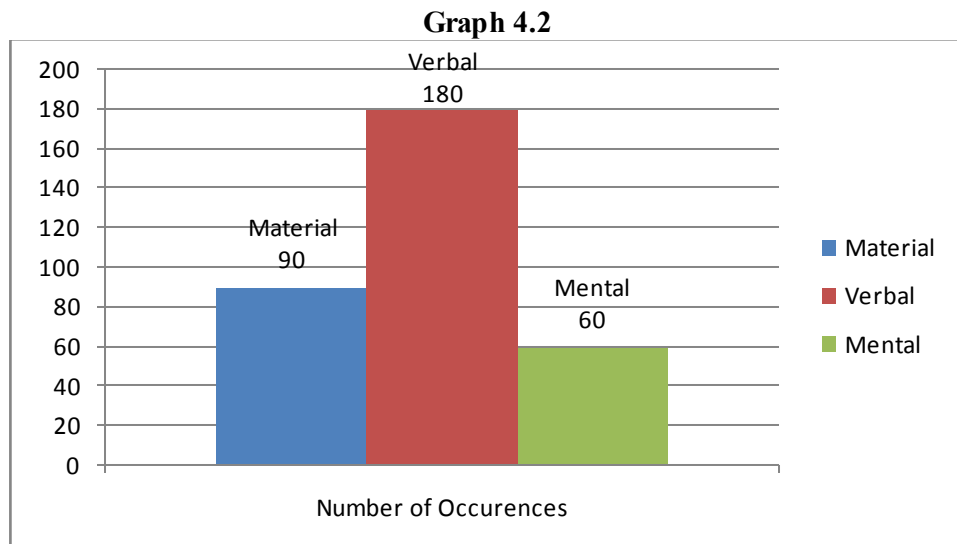
The data from the syllabus of SDN Cipinang Muara 14 showed that there are 330 clauses from three different levels with two semesters each. There are 10 different activities in each grade, but the activities only copied down and there is no different between them. The diversion of the processes in the activities represented in the chart in which cover all the process distribution of activities in SDN Cipinang Muara 14 from the fourth grade until sixth grade.

**Chart 4.2**



While learning activities represented in the verbal process holds the most kinds of activities, the number of learning activities' occurrences showed the same

result. The numbers of learning activities' occurrences are showed in the graph below:



From all the learning activities statements that has been grouped based on the same clauses, the data showed that the percentage of learning activities in the verbal process holds the most different kinds of activity in the syllabus with 50%. The numbers of verbal process occurs in the learning activities that the students involved are 180 times. The kinds of learning activities that the students involved are:

1. *Menyebutkan ungkapan tentang tema*
2. *Tanya jawab tentang tema*
3. *Membaca teks bacaan*
4. *Mengikuti ucapan guru*
5. *Membaca mengikuti ucapan guru*

The analysis of learning activities that represented in the verbal process is shown in the table of transitivity below(the analysis is in the appendix 1.1.2 and 1.2.2).

**Table 4.4 Verbal Process**

Sayer	Process	Verbiage	Quoted	Reported	Circumstance
	Menyebutkan	ungkapan			

		tentang tema			
	Tanya Jawab	tentang tema			
	Membaca	teks bacaan			
	Mengikuti	ucapan guru			
sama-sama	Membaca				Mengikuti ucapan guru

Next are followed by the kinds of learning activities in the material process with 30%. The numbers of verbal process occurs in the learning activities that the students involved are 90 times. The kinds of learning activities that the students involved are:

1. Mendengarkan percakapan
2. Menyusun kata-kata mengenai tema
3. Menyusun huruf-huruf menjadi kata yang benar

The analysis of learning activities that represented in the material process is shown in the table of transitivity below (the analysis is in the appendix 1.1.2 and 1.2.2).

**Table 4.5 Material Process**

Process	Goal	Scope	Recipient	circumstance
Mendengarkan	percakapan			
Menyusun	kata-kata mengenai tema			
Menyusun	huruf-huruf menjadi kata yang benar			

The last are the kinds of learning activities in the mental process with 20%. The numbers of mental process occurs in the learning activities that the students involved are 60 times. The kinds of learning activities that the students involved are:

1. Menyimak ungkapan yang disampaikan guru
2. Memahami ungkapan sederhana

The analysis of learning activities that represented in the mental process is shown in the table of transitivity below (the analysis is in the appendix 1.1.2 and 1.2.2).

**Table 4.6 Mental Process**

Process	Phenomenon	Circumstance
Menyimak	ungkapan yang disampaikan oleh	

	guru	
Memahami	ungkapan sederhana	

#### 4.1.2 Kinds of Learning Experience in the Syllabus

The tables below show the process of learning activities that happen in the syllabus of SDN Pisangan Timur 03 Pagi and SDN Cipinang Muara 14 Pagi. This part will support the research question number one as the sub-question.

**Table 4.7 Learning Activities of SDN Pisangan Timur 03 Pagi**

Learning experience	NOc	Learning experience	NOc
Melengkapi dialog (C1)	2	Meniru pertanyaan (C1)	1
Mewarnai gambar (C1)	1	Membahas kosakata (C2)	1
Merespon hal dalam membaca (C1)	2	Latihan percakapan (C3)	1
Menyalin (C1)	2	Menggunakan ungkapan (C3)	1
Merespon dengan tindakan (C2)	3	Menirukan membaca (C1)	1
Menulis (C3)	4	Membaca sendiri (C1)	1
Melingkari (C1)	1	Mengeja (C1)	2
Mengurutkan gambar (C1)	1	Merespon dengan verbal (C2)	2
Memperagakan dialog (C3)	1	Mendengarkan (C1)	5
Mengulang apa yang didengar (C1)	2	Mengidentifikasi (C3)	6
Tanya jawab materi (C1)	2	Menirukan ujaran (C1)	1

**Table 4.8 Syllabus of SDN Cipinang Muara 14 Pagi**

<b>Learning experience</b>	<b>NOc</b>	<b>Learning experience</b>	<b>NOc</b>
Menyusun sesuai tema (C2)	2	Membaca mengikuti ucapan (C1)	1
Menyebutkan ungkapan tema (C1)	1	Menyimak ungkapan (C1)	1
Tanya jawab tentang tema (C1)	1	Memahami ungkapan (C2)	1
Mengikuti ucapan (C1)	1	Mendengar percakapan (C1)	1
Membaca teks bacaan (C1)	1		

From the table above, it can be seen that 24 kinds of learning activities that stated in the syllabus of SDN Pisangan Timur 03 Pagi consist of learning activities with the domain of remembering or the first domain in the cognitive domain. 6 of them are placed in the domain of understand or the second domain in the cognitive domain. 13 of them are placed in the domain of apply or the third domain in the cognitive domain.

Form the table of learning activities in SDN Cipinang Muara 14 Pagi, it can be seen that there are 7 kinds of learning activities placed in the domain of remember or the first domain of cognitive domain. 3 of them are placed in the domain of understand or the second domain in the cognitive domain.

The other two aspects in the learning domain is the psychomotor and affective domain. There is no trace of affective domain while in the psychomotor domain, the students supposed to an action like acting out a dialogue, rearrange the picture, etc.

#### 4.1.3 Learning activities related to the basic competence

In this part, the researcher lined up the learning activities as the planned learning experiences with the basic competences as the intended learning outcomes. The data of basic competences are grouped based on the one with the same type. The table below shows the example of analysis of learning activities related to their basic competence from SDN Pisangan Timur 03 Pagi (the analysis is in the appendix 1.3.1)

**Table 4.9 Learning activities for syllabus of SDN Pisangan Timur 03 Pagi**

No.	KD	Conj	Kegiatan Pembelajaran	Ket
1	Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas		1. Siswa <b>melengkapidialog-dialog</b> yang masih kosong	The activity only limited to fill in the blank and coloring. There is no gradation in the activity and the goal of the activities is not clear
			2. Siswa <b>newarnaigambar</b> sesuai dengan apa yang didengar dari kaset/CD	
			3. Siswa <b>melengkapidialog</b>	
		dan	<b>memperagakandialog</b>	

From the analysis of learning activities in the syllabus based on the need to achieve the basic competence showed that out of 64 learning activities from three different grades, 16 are not appropriate for the basic competences

In the basic competence of listening, the researcher found that not all the activities in the syllabus are correspondent with the basic competences. In the Sixth grade, while the basic competence of the activities is students able to understand a simple oral story appropriately with the help of pictures the activities that stated are:

1. *Siswa mendengarkan kaset CD untuk melingkari nama-nama minuman*
2. *Siswa mendengarkan kaset CD untuk mengurutkan gambar acak*

These activities don't show the need to achieve the basic competence that has been stated before. It is not clear what the relation of having the students to



color the picture of drinks and arranging the pictures with the students' understanding of the oral story.

In the basic competence of speaking, there are also some of the learning activities that don't meet the need to achieve the basic competence. With the basic competence of students able to converse with other people, the learning activities that stated are:

1. *Tanya jawab yang berkaitan dengan materi*
2. *Meniru pertanyaan-pertanyaan dan respon pertanyaan*
3. *Membahas kosakata dan struktur percakapan sesuai materi*
4. *Latihan percakapan dalam bentuk dialog*
5. *Menggunakan ungkapan-ungkapan percakapan dalam bentuk dialog*

While the learning activities number 2, 4, and 5 meet the need to achieve the basic competence, the learning activities in number 1 and 3 are not. It is not clear what kinds of asking and giving answer that the students do and for what they do it. It is also not appropriate for the students to discuss the vocabulary and the structure of the conversation while they can practice it and use it in the activity of classroom context.

In the basic competence of reading, the first basic competence shows that the students have to be able to read aloud short functional text appropriately with a good pronunciation and intonation. The learning activities that the students have to do are:

1. *Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: ucapan, tekanan, dan intonasi*
2. *Mendengarkan contoh membaca nyaring yang dilakukan oleh guru*
3. *Menirukan membaca nyaring dengan intonasi dan jeda sesuai model*
4. *Membaca nyaring sendiri dengan lafal, intonasi dan jeda yang baik dan benar*

The first activity in the basic competence are not appropriate as it is not clear how the students will be able to respond with the pronunciation, stress, and intonation in the example of reading aloud. It is also strange for the statements to write that the students listen to the pronunciation, stress and, intonation rather than practice it.

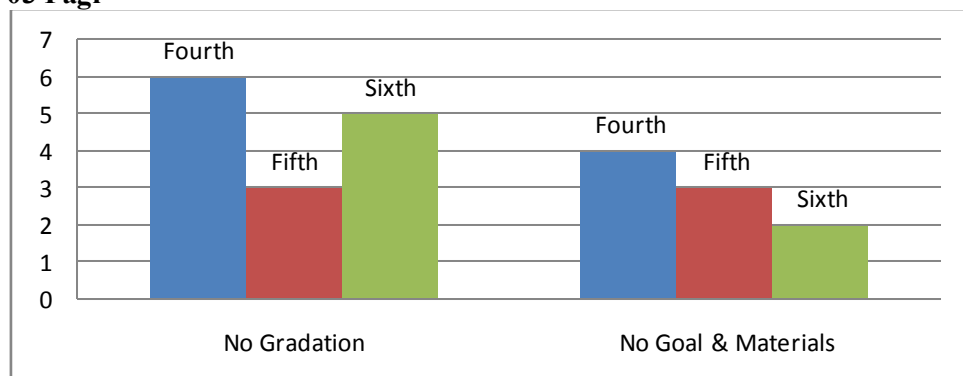
The second basic competence of the reading is that students able to understand simple sentences, simple written message, and simple descriptive and narrative text. The learning activities in this basic competence are:

1. *Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana*
2. *Mengidentifikasi informasi dalam pesan tertulis*
3. *Mengidentifikasi teks deskriptif dan naratif bergambar sangat*
4. *Tanya jawab terkait materi*

While the process of identifying is appropriate with the need to achieve the basic competence, the process of asking and giving answer are not appropriate. It is not represent the need of students understanding of the basic competence. It is also not clear what is the purpose of the asking and giving answer activities.

But, as the analysis look beyond the appearance of the statement in the learning activities, the researcher also found that the learning activities are not rich. Also the learning activities don't state the material of the activities and the goal of the activities clearly. This occurrence can be seen in the chart below:

**Graph 4.3 Learning Activities stated in the syllabus of SDN Pisangan Timur 03 Pagi**



In the fourth grade, out of 13 groups of basic competence, 6 learning activities don't have gradation activities. It is limited to only one or two same kind of activities. In the fifth grade, there are 3 learning activities that don't have gradation activities out of 9 groups of basic competences. And in the sixth grade, there are 6 learning activities that don't have gradation activities out of 12 groups of learning activities. These occurrences can be seen in the learning activities such as in the basic competence of writing. There, the learning activities only limited in students write simple English sentences or copy a simple English sentences. There are no other learning activities that followed the activities that has been stated.

From the chart above also can be seen that from the fourth grade, there are 4 learning activities out of 13 groups of basic competence that don't have goal or material. From fifth grade, there are 3 learning activities out of 9 groups of basic competence which don't have goal or material. And from the sixth grade, there are 2 learning activities out of 12 groups of basic competence which don't have goal or material. The learning activities which don't have goal or material can be seen at the basic competence one learning activities four. These occurrences can be seen in the learning activities such as in the basic competence of reading. There, the students have to identify the text. But, as we see that it is not clear as we don't know what the students are searching while identifying the text. Also, in the basic competences of listening, there are activities that require the students to listen to the CD. It is not clear what kinds of CD and what is the content of the CD.

The following table show the analysis of learning activities related with their basic competence in the syllabus of SDN Cipinang Muara 14 Pagi (the analysis is shown in the appendix 1.3.2)

**Table 4.10 Learning activities for syllabus of SDN Cipinang Muara 14 Pagi**

No.	KD	Kegiatan Pembelajaran	Ket
1	Merespon ungkapan sederhana dengan tindakan dalam konteks sekolah	Menyimak ungkapan yang disampaikan oleh guru	The learning activities don't represent what the learners have to be able to do. The basic competence stated that the students have to be able to respond with an action, but the learning activities stop at the process of stating the expression.
		Memahami ungkapan sederhana	
		Menyebutkan ungkapan tentang tema	

This syllabus is based on topic that has been provided in the syllabus.

From the analysis, it can be seen that the learning activities don't represent all the basic competence that has been set. As it can be seen in the basic competence of listening, the learning activities show the sequences of leaning process, but at the end of the activities, the statements of the learning activities don't represent the final activities that the students have to be able to do base on the basic competence. These occurrences also can be seen in the other basic competence. As there are leading activities in the sequence of learning activities, some of the activities are not appropriate and all the learning activities don't end with the need to achieve the basic competences that have been set. As for the goal and material clearness, the material is based on the topic that has been stated in the syllabus and there is one activity in the basic competence of reading which don't have the clear goal of what is being read by the students while they repeat the teacher's read.

This problem also can be trace in the development of the learning activities in the lesson plan of the teacher from both of the schools. Learning activities bellow are the samples taken from one of the of lesson plan from SDN Pisangan Timur 03 Pagi (the complete lesson plan is in the appendix)

1. *Siswa mendengarkan dan melakukan instruksi-instruksi yang diberikan oleh guru*
2. *Siswa melihat dan mempraktekkan apa yang dijelaskan guru*
3. *Siswa mengerjakan tugas yang diberikan guru*

The samples showed that even though the learning activities have been developed in the form of the lesson plan, the learning activities aren't clear enough. As we can see that the instructions of the teacher in the first activity are not stated clearly as what kind of instruction are in the there. It is also not clear what the students have to do in regards to what have been explained by the teacher in the second activity. In the end the students only do an exercise while the basic competence stated that the students must be able to write simple English writing.

Below are other samples of learning activities taken from the lesson plan of SDN Cipinang Muara 14 Pagi

1. *Guru menyebutkan instruksi dalam mengoprasian alat-alat elektronik yang kemudian direspon siswa dengan tindakan*
2. *Guru meminta salah satu siswa untuk maju ke depan dan mengoprasikan alat-alat elektronik sesuai dengan instruksi guru*
3. *Guru memberikan lembar latihan kerja*

From the activities above, it is not clear what kinds of electronic tools being used by the teacher. Also, it seems that the first and the second activities are just repeating the same action. The third action also not appropriate as the basic competence stated that it is expected that the students able to make a conversation.

#### 4.1.4 Language Accompanying Actions in the Learning Activities

Here, we will have to look deeper into the quality of the activity in the syllabuses. As can be seen in the list of the process in the table below, the process of verbal, which is mostly speaking skill, only limited to 5 kinds of activities. This table showed the transitivity analysis from the basic competence of speaking in the SDN Pisangan Timur 03 Pagi (the analysis is in the appendix 1.4.1)

**Table 4.11 Language accompanying action stated in the learning activities of syllabus of SDN Pisangan Timur 03 Pagi**

Conj	Sayer	Process	Verbiage	Quoted	Reported	Circumstance
		Tanya jawab	yang berkaitan dengan materi			
		Meniru	pertanyaan-pertanyaan			
dan			respon pertanyaan			
		Membahas	Kosakata			
dan			struktur percakapan sesuai materi			
		Latihan	percakapan dalam bentuk dialog			
		Menggunakan	ungkapan-ungkapan percakapan sesuai materi			dalam situasi nyata

As the first and the second processes are the introduction of the topic, there are problems in the second, fourth and fifth process. The reason of why the students of primary students learn the English language, stated by content standard for primary school of Jakarta, is to be able to use language to accompanying action. But we can see from the table of transitivity that there is no language accompanying the action in all the activities. Furthermore, considering the practice that has been done by the process of imitating the expression, the final activity of the process should be either the fourth or the fifth one.

On the other hand, the activities of material process and mental process also showed that there are many activities that don't have language accompanying the action in their statement. These tables show the example of the material process in the syllabus of SDN Pisangan Timur 03 Pagi (the analysis is in the appendix 1.4.1)

**Table 4.12 Material Process**

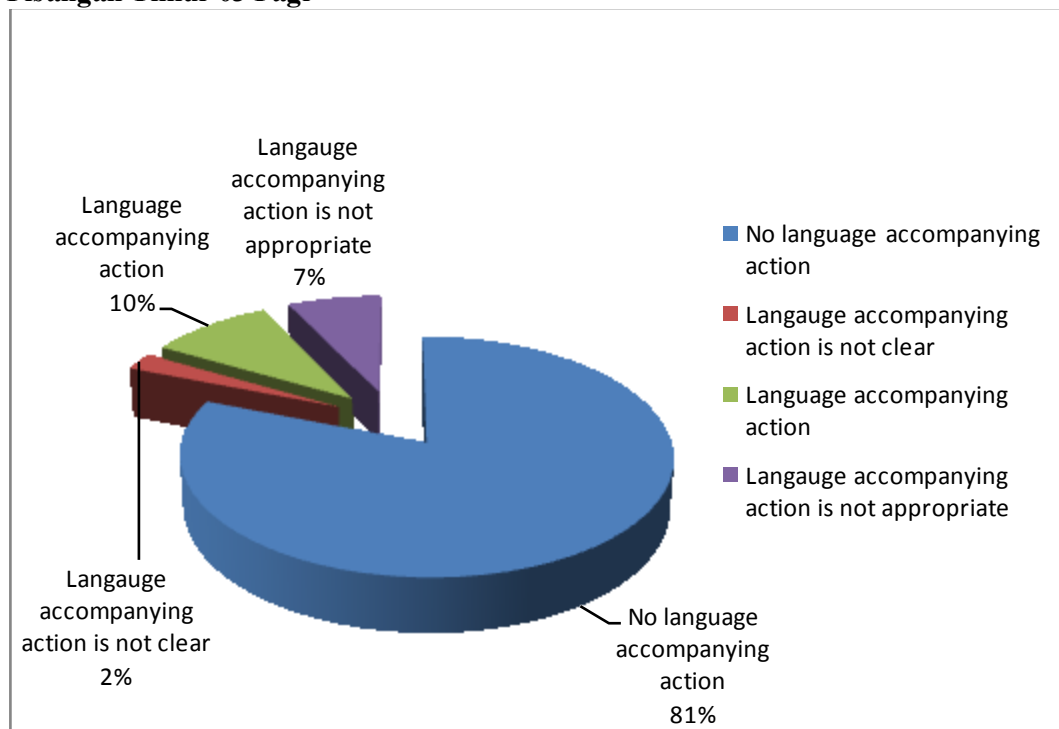
Actor	Process	Goal	Scope	Recipient	circumstance	Comment
Siswa	melengkapi	dialog-dialog yang masih kosong				NL
Siswa	memwarnai	gambar			sesuai dengan apa yang didengar dari kaset/CD	NC
Siswa	melengkapi	Dialog				NL
	Menyalin	tulisan bahasa Inggris yang sangat sederhana				NL

**Table 4.13 Mental Process**

Senser	Process	Phenomenon	Circumstance	Comment
	Mendengarkan	hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: <i>pronunciation, intonation</i>		NL
	Mendengarkan	contoh membaca nyaring yang dilakukan guru		NL
	Mengidentifikasi	informasi dalam kalimat-kalimat yang sangat sederhana		NL
	Mengidentifikasi	informasi yang terdapat dalam pesan tertulis		NL

As can be seen from the table of the transitivity process, the column of circumstance is almost empty. Language accompanying action can be inferred that the language is the tool for achieving the goal. So that tool supposed to be in the column of the circumstance in the table of transitivity. The distribution of the analysis for the language that accompanying action can be seen in the chart below:

**Chart 4.3** Distribution of Language Accompanying the Action in the syllabus of SDN Pisangan Timur 03 Pagi

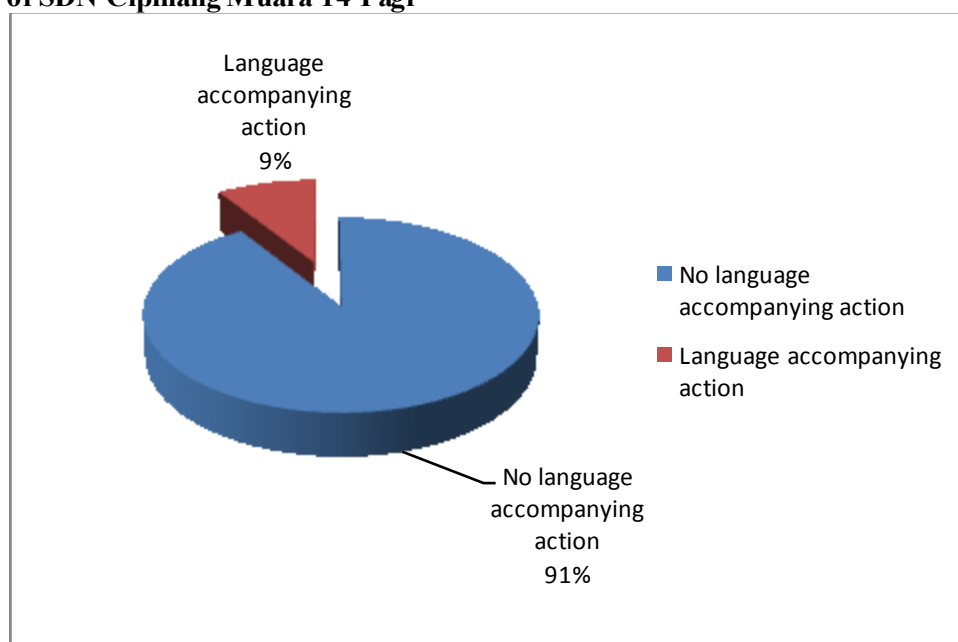


Other than there is no language accompanying action, it also can be seen that there are activities that the language accompanying action is not stated clearly and appropriate. The chart also show that from the 43 learning activities in the syllabus of SDN Pisangan Timur 03 Pagi, only 10% of them have language that accompanying action. 81% of the learning activities don't have language that accompanying the action. The cause of this is that either the language doesn't appear in the activity or the language become the goal of the learning activities, not the one as a tool that accompanying the action of the students. The chart also shows that there are 7% of learning activities that the language accompanying the action is not appropriate and 2% which are not clear.



The same condition with the syllabus from SDN Pisangan Timur 03 Pagi, the percentage of the learning activities that have language accompanying the action from SDN Cipinang Muara 14 Pagi shown in the chart below:

**Chart 4.4 Distribution of Language Accompanying the Action stated in the syllabis of SDN Cipinang Muara 14 Pagi**



## **4.2 Discussion**

### **4.2.1 Kinds of activities and the their learning domain**

From the result of the analysis, it is found that the kinds of activities involve the students with the highest percentage is the activities represented in the verbal process. Also, it is clear that the number of activities involving the students to use the language verbally that occurred in these two different syllabuses from two different schools are in the highest percentage. It showed that the activities are in line with the purpose

of teaching English for primary school. As stated in the Standar Isi Kurikulum Muatan Lokal Jakarta (2006) that the purpose of teaching English for primary school is to develop the students' literacy ability to be able to communicate verbally and to use the language to accompanying action.

One of the reasons why we can see that the speaking ability or verbal process considered the most important one is because through the development of speaking ability, students will be easier to develop their writing ability (Cameron, 2001). It is also believed that the development of speaking skill will improve the reading skill of the students that the speaking skill develops students' literacy of the language first (Brewster, 2003). This ability of speaking is not only the process of knowing the language features, but also the ability to process the information on the spot (Harmer, 2001). It is in line with the objective of teaching English to primary level that the process of English learning is to develop the language to interact "here and now".

From the point of view using the cognitive domain as the basis, the result show that the learning activities in the syllabus of both school dominated by the first stage and the second stage of cognitive domain. As the first stage of the cognitive domain is the remembering process, many of the activities require the students to be able to recall what they have learned. Then, in the second stage of cognitive domain requires the students to be able to understand what the learners learn. In here, the

students able to transfer what they understand into the other one with their own words. And the third stage of cognitive domain requires the students to be able to apply what they have learned. It is represented in the activities where the students have to write a descriptive text and make a dialogue on their own. This distribution of cognitive domain appropriate for the students as in the theory of learning and teaching, students of primary level only have a demand for cognitive process until the third stage or the applying activities. Although, we can see that the cognitive domain of the students in the syllabus of SDN Cipinang Muara 14 Pagi stop at the second stage of cognitive domain, that is the cognitive of understanding. There are also activities with the psychomotor domain as the students have to do something using movement.

#### **4.2.1 Learning activity appropriateness related with the basic competence and the goal of English for primary school**

The result of the analysis in the syllabus of SDN Pisangan Timur 03 Pagi showed that there are some activities that don't represent the need to achieve the basic competence. The Learning activities like asking and giving answer, discussing the vocabulary and so on are not related with the need of basic competences that have been set. It shows that 16 out of 64 learning activities are not appropriate with the basic competences. There are also some aspects that are lack in the statement of the learning activities. There are some of the learning activities, as has been stated in the findings, that don't have a gradation activity. The activity is quite hard

to develop by the teacher as they only stated one activity without the process of how to achieve the basic competence that has been set up. Also, there are many repetitions of activity from the fourth grade until the sixth grade.

Other than that, the learning activities in the syllabus don't state the clear material that is used in the learning process. They usually just write a CD or cassette. In the process of reading, they also don't state for what they do the identifying in the first hand. It can be seen from the example of the statement of

*Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana*

From the example above, the process of the activities is to identify the information, the students don't exposed to the meaning of for what they do the activity beforehand. As stated by Wishon (1998), that children will connect everything and search for the meaning as they tried to understand all the experience and events happen around them. When they find out that what they are doing lack of meaning, students motivation will decreased and it will disturb the process of learning and teaching process.

In contrast to the syllabus from SDN Pisangan Timur 03 Pagi, the learning activities in the syllabus of SDN Cipinang Muara 14 Pagi shows the sequence of learning activities, but at the end of the activities, there aren't any activities which represent the need of the basic competences in

the syllabus. However, the clearness the material and goal is better than the first one because this syllabus has explicitly showed that what they are use as the learning material is the topic that has been stated in the syllabus.

These problems also happen when the lesson plan is develop by the teacher to help them in the process of learning and teaching. The learning material of the teaching is not stated clearly in the learning activities. The gradations of the activities also happen to be repeating the action that has been stated before. The ending of the process also not represent what the learners are supposed to be able to do in the basic competence.

Furthermore, to find out whether the learning activities have been planned as meaningful planned activities, the table of transitivity used again. Using the same table, it can be seen that many of the activities in the syllabus of SDN Pisangan Timur 03 Pagi are not meaningful. As the reason of learning process is that so the children can use the language to accompanying action, the language roles in here is not stated. It makes the action of the students lack of meaning as the children just do something without knowing for what they do it and why there is no role of language in there

For the example of this problem, the process of speaking in the verbal process is the process of think what words need to be spoke out and put it into order so that it has a meaning (Harmer, 2001). As the language processing in the speaking isn't the type that just blurt out without

meaning, the word “latihan” and “menggunakan” that stated in the speaking activities more appropriate to be replaced by

*“Bercakap-cakap dalam bentuk dialog dengan menggunakan ungkapan terkait materi”*

or

*“Berdialog dengan teman sebangku menggunakan ungkapan terkait materi”*

The words of “menggunakan ungkapan terkait materi” show the language that accompanying action of “*bercakap-cakap*” or “*berdialog*”. This way, the learning activities of the students will have language accompanying their action so that they don’t do meaningless activities.

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The two syllabuses consist of three different process of transitivity, the material process, verbal process, and mental process. The total of the process shows that the dominant process represented the learning activities from both of the syllabus is the verbal process. This result showed that the syllabus is in line with the needs of the content standard, as it is stated that the purpose of teaching English for primary school is to develop the students' literacy ability to be able to communicate verbally and to use the language to accompanying action. In term of cognitive domain, the learning activities is on the right stage as the students of primary level only required to be in third stage of the cognitive domain. The processes of learning activities dominate by the first stage of cognitive domain, which is the remembering stage. There are also activities which represent the psychomotor domain, but, it is hardly to find the activities represent the affective domain of the students.

From the point of relatedness between the learning activities and the basic competence, some of the learning activities in the syllabus SDN Pisangan Timur 03 Pagi don't represent the need to achieve the basic competences. It also has some lack in the richness of learning activities, the gradation in the process, and the clearness of the material and the goal of the learning activities. Moreover, the syllabus from the SDN Cipinang Muara 14 Pagi show that all the learning

activities don't meet the needs to achieve the basic competence as their learning activities stopping halfway in the sequence of learning process. The learning activities are not too rich as they have only one or two learning activities. These problems also can be seen in the lesson plan as the next development stage of the syllabus. But, aside from that, the learning activities in both of the syllabus are almost meaningless, as they don't have language that accompanying the action. It is not clear for what the students learn while there is no language role in the activity. It also has to consider that the learning activities for the children must be attractive and made to be fun.

## **5.2 Suggestion**

As written in the introduction part, the researcher hopes that this study might contribute in the development of education in primary school. As the results have shown, the researcher suggests that there is an evaluation for the syllabus in the primary level. Also, it is better to hold training for the teachers to develop their skill in developing the syllabus. Furthermore, there should be more studies concerning the English syllabus as a document for primary school, as there is only a few researches come up with this topic. There are other aspects than the learning activities that can be analyzed to develop the quality of education in primary level.



## BIBLIOGRAPHY

- Anderson, Lorin W., Krathwohl, David R., & Blomm, Benjamin Samuel. (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. New York: Longman
- Brumfit, Christopher., Moon, Jayne., & Tongue, Roy. (1991). *Teaching English to Children: From Practice to Principle*. London: CollinsELT
- Brown, James D, 1995, *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle Publisher
- BSNP, 2006, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar Dan Menengah*
- BSNP, 2006, *Standar Kompetensi dan Kompetensi Dasar SD/MI*
- Callahan, J. F., & Clark, L. H. (1977). *Planning for Competence: Foundations of Education*. New York: Macmillan Publishing Co., Inc.
- Chern, Chiao-Lan. (2010). *An Overview of English Language Education at Primary Level in Taiwan*. ([www.gavo.t.u-tokyo.ac.jp/L2WS2010/symposium.html](http://www.gavo.t.u-tokyo.ac.jp/L2WS2010/symposium.html), accessed on March 25, 2012)
- Christie, Frances. (2002). *Classroom Discourse Analysis: A Functional Perspective*. New York: Continuum
- Cox, T. (1996). *The National Curriculum and the Early Years: Challenges and Opportunities*. London: The Falmer Press.

- Departemen Pendidikan Nasional. (2007). *Materi sosialisasi dan Pelatihan Kurikulum Tingkat Satuan Pendidikan (KTSP) Sekolah Dasar*. Jakarta: Departemen Pendidikan Nasional
- Eggins, Suzanne. (2004). *An Introduction to a Systemic Functional Linguistics*. London: Continuum International Publishing Group
- Fahrurrozi. (2007). *Promoting Primary Students' Pronunciation through Teacher Language*. Thesis. Jakarta: State University of Jakarta.
- Farhatun. (2006). *Scaffolding Primary Students' English through Teacher Talk*. Thesis. Jakarta: State University of Jakarta.
- Fatriani, Fitri Rahmadian., Sumarni, Sri. (2007). *Lesson Plan Reflection: A Case Study of Students-Teachers' Practising Teaching at SDN Pisangan Timur 03 Pagi*. Thesis. Jakarta: State University of Jakarta.
- Halliday M.A.K and Matthiessen. (2004). *An Introduction to Functional Grammar*. London: Oxford University Press.
- Hartini, Susi. (2010). *The Compatibility of Language Material in Elementary School English Textbook Grow with English 4th Grade to the Basic Competence in National Standard 2006 : A Descriptive Analysis Study*. Thesis. Jakarta: State University of Jakarta.
- Indah, Titin Rahayu. (2008). *Possibility of English Speech Genres in Thematic Classroom Interactions in a Primary School* Thesis. Jakarta: State University of Jakarta.
- Kamal, S. (2008). "Some Considerations of English Language Teaching for Primary Schools," (Online), *Linguistika*, 15 (28), pp. 86-106,

- ([http://ejournal.unud.ac.id/abstrak/8%20sirajudin%20linguistika\\_lambung\\_mangkurat\\_1.pdf](http://ejournal.unud.ac.id/abstrak/8%20sirajudin%20linguistika_lambung_mangkurat_1.pdf), accessed on March 23, 2012).
- Lestari, Lies Amin. (2003). *Should English be a Compulsory Subject in Primary School*. (<http://sastra.um.ac.id/wp-content/uploads/2009/10/Should-English-be-A-Compulsory-Subject-in-Primary-Schools-Lies-Amin-Lestari.pdf>, accessed on March 25, 2012)
- Mulyasa, E. (2006). *Kurikulum Tingkat Satuan Pendidikan: Suatu Panduan Praktis*. Bandung: P. T. Remaja Rosdakarya,
- Nation, I.S.P., Macalister, John. (2010). *Language Curriculum Design*. New York: Routledge
- Pollard, A., Thiessen, D., & Filler, A. (1997). *Children and Their Curriculum: The Perspective of Primary and Elementary School Children*. London: The Falmer Press.
- Posner, G. J. (1992). *Analyzing the Curriculum*. United States: McGraw-Hill, Inc.
- Ramadansyah, Fachry. (2008). *The Transitivity System and Prepositional Phrase Analysis of the Jakarta Post and Kompas' News Article*. Jakarta: UNJ
- Sowell, Evelyn J. (1996). *Curriculum: An Integrative Introduction*. New Jersey: Prentice-Hall, Inc.
- Sudibyo, Bambang. (2006). *Peraturan Menteri Pendidikan Nasional No. 19 Th. 2005 tentang Standar Pendidikan Nasional*. Jakarta: Departemen Pendidikan Nasional.
- Sugiarti, Titin. (2007). *Materials Used by Teachers to Achieve Students Reading Basic Competencies Stated on Permendiknas No. 22 Issued in 2006 in Class*

- 4 of Elementary Schools in East Jakarta*. Thesis. Jakarta: State University of Jakarta.
- Suharto. (2009). *From Competence Based Curriculum to School Based Curriculum in the Post Method Era: A SWOT Analysis*. Ragam, Vol. 9 No.
- Sujana, I Made., Narasintawati, Luh Sri. (2006). *Bahasa Inggris Untuk Sekolah Dasar: Mau Kemana?*. Jurnal Dinamika Pendidikan. Vol. 2 No.1, Mei 2006: 31-38. ISSN 1829-5134
- Suyanto, Kasihani E, Pidato: *Pengajaran Bahasa Inggris di Sekolah Dasar: Kebijakan, Implementasi, dan Kenyataan*, (Online) available at <http://library.um.ac.id/index.php/Pidato-Pengukuhan-Guru-Besar/pidato-guru-besar.html>, (May 23, 2012)
- Wang, Wei-Pei. (2008). *Teaching English to Young Learners in Taiwan: Issues Relating to Teaching, Teacher Education, Teaching Materials, and Teacher Perspectives*. Applied Linguistics Dissertation. (<http://www.asian-efl-journal.com/Thesis/Thesis-Wang.pdf>, accessed on March 15, 2012).
- Wishon, Philip. M., Crabtree, Karen., Jones, Malinda. E. (1998). *Curriculum for the Primary Years: an Integrative Approach*. New Jersey: Prentice-Hall, Inc.
- Yasa, Sri Handayani. (2004). *The English Curriculum 1995 for Elementary Schools in Jakarta: a Critical Analysis Based on Question from Posner's Curriculum Analysis*. Thesis. Jakarta: State University of Jakarta.
- Young, Lynne., Fitzgerald, Brigid. (2006). *The Power of Language: How Discourse Influences Society*. Sheffield: Equinox Pub.

# APPENDICES