

CHAPTER IV

RESULTS OF THE STUDY

This chapter provides data description, data analysis, findings, and discussion. It provides the answer of research questions “What kinds of English learning materials were taught to the first grade of primary school students at SDN RSBI Rawamangun 12 Pagi Jakarta?” “Were the English learning materials relevant to the Basic Competences for the first grade of primary school?”

4.1. Data Description

The description of learning materials used for the first grade of primary school students at SDN RSBI Rawamangun 12 Pagi are as follow: In unit 1, the topic is letters. There are four Standard Competences in this unit; they are listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to imitate very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are four indicators: (1) Students are able to know the use of letters in English, (2) Students are able to spell sounds of letter in English, (3) Students are able to read aloud letters in English, and (4) Students are able to write letters in English.

In unit 2, the topic is greetings. There are four Standard Competences in this unit; they are listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to imitate very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are four indicators: (1) Students are able to know the use of greetings in English, (2) Students are able to pronounce greetings in English, (3) Students are able to read aloud words of greetings in English, and (4) Students are able to respond greetings in English.

In unit 3, the topic is numbers. There are four Standard Competences in this unit; they are listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to imitate very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are three indicators: (1) Students are able to pronounce the name of numbers in English, (2) Students are able to mention numbers 1-10 in the right order, and (3) Students are able to write or copy the name of numbers in English.

In unit 4, the topic is colors and shapes. There are four Standard Competences in this unit; they are listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to imitate very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are four indicators: (1) Students are able to pronounce the name of colors in English, (2) Students are able to mention the name of colors in English, (3) Students are able to answer questions related to colors, and (4) Students are able to write or copy the name of colors in English.

In unit 5, the topic is Things at Home. There are four Standard Competences in this unit; they are listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to imitate very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are four indicators: (1) Students are able to pronounce the name of things in living room at home in English, (2) Students are able to mention the name of thing at home in English, (3)

answer questions related to things at home, and (4) Students are able to write or copy the name of things at home in English.

In unit 6, the topic is things in the classroom. There are four Standard Competences, they are: in listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to express very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are four indicators: (1) Students are able to pronounce the name of things in the classroom in English, (2) Students are able to mention the name of thing in the classroom in English, (3) Students are able to answer questions related to things at things in the classroom, (4) Students are able to write or copy the name of things in the classroom.

In Unit 7, the topic is Parts of Body. There are four Standard Competences, they are: in listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to express very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are four indicators: (1) Students are able to pronounce the name of parts of body in English, (2) Students

are able to mention the name of parts of body in English, (3) Students are able to answer questions related to parts of body, and (4) Students are able to write or copy the name of parts of body in English.

In Unit 8, the topic is Means of Transportation. There are four Standard Competences, they are: in listening, speaking, reading, and writing. The Standard Competence in listening is ability to respond very simple instruction by accompanying action in classroom context. The Standard Competence in speaking is ability to express very simple instruction and information in classroom context. The Standard Competence in reading is ability to understand the meaning in classroom context. The Standard Competence in writing is ability to spell and copy very simple written in English. In addition, there are four indicators: (1) Students are able to pronounce the name of means of transportation in English, (2) Students are able to mention the name of means of transportation in English, (3) Students are able to answer questions related to means of transportation, and (4) Students are able to write or copy the name of means of transportation in English.

4.2. Data Analysis and Interpretation

In the student's worksheets, the writer analyzed that English learning materials used in teaching and learning in the classroom are short instruction in the classroom context. They were involved in the topics, such as: alphabet, greeting, numbers, colors, things at home, things in the classroom, parts of body, and means of transportation. They were taken from vocabulary lists, songs, short dialogues, and pictures. The writer also identified the learning materials and

activities used are in spoken always listening, pronouncing the words. While, in the written always found the words in puzzle and write it down, arrange the unscramble letters and write the meaning based on the pictures, and color the pictures.

In data of classroom observation, the writer also got the same data, that is, the learning materials and activities used in the classroom are same as stated in the and students worksheet. As an illustration, in the first observation, the topic was Parts of Body and the skills were listening and speaking. The learning materials were vocabulary list or words related parts of body and song. The activities were listening, pronouncing the words and singing a song with physical movement. In addition, in the second observation, the topic still was Parts of Body but the skill is different, that is, reading and writing. The materials were words followed pictures and puzzles. The activities were find the words in puzzle and write it down, arrange the unscramble letters and write the meaning based on the pictures, and color the pictures.

In the data interview, the teacher said that learning materials in SDN Rawamangun 12 Pagi were selected by conducting workshop thoroughly discuss what should be done with the national curriculum then elaborating the goals in school-based curriculum. The teacher also map the needs of the students based on their level and select the materials for the level. The teacher argued that in the short future probably the teacher will try to view some of international schools curriculum, but still border to their curriculum. So, the students are a basic concern and the national curriculum is as guidance in mapping the material.

Furthermore, the teacher said that the first, second, and third grade are based on 'theme-based' materials. The teacher manages the lessons based on the themes and the skills taught are listening, Speaking, Reading, and Writing in a very simple form. The teachers took the theme related to the nearest side of the students or the closest things related to the students' daily life, and starting with the simplest to the more difficult topics, in the form of simplest and in class context. The teacher also used some compiled materials in the worksheet and some kinds of sources from the popular sites on the internet. In addition, the teacher let parents to choose books for the students to support class activity.

The teacher said that the materials should have more coloring, acting, cutting and pasting pictures or whatever materials that concerning their motoric sides attaching. The teacher also argued that writing skill is not the main skill that should be achieved for the young learner. It is still based on the condition of the pupils and some of the activities involving the Total Physical Responses in the classroom. The teacher continued that the major concern is supplying the vocabulary and the most important thing is to attract the students that learning is supposed to be fun and non-stressed tasks. However, there were the obstacles or difficulties to achieve that, such as the limited time. In that school, conditioning kids to learning takes almost 20 minutes while the provided time is only 2 x 30 minutes.

To ease in analyzing the data, the descriptions of English learning materials for primary school student grade 1 at SDN RSBI Rawamangun 12 Pagi

were described in the table below. The detailed of materials can be seen in appendix.

Table.1 English learning materials of the first grade of primary school, semester 1.

Standard Competences:

- Listening: Ability to respond very simple instruction accompanied by action in classroom context.
- Speaking: Ability to imitate very simple instruction and information in classroom context.
- Reading: Ability to understand the meaning in classroom context.

BASIC COMPETENCES	OBJECTIVES	LEARNING MATERIALS	R/ NR	UNIT, PAGE
1.1 Responding greetings stated by the teacher and friends orally in the classroom context. (<i>Merespon salam yang disampaikan guru dan teman secara verbal dalam konteks kelas</i>).	Students are able to pronounce greetings in English.	Greetings Listen and say! <i>Good morning, good afternoon, good evening, good night, good bye</i>	R	Unit 2, Page 5
1.2 Responding very simple instruction accompanied by action. (<i>Merespon instruksi sangat sederhana dengan tindakan</i>).	Students are able to mention the name of colors in English.	Colors & shapes <i>Color and draw!</i> <i>White, red, green, blue, yellow, black, rectangle, circle, triangle, square.</i>	R	Unit 4, page 14
2.1 Talking to greet and introducing my self. (<i>Bercakap-cakap untuk memberi salam dan memperkenalkan diri</i>).	Students are able to read aloud words of greetings in English	Greetings Complete and practice a dialogue <i>Hello, Mickey</i> <i>How are you today?</i> <i>Very well thank you/ I'm fine, and you?</i>	R	Unit 2, page 6

2.2. Giving information, expressing gratitude. (<i>Memberi informasi, mengucapkan terima kasih</i>).	- students are able mention number 1-10 - Students are able to mention gratitude expression.	Numbers <i>Count and say!</i> <i>1,2,3,4,5,6,7,8,9, and 10</i> <i>Say thank you,</i> <i>You're welcome,</i> <i>My pleasure</i>	R NR	Unit 3, page 7
3.1 Reading aloud and understanding words followed by pictures in the classroom context. (<i>Membaca nyaring dan memahami kata dengan bantuan gambar dalam konteks kelas</i>).	Students are able to read aloud the name of things in living room at home in English.	Things at home. Pronounce the words! <i>table, chair, lamp, cupboard, television, curtains, and telephone</i>	R	Unit 5, page 19
4.1 Writing or copying very simple written in English.	Students are able to write letters in English	Letters Write capital letters! <i>A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z</i>	R	Unit 1, page 1

Note: R (Relevant), NR (Not Relevant)

The first Basic Competence was responding greetings stated by the teacher and friends orally in the classroom context. The objective was students are able to pronounce greetings in English. The learning material was greetings (e.g. Good morning, good afternoon, good evening, good night, good bye). The activities were listen and pronounce the words. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the second unit of the students' worksheet.

The second Basic Competences is responding very simple instruction by accompanied by action. The objective is students are able to mention the name of

colors in English. The learning material was colors & shapes (e.g. White, red, green, blue, yellow, black, rectangle, circle, triangle, and square). The activities were listen and pronounce the words. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the fourth unit of the students' worksheet.

The third Basic Competences is talking to greet and introducing my self. The objective is students are able to read aloud words of greetings in English. The learning material was greetings (e.g. Hello, Mickey; How are you today? Very well thank you/ I' m fine, and you?). The activities are: listen and pronounce the words, complete a dialogue, practice the dialogue in pairs. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the second unit of the students' worksheet.

The fourth Basic Competences is giving information, expressing gratitude. The objective are students are able mention number 1-10 and students are able to mention gratitude expression. The learning materials is numbers (e.g. 1,2,3,4,5,6,7,8,9,and 10). The activities are: listen the teacher direction, pronounce the words. The data showed that the English learning material in the students' worksheet was not relevant to the Basic Competence because the learning materials should gratitude expression (e.g. thank you, You're welcome, My pleasure). The learning material was not available in the students' worksheet.

The fifth Basic Competence is reading aloud and understanding words followed by pictures in the classroom context. The objective is students are able to read aloud the name of things in living room at home in English. The learning material was things at home (e.g. table, chair, lamp, cupboard, television, curtains, and telephone). The activities were: listen teacher direction, pronounce the words, and write the name of words based on the pictures. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the fifth unit of the students' worksheet.

The sixth Basic Competence is writing or copying very simple written in English. The objective is students are able to write letters in English. The learning materials was letters (e.g. A, B, C, D, E, F, G, H.....,Y, and Z. The activities were match sounds and letters, stick and cut a picture, name the picture in English. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the first unit of the students' worksheet.

Table.2 English learning materials of the first grade of primary school, semester 2

Standard Competences:

- Listening: Ability to respond very simple instruction accompanied action in classroom context.

- Speaking: Ability to express very simple instruction and information in classroom context.
- Reading: Ability to understand the meaning in classroom context.

BASIC COMPETENCES	OBJECTIVES	LEARNING MATERIALS	R/ NR	UNIT, PAGE
1.1 Doing action based on verbal instruction in classroom context. (<i>Melakukan tindakan sesuai dengan instruksi verbal dalam konteks kelas</i>).	Students are able to pronounce the name of parts of body in English.	Parts of body Listen and sing! <i>head, shoulders, knees, and toes...3x</i> (<i>by physical movement</i>)	R	Unit 7, page 26
1.2 Responding very simple instruction by accompanied by action. (<i>Merespon instruksi sangat sederhana dengan tindakan</i>).	Students are able to mention the name of parts of body in English.	Parts of body Listen and do! <i>show me your fingers, raise your hand, etc.</i>	R	Unit 7
2.1 Talking to give information and asking a help. (<i>Bercakap-cakap untuk memberi informasi, meminta bantuan</i>).	Students are able to pronounce the name of things in the classroom in English.	Things in the classroom Say and point! <i>desk, books, pencil, whiteboard, eraser, etc.</i>	R	Unit 6, page 22
2.2 Expressing gratitude and apology. (<i>Mengungkapkan ucapan terima kasih dan permintaan maaf</i>).	Students are able to mention the name of thing in the classroom in English.	Things in the classroom Say and point! <i>pen, ruler, lamp, map, coloring-pencil, bag, etc.</i>	NR	Unit 6, page 23
3.1 Reading aloud and understanding words followed by pictures	Students are able to pronounce the name of means of	Means of Transportation Listen and say! <i>car, bicycle, motorcycle,</i>	R	Unit 8

in the classroom context. (<i>Membaca nyaring dan memahami kata dengan bantuan gambar dalam konteks kelas</i>).	transportation in English.	<i>train, ship, bus, plane, boat, etc.</i>		
4.1 Writing or copying very simple written in English. (<i>Menyalin dan menulis tulisan sangat sederhana dalam bahasa Inggris</i>).	Students are able to write/ copy the name of means of transportation in English.	Means of Transportation Arrange and write! <i>car, bicycle, motorcycle, train, ship, bus, plane, boat, etc.</i>	R	Unit 8

Note: R (Relevant), NR (Not Relevant)

The first Basic Competence is doing action based on verbal instruction in classroom context. The objective is students are able to pronounce the name of parts of body in English. The learning materials was parts of body (e.g. head, shoulders, knees, and toes...3x). The activities were read aloud the text song and sing it and pronounce the words following pictures. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the seventh unit of the students' worksheet.

The second Basic Competence is responding very simple instruction by accompanied by action. The objective is students are able to mention the name of parts of body in English. The learning material was Parts of body (e.g. show me your fingers; raise your hand, etc). The activities were read aloud the text song

and sing it and pronounce the words following pictures. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the seventh unit of the students' worksheet.

The third Basic Competence is talking to give information and asking a help. The objective is students are able to pronounce the name of things in the classroom in English. The learning material was things in the classroom (e.g. desk, books, pencil, whiteboard, eraser, etc). The activities were listen the teacher direction and say the words following pictures. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the sixth unit of the students' worksheet.

The fourth Basic Competence is expressing gratitude and apology. The objective is students are able to mention the name of thing in the classroom in English. The learning material was things in the classroom (e.g. pen, ruler, lamp, map, coloring-pencil, bag, etc.) The activities were: listen the teacher direction and say the words following pictures. The data showed that the English learning material in the students' worksheet was not relevant to the Basic Competence because the learning materials should be apologize expression (e.g. sorry, I am sorry, or pardon me). The learning material was not available in the students' worksheet.

The fifth Basic Competence is reading aloud and understanding words followed by pictures in the classroom context. The objective is students are able to pronounce the name of means of transportation in English. The learning material was means of transportation (e.g. car, bicycle, motorcycle, train, ship, bus, plane, boat, etc). The activities were listen teacher's direction; pronounce the words following pictures; arrange the letters and write the meanings. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the eighth unit of the students' worksheet.

The sixth Basic Competence is writing or copying very simple written in English. The objective is students are able to write or copy the name of means of transportation in English. The learning material was means of transportation (e.g. car, bicycle, motorcycle, train, ship, bus, plane, boat, etc). The activities were write the words based on the pictures; make a picture and color it. The data showed that the English learning material in the students' worksheet was relevant to the Basic Competence. The activities can engage the students to achieve the learning objectives. The learning material was available in the eighth unit of the students' worksheet.

4.3. Findings

4.3.1. The Answer of First Research Question

The kinds of English learning materials used for the first grade of primary school students at SDN RSBI Rawamangun 12 Jakarta were alphabet, greeting, numbers, colors, things at home, things in the classroom, parts of body, and means of transportation. They were taken from songs, vocabulary lists, short dialogues, puzzles and pictures.

4.3.2 The Answer of Second Research Question

The materials also can achieve the Basic Competences of National Standard 2006 because they include materials consisting short instruction by accompanying action in the classroom context and the theme related to the nearest side of the students or the closest things related to the students' daily life. In these materials, writing skill is not the main skill that should be achieved for the young students. It is still based on the condition of the pupils and some of the activities involving the Total Physical Responses in the classroom. The major concern is supplying the vocabulary. Moreover, the materials are appropriate for the students because the materials are systematically arranged in simple form, starting with the simplest to the more difficult topics and consist of interesting activities, such as: coloring, acting, cutting and pasting pictures and whatever materials that concerning their motoric sides.

By reviewing the students' worksheet, it showed that the learning materials were relevant to the need of achievement of Basic Competence in vocational school. There were twelve Basic Competences that students should be achieved in two semesters. The relevance can be seen from the availability the learning materials in the students' worksheet. The finding showed that there were

learning materials that were relevant to ten Basic Competences, but there were two learning materials were not available in the students' worksheet. They are gratitude and apologize expression.

4.4. Discussion

The writer supposed that learning materials used in the classroom provides short instruction by accompanying action and the theme in classroom or school context and the students' daily life, such as: greetings, things in the classroom, color, and animals. They were taken from songs, video, games, pictures, and vocabulary lists. They also must be appropriate for the students and relevant to the Basic Competences in National Standard 2006. As stated in National Standard of Local Contents English Curriculum of DKI Jakarta (2006), English lesson in primary school is aimed to make learners having developing communicative competences in oral limitedly for language accompanying action in the school context and having awareness of the importance of English to increase competitiveness in global community.

While, based on previous research according Jenny Flora Tambunan (2011) investigated *Developing students' communicative competence through English learning materials for the third grade of primary student (A case study at SDN Pisangan Timur 03 Pagi, East Jakarta)*, the kinds of English learning materials used in learning that can support the development of students' communicative competence for the third grade of primary students were the teacher talk and teacher language whether spoken or written through songs and stories

In addition, according to Lestari Nur Adhini (2009) investigated *Teachers' readiness to provide an appropriate English Learning Material on the demands of School Based Curriculum* (a case study of the fourth grade of primary school at SDN Pisangan Timur 03 Pagi, SDN Pisangan Timur 05 Pagi, SDN Cipinang Muara 14 Pagi and SDN Pesangrahan 06 Petang), English learning materials employed by the teachers that could accommodate the demands of School Based Curriculum were teacher's talk either in the form of spoken or written language, and other sources that supported the learning materials such as teacher's gesture, textbook, games, song, picture, simulation, role-play and realia.

The materials should provide students to act the command. It is also as a good mean to introduce English for children because they like to move, do something, sing, or playing game. The students are not expected to respond orally until they feel ready, and early oral responses involve role reversal (a student takes on the role of the teacher and gives commands to others in the class), and some yes-no and one-word replies to the teacher's questions.

It can be used by giving command to children and they have to response it by acting out the command. This is a good method because the children also are able to learn with the real object around them. As what have been stated in the learning objective in primary school, English teaching in primary school is aimed at introducing them with it. The students are not exposed with many lessons. The teacher should teach the lesson in a creative, interesting, and simple way in order to be understood by the students easily.

The writer thinks that the materials should be taught through Total Physical Response and role play, simple instructions and physical movements as stated in Basic Competence. The aim of teaching English for primary school is to develop communicative competence for children through a real learning experience; to have language awareness which means that a child should realize what the intention in learning English in order to have a clear purpose in the end of the learning. There are many activities to choose for listening and speaking, such as singing songs, saying rhymes and reading aloud. In addition, for reading skill children should be introduced in the early year, they should be taught how to write purposely.

4.5. The Limitation of the Study

Because the scope of this study is related to primary school, the writer did not interview or give questionnaires to the first grade of primary school students since the writer believed that they lacked of ability to express their thoughts and feelings.