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

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Abstract

The design of this research was descriptive qualitative that to draw about English teaching profiles at Islamic of Elementary Schools in Kuranji – Padang. The researcher takes three schools by using purposive sample. They were Islamic State of Elementary schools Korong Gadang, Islamic State of Elementary School Gunung Sarik and Private Islamic State of Elementary School Sungai Sapih. The respondents consisted of three English teachers and the headmasters. In gathering the data, the researcher did observation and interview as instruments. In analyzing the data, the resercher followed two ways, namely; pure analysis and analytic. Pure analysis and analytic in order to describe the data naturally and connect it to the theory.

The findings of this research showed that the English teachers at Elementary School should graduate from English pedagogical, because of that the teacher have to good techniques in teaching. In spite of the English teachers must able to prepare the suitable media with the material. The English teachers also use good methods and evaluation to increase the students' achievement.

Keywords: English Teaching Profile, Teaching English Elementary School

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PROFIL PENGAJARAN BAHASA INGGRIS DI MADRASAH IBTIDAIYAH KURANJI-PADANG

Abstrak

Rancangan penelitian ini berbentuk deskriptif kualitatif untuk menggambarkan tentang profil pengajaran Bahasa Inggris di Sekolah Dasar Islam di Kuranji Padang. Peneliti mengambil tiga sekolah dengan menggunakan purposif sampel, yaitu Madrasah Ibtidaiyah Negeri Korong Gadang, Madrasah Ibtidaiyah Negeri. Sungai Sarik, Madrasah Ibtidaiyah Swasta Sungai Sapih. Respondennya terdiri dari tiga orang guru Bahasa Inggris dan kepala sekolahnya. Dalam pengumpulan data, peneliti melakukan observasi dan wawancara. Dalam menganalisis data tersebut, peneliti menggunakan dua cara yaitu analisis murni dan analisis analitik. Analisis murni dan analisis analitik digunakan untuk menggambarkan data tersebut secara natural dan dihubungkan dengan teori.

Hasil penelitian ini menunjukkan bahwa guru Bahasa Inggris yang mengajar di Sekolah Dasar seharusnya lulusan dari Pendidikan Bahasa Inggris, karena guru tersebut harus mempunyai teknik yang bagus dalam mengajar. Disamping itu, guru Bahasa Inggris tersebut harus dapat mempersiapkan media yang sesuai dengan materi. Guru Bahasa Inggris juga harus menggunakan metode dan evaluasi yang bagus.

Keywords: Profil Pengajaran Bahasa Inggris, Pengajaran Bahasa Inggris Sekolah Dasar

I INTRODUCTION

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

In fact, not all Elementary School have English curriculum. Moreover, in the newest curriculum does not provide complete materials to Elementary Schools students. Based on the writer's experience, as English teacher at Elementary School 13 Simpang Haru Padang. The English teacher only taught material based on textbook because the school did have not English curriculum. The materials only based on textbook.

Dealing with the trend of teaching English in primary school students, there are some problems that are needed to be anticipated. First is the teacher. Based on researcher's field observation, some of English teachers don't graduate from English pedagogy. Consequently, the teachers have very limited English and background knowledge of teaching language methodology. In fact, they have to teach English to the children in primary schools. Then, the headmaster asks them to teach English even though they have no background knowledge of English. It means that they don't graduate from English department. This implies that to be successful in teaching English to children, the teachers should have been provided with teaching itself. Furthermore, there is no selection for recruiting English teacher.

Second is the method of teaching. In teaching English as an international language, teacher needs to know student's characteristics and need in learning activities. Moreover, teacher needs to find a suitable method in teaching English. It is needed to make teaching English more meaningful. If a teacher always uses a type of teaching method, it makes the students bored. However, some teachers tend to use a single

method, which is sometimes inappropriate to the topic and to the students need. Classroom activities tend to be monotonous when they use a single method. For example, teacher translates English words directly from English into Indonesian.

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

However, teaching English at Elementary schools is not the same as teaching adults. Teaching English for children tend to use their mood every other minute. And they have shorter attention space. Consequently, teaching English at Elementary schools still not satisfied. In addition, there are many factors that influence the successful of teaching in the classroom. Such as the method use, available teaching aids/media, book resources, and classroom management. A teacher controls those factors as dominant factors in management of teaching. It means that the quality of teaching and learning process much depend on the teachers' skills especially mastering the material.

Based on the explanation above, the researcher is interested in conducting research that relates to how teaching and learning English at elementary Schools. Specifically, the researcher wants to see the profile of English teaching at Islamic Elementary Schools in Kecamatan Kuranji Padang including the qualification of English teachers, the method, the media, the evaluating of the student's achievement and the teacher's perception of English teaching. The researcher taken Islamic State of Elementary Schools (MIN) at Korong Gadang, Islamic State of Elementary School (MIN) at Gunung Sarik and Private Islamic State of Elementary School (MIS) at Sungai Sapih.

II RESEARCH METHODS

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

Since this study is qualitative, the researcher is supposed to be the instruments of data collection. Researcher is as the main instruments to act information or data. The data including of using the media, method, evaluate of students' achievement in their lesson, qualification of English teachers and their perception of English teaching. Qualitative data is extremely varied in nature. It includes virtually any information that can be captured that is not numerical in nature. There are two kinds of instruments that will be used in this research; they are consisting of observation and interview.

The techniques are used to collect the data are observation and interview. Observation is to see the implementation of teaching English in the classroom. During observation, the researcher is

guided by the observation format. In this process the researcher will observe and go to the field directly. So the researcher will know and see all of the activities in the class especially in teaching and learning process. Next, the researcher matches the things happen in the classroom with the problems stated in the research question guide the researcher. Then, to gain information from a large and validity that the researcher uses interview for English teachers for each schools. To support the data, the researcher will interview headmasters in field research. The interview will doing in Indonesia language. The purpose is to avoid misinterpretation and misunderstanding.

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

III RESULTS AND DISCUSSION

In this research, the English teacher at three of Islamic State Elementary Schools have different pedagogical back-ground. Based on the interview with the English teachers and

headmasters in the field research, in the following table would be given the description of interview and teacher's answer about their education background (pedagogical background):

Table 1:

The qualification of English teachers

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

Note:

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

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

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

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

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

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

To support the data, the researcher also interview with headmaster at each schools. About how the headmasters recruiting English teacher. The headmaster of MIN. Korong Gadang said that he only accepts the English teacher must graduated from English pedagogy (Amdani, S.Pd, personal interview, on March 12th 2008.Kuranji).

In another place and time, the researcher interview with Erma Fithri Sy,A.Ma as

headmaster at Min Gunung Sarik on March, 11th 2008. She has same opinion with the headmaster at MIN. Korong Gadang that the English teacher has not specifically skill in English teaching. She add that the English teacher have been already before she as headmaster profession in the school.

Then, the headmaster of MIS.Sungai Sapih, he said that he recruiting the English teacher based on application letter but it had not formal announcement only information from people to people. He adds that the English teacher graduated from literature of English department

The methods of teaching

Method was an overall plan for systematic presentation of language based upon a selected approach. To know the method of teaching English the writer done interview with English

(Maspuri, S.Ag personal interview on March, 12th 2008.Kuranji).

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

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

Table 2:
Observation form about whilst teaching in the three schools

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

Note:

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

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

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

Based on the table above, it can be understood that T1, T2 and T3 have presented the English lesson systematically. Then, the English teachers used method in teaching English. Next, they had done interaction with

their elementary school in teaching learning process. Nevertheless, the English teachers did not use communicative language and they have not motivated the students to participation in learning.

Table 3:
The Methods and techniques of English teaching

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

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

Then, from observation and interview with T2 at Islamic State of Elementary School Gunung Sarik (MIN. Gunung Sarik), the techniques used by her were explaining English lesson with some example, sing a song and introducing new vocabulary. She thought that

The use of media

Media is a tool that used by teacher as method and technique used to increase the effectiveness of communication and interaction

method and technique was same thing, both were not different.

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

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

teacher and students in learning. In the following table will be given the description of the use of media in teaching English in the three schools:

Table 4:

The use of media

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

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

From observation, it was found that English teacher (T2) at Islamic State of Elementary School Gunung Sarik (MIN.Gunung Sarik) used media in teaching English. She used

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

The researcher observed T3 in three meeting for fifth grade in teaching English. Then, from interview with T3 at March 12th 2008 she said that media was important in teaching English for Elementary School. But, she was not creating media lonely. Consequently, she wanted that the school providing media in teaching English process. In the following table will be given the description of the observation form about the media in the three schools:

Table 5:

Observation form about the use of media

No.	Aspects of observation	T1		T2		T3	
		Yes	No	Yes	No	Yes	No
a.	Teacher using media	√		√		√	

Note:

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

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

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

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

The evaluation in students' achieve-ment

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

From interview the researcher with one of teacher (T2), she said that she has done evaluate

teaching English. The media form the body language of English teacher.

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

of students every meeting. It consists of oral, written and performance of the students in the classroom. The oral of evaluating she has been in the teaching learning process and written evaluation doing in homework, exercise and final test by students. According her, the purpose of evaluation was to measure the achievement of the students based on the material was given by the teacher.

Next, from interview with T3, she said that evaluation same with test. The types of test usually used were oral test and written test. The evaluation has done every chapter and exercises every meeting. According the English teacher the purpose of evaluation was to know the ability of the students. In the following table will be given the description of the evaluating of students form in the each school:

Table 6 :
Observation form about evaluating of students and post teaching

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

Note:

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

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

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

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

to the students. The purposes of evaluation, according them were to measure the achievement of the students based on the material was given by the teacher. Then, it knows the ability of the students. Furthermore, the students' score in the final assignment at the field research:

Table 7:
Students' score of English lesson at class V at MIN Korong Gadang (the english teacher graduated from non English department):

Number of Students	Score
1	3,33
2	3,75
3	6,00
4	5,75
5	6,00
6	6,25
7	2,75

8	6,00
9	8,75
10	7,75
11	7,00
12	7,00
13	7,50
14	6,25
15	7,00
16	6,50
17	7,50
18	5,50
19	5,50
20	6,50
Mean	6,11

Table 8:
Students' score of English lesson at class V at MIN Gunung Sarik (the english teacher graduated from non English department)

Number of Students	Score
1	4
2	6
3	7
4	5
5	5
6	7
7	6
8	8

9	7
10	5
11	5
12	6
13	7
14	6
15	4
16	6
17	5
18	6
19	6
20	5,84

Table 9:
Students' score of English lesson at class V at MIS Sungai Sapih (the english teacher graduated from non English department)

Number of Students	Score
1	7
2	6
3	6
4	7
5	6
6	7
7	8
8	6
9	6
10	7

11	7
12	6
13	6
14	6
15	8
16	8
17	6
18	6
19	6
20	7
21	5
Mean	6,52

Related to the table above, it can be concluded that students' scores at class V of private Islamic of Elementary Sungai Sapih (MIS. Sungai Sapih) is good. It was proved by

students' scores in English subject who has mean 6,52. To compare the students' achievement of the three schools above, it can be seen from this table clearly :

Table 10 :
The students' achievement in the field research

No	Name of schools	Qualification of English teacher	Mean of students' achievement
1	MIN. Korong Gadang	Non-English department	6,11
2	MIN. Gunung Sarik	Non-English department	5,84
3	MIS. Sungai Sapih	English department	6,52

From the table above, it can concluded that the qualification of English teachers influenced the students' achievement, because the teacher

had skill in using material and techniques in teaching and learning English process.

The teacher's perceptions toward the English teaching

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

From the interview with T2 at March 11th 2008 she said that the problems of teaching English in this school are English text book and available media. English text book was not sufficient for student consequently; it was obstacle in learning process. She has argument that English was important to teach at elementary school. Consequently, teaching English at Elementary school make the student is easier to study the lesson in Junior High School. The

headmaster of the school has same opinion with the English teacher. That teaching English at Elementary Schools to prepare the student continue to high level. Then, the purposes of teaching English at Elementary Schools were in order to Elementary School students can be spoke international language or English. So that in the future time the students can be working in foreign. Then, if the Elementary Schools students continue their study in Junior High School, they felt not afraid and awkward because they have been basic in Elementary Schools.

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

From the observation, it can seen that what the English teachers done in pre-teaching, in the following table will be given it:

Table 11:
The English Teachers done in Pre-Teaching

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

Note:

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

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

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

From the table above, it can be understood that in pre-teaching all of the English teachers do greeting to their students. Then, T1 was not taking absent of the students. On the other hand, T2 and T3 always were taking the absence of students. From

observation, T1 and T2 always doing apperception in pre teaching but T3 was not. Next, T2 and T3 had given some questions about new lesson incidentally to their students. However, T1 has not given some question about new lesson to her students.

IV CONCLUSION

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

Thirdly, the English teachers use media in teaching English at Islamic State of Elementary

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

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