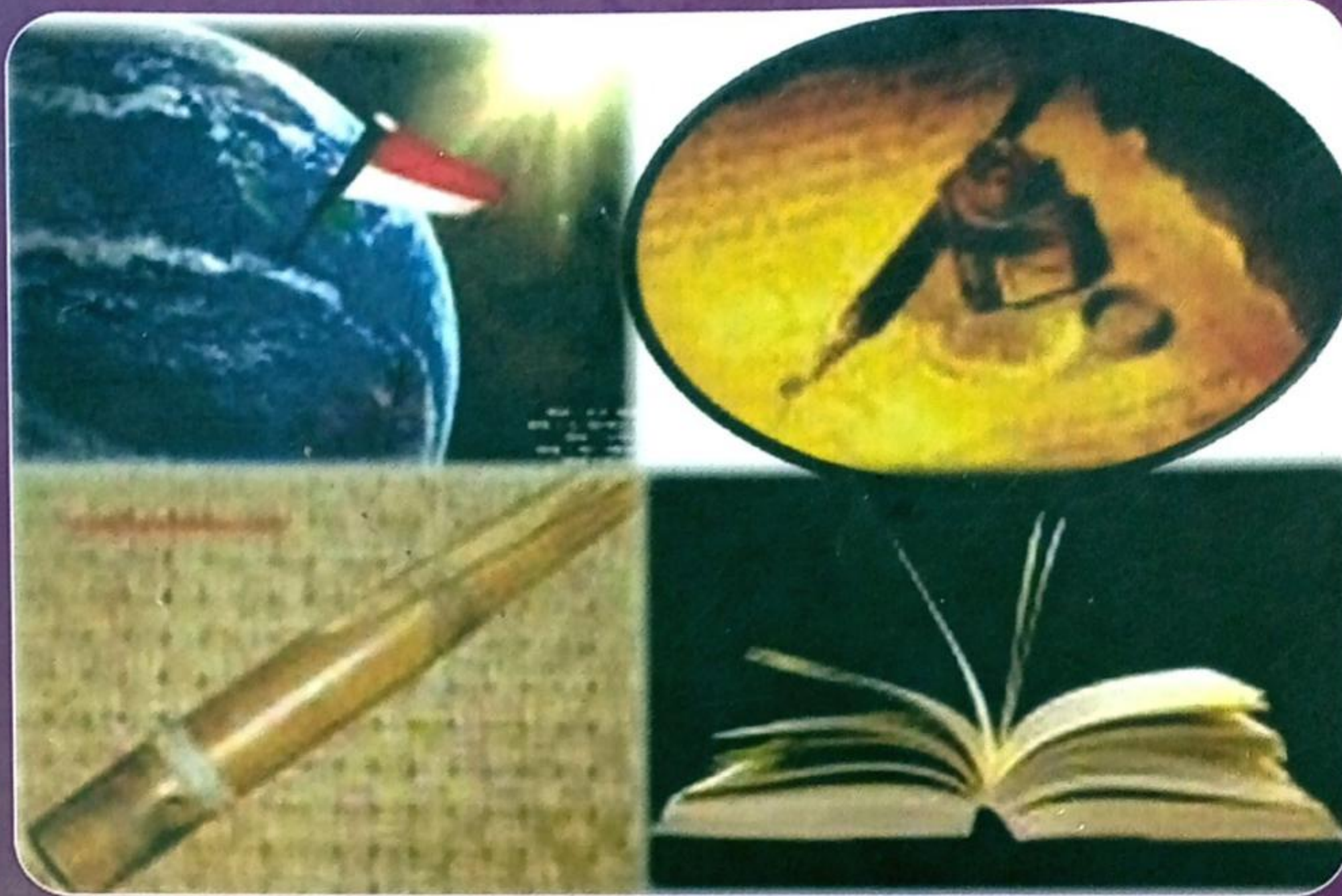


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# THE IMPLEMENTATION OF ENGLISH SUBJECT AS EXTRACURRICULAR IN ELEMENTARY SCHOOL

(A Research Conducted at MI Muhammadiyah Unggulan Kota Gorontalo)

Nurzulfianty Djafar, Rasuna Talib, Sri Agriyanti Mestari  
Universitas Negeri Gorontalo

**Abstract:** The main purpose of this study is to measure the implementation of English subject as extracurricular in Elementary School. This study used qualitative method as a method of research. English teachers of MI Muhammadiyah Unggulan Kota Gorontalo were chosen as the participant. There are two steps to collect the data, i.e., interview and observation. Observation was conducted in six meetings. The researcher conducted interview to find out the information of implementing English subject as extracurricular in Elementary School. Three steps are used to analyze the data, i.e., reducing the data, displaying the data, and concluding the data. The finding of this study showed that English subject at MI Muhammadiyah Unggulan Gorontalo city is implemented in regular class and full day. This refers to the Curriculum of 2006, with several considerations taken from Curriculum of 2013. In regular class, English teaching was focused to the theory and practice of listening, writing, reading, and speaking skills. On the other hand, in full day program, English teaching was mainly focused to the practice of speaking skill. Therefore, the students most expressed their English capability in speaking.

**Keywords:** *English subject, English teachers, and learning and teaching English.*

## INTRODUCTION

Since Ministry of Education applied the curriculum of 2013 in Indonesia, English in elementary school is transformed from a subject being taught to extracurricular activities. The decree of the Ministry of Education and Culture (p. 6) declared that English is included as extracurricular subject, which also involves with Scout, School Health Unit, and Junior Red Cross. Headmasters of elementary schools have the right to decide to apply English as an extracurricular activity or not.

This causes several impacts for the students. The decree may cause lack of time and chance for students to develop their English proficiency as early as possible. This may be difficult for those in poverty who are highly motivated in learning English. There are English courses to attend to, nonetheless, they do not cost cheaply.

Yet, nowadays, current Ministry of Education and Culture (cited in Latif, 2014) have

expelled a breakthrough on disposal of the Curriculum of 2013 in Indonesia. Most of the teachers meet obstacles in applying curriculum of 2013. There are insufficient of time and intensity in the training of teachers, headmasters, and all the preparation of the teaching elements. Nonetheless, the Ministry instructs to the schools applying Curriculum of 2013 to keep continuing and developing it. By this, those schools applying Curriculum of 2006 will not have to shift the English subject in Elementary school to extracurricular subject.

It was known that English was taught as a local content subject in Elementary school for fourth class in the curriculum 2006. It is seen in the decree of the Ministry of Education and Culture, (R.I/No.0487/4/1992, chapter VIII) it explained that elementary school could add some extra lessons in curriculum, as long as it does not confront against the objective of National



Education. Furthermore, another decree of the Ministry of Education and Culture (No. 060/U/1993) said that English lesson could be taught in Elementary school as the local subject in fourth grade.

## METHOD

This study applied qualitative method. English teachers and Guardian class of Madrasah Ibtidaiyah Muhammadiyah Kota Gorontalo were chosen as a participant of this study. There are two steps to collect the data, i.e., by observation and interview. Moreover, three steps are used in analyzing the data, i.e., by data reduction, data display, and verification.

## FINDINGS

The section is divided into two parts, those are: the data finding of implementation of English subject as extracurricular from observation and the teachers' perception of the implementation of English subject as extracurricular from interview. **The data finding of implementation of English subject as extracurricular from observation**

### *The Preparation of Teaching English as Extracurricular in Elementary School.*

The preparation of teaching English as extracurricular in Elementary school is divided into some parts, they are: model of the syllabus, purpose of learning, material of learning, media for learning, method of learning, assessment, and source of learning.

#### *Model of Syllabus.*

Based on the observation, model of the syllabus at MI Muhammadiyah Gorontalo is based on the curriculum of KTSP. The reason is to put English teachers at ease in composing the material of learning. By that, the components of the syllabus still refer to KTSP guideline, i.e., competency standard, basic competency, learning material, learning activity, indicator, assessment, time allocation, and learning source.

### *The Functions of Learning.*

As said by the teachers of MI Muhammadiyah Kota Gorontalo, English is taught at extracurricular activities in purpose of an introduction. By introducing English early to the students, the students could produce more correct pronunciations and good English expressions. This also can develop students' basic proficiency in four basic English skills. The introduction of English subject at MI Muhammadiyah Kota Gorontalo was included in all of the grades..

Based on the observation, teacher at MI Muhammadiyah Kota Gorontalo adjust learning material based on students' capability. It could be seen in learning and teaching process where the students could finish the task well and they could answer teachers' questions.

### *Learning Media.*

The English teachers at MI Muhammadiyah Kota Gorontalo utilized available learning media, such as whiteboard, chalk, and others. Teachers did not use other learning media such as PowerPoint, LCD, tape recorder, computer, radio, and video in learning and teaching process.

### *Learning method.*

Based on my observation, all of the English teachers at MI Muhammadiyah Kota Gorontalo used talkative method. The reason is, in choosing method of learning, it should be suitable with the student's capability. The application of talkative method could be seen in the 1st to 5th grade. On the other hand, in the 6th grade, teacher was used jigsaw method.

### *Assessment.*

Based on the observation, the kinds of assessment at MI Muhammadiyah Kota Gorontalo can be divided into two kinds, speaking test and written test. Speaking test is evaluated based on their performance, telling story or making conversation between two or more students in front of the class.

The process of assessment through speaking test could be seen in the 4th, 5th and 6th grade where teacher invited the students to present the



assignment in front of the class. On the other hand, the application of writing test could be seen in students' worksheet. Process of evaluating through writing test can be seen the 1st, 2nd and 3rd grade. Teacher in the 1st class gave a task to the students by writing name of days in English and Bahasa Indonesia on the white board and asked the students to write the meaning of this task into Bahasa Indonesia and English. Then, teacher in the 2nd and 3rd class gave a task to the students through student's worksheet.

#### ***Learning source.***

Based on the observation, learning source that used by the teacher at MI Muhammadiyah Kota Gorontalo are cited from books and the Internet.

#### ***The Implementation of Teaching English as Extracurricular in Elementary School***

The Implementation of English Subject as Extracurricular in elementary School especially at MI Muhammadiyah Kota Gorontalo was divided into three steps of learning included of opening activity, main activity, and closing activity. Opening activity consisted of giving greeting, asking the students' preparation, and evaluating the last material. Then, the main activity consists of explaining the material, question session, dividing the students into individuals or groups, and facilitating and motivating the students in doing the task. Thus, closing activity consists of summarizing the material of learning what is already learnt, inviting the students to do reflection, giving homework, and giving a message to the students.

#### ***The Teachers' Perception of the Implementation of English Subject as Extracurricular at MI Muhammadiyah Kota Gorontalo based on the Interview***

The English teachers at MI Muhammadiyah Kota Gorontalo have some perceptions of the implementation of English subject as extracurricular in elementary school. It is supported by the teacher argument through the interview.

#### ***Model of Syllabus.***

Based on the observation, model of syllabus at MI Muhammadiyah Kota Gorontalo still refers to the curriculum of KTSP. Teacher #2 (personal communication, October 23rd, 2014) in the interview mentioned that "our school applied curriculum of KTSP but has Thematic of K-13". Additionally, teacher #1 (personal communication, November 1st, 2014) stated that "we used curriculum of KTSP as our guidelines".

#### ***The function of learning English.***

Teacher #2 (personal communication, October 23rd, 2014) mentioned that "the students pronounced better of English vocabularies and they produced good English expression." Besides, second language must be introduced in the early period of children as well as learning the mother language". On the other hand, teacher #1 (personal communication, November 1st, 2014) said that "so that the students have provision when they continue their study to the next level (Junior High School)".

#### ***Learning Material.***

Based on the interview, teacher #2 (personal communication, October 23rd, 2014) stated that if there is a student that did not understand the material of learning, teacher made "re-direction". In contrary, teacher #1 (personal communication, November 1st, 2014) described that "by giving motivation, or by giving reward such as star-shaped stamp in their books.

#### ***Learning Media.***

Commonly, most of the teachers at MI Muhammadiyah Kota Gorontalo used learning media in the teaching process. As I gave a question to the participants as "do you use learning media in teaching English in regular class and full day?" teacher #2 (personal communication, October 23rd, 2014) stated that "yes, I do". Moreover, teacher #1 (personal communication, November 1st, 2014) said that "we used media of learning. Media of learning that can be used are books, cassette, pictures from the computer, or the things around students.



### *Learning method.*

The teachers are using a learning method in the teaching process. As stated by teacher #2 (personal communication, October 23rd, 2014) "I used cooperative learning and contextual learning. On the other hand, teacher #1 (personal communication, November 1st, 2014) argued that "learning method should be suitable with the student's capability. For instance, learning method in the first class is talkative method or give a task".

### *Assessment or Evaluation the result of learning.*

Based on the observation, the evaluation the result of learning at MI Muhammadiyah was through speaking test and a writing test. It can be seen from the explanation of the teachers of MI Muhammadiyah as below:

Teacher #2 (personal communication, October 23rd, 2014) stated that "the way to measure student's comprehension of the material of learning is through result of the test/products. Thus, form of assessing of teaching English in this school refers to the four skills, those are: listen, speak, read, and write. Furthermore, teacher #1 (personal communication, November 1st, 2014) said that "form of evaluating the result of learning in the first class is through speaking and writing test.

## **DISCUSSION**

### **Model of Syllabus.**

It is known that in the recent curriculum, English was not included in regular subject. Therefore, to avoid this problem, the teachers at MI Muhammadiyah Gorontalo still used curriculum of KTSP as their guideline in teaching. Thus, model of the syllabus at MI Muhammadiyah Kota Gorontalo was appropriate to the components of the syllabus of KTSP included of standard competency, indicator, learning material, learning activity, assessment, and learning source. All of these components are used in composing the material of learning.

### **The Function of Learning.**

The school still teach English subject at Muhammadiyah Kota Gorontalo. The reason to keep the English at MI Muhammadiyah Kota Gorontalo was English and Computer lesson had become important subjects as other subjects since 12 years ago. Therefore, learning English in MI Muhammadiyah Kota Gorontalo is one of the crucial factors in the educational environment. By learning English early, it helped the students to develop their proficiency of English in the next level. Synchronizing with the statement of English teachers in MI Muhammadiyah Kota Gorontalo, they said that it is important to get English for the students into Elementary school. By getting English in Elementary school, the students have provision when they continue their study at the next level.

### **Learning Material.**

In giving the material of learning, especially to the students in Elementary school, it should be relevant or appropriate with their capability, reality, and interest. By adjusting the material of learning with the students' capability, it provides the students an ease in accepting the material of learning. In addition, by creating an interesting material of learning, it helped the students were interested and comfortable in learning. However, the students in elementary school are categorized as young students, which are easy to be bored and have a short attention. Thus, the teachers need to dig out their creativity to modify their style of teaching.

### **Learning Media.**

Learning media is one important factor in learning and teaching process. By having good learning medium, it would help to make students feel interested, comfortable, and active in the classroom. The students in elementary school have short attention in learning. Therefore, they need an interesting learning media which can help them focus and concentrate on learning.

As said by the teacher that learning media can be book, cassette, computer, picture, or the things that are close to the students. In fact, based on the observation, teacher in the 1st, 2nd, 3rd,



4th, 5th, and 6th class were referred to use textbook and white board as their learning media.

### **Assessment.**

Assessment can be divided into two parts; speaking test and written test. Based on the observation, evaluation the result of learning in speaking test refers to the student's performance. For instance: story telling or conversation. On the other hand, in the writing test is referred to make short conversation, make a short story, or make a sentence.

### **Learning Source.**

Based on the observation, learning source at MI Muhammadiyah Kota Gorontalo is cited from textbooks and the internet. The material of learning is about dialog. It can found in the 6th class where the teacher divided the students in groups, and gave the text of dialog to every group.

### **The Implementation of Teaching English as Extracurricular at MI Muhammadiyah Kota Gorontalo.**

In opening activity, teacher made some activities as giving apperception, giving greeting, evaluating the last material, relating the last and the next material. Then, in main activity, teacher made some activities such as explaining the material of learning in detail, checked student's understanding of the learning material, whether they understand or not, gave a task to the students, controlled the students' activity in doing a task, responded students' question by using polite response, and collected and examined the students' task. Thus, in closing activity, teacher made some activities of learning includes of evaluated and summarized the material of learning, and gave homework.

### **Limitation of the Study**

Limitation of this research can be divided into some points. First, actually this research conducted in two schools in Gorontalo city, they

are MI Muhammadiyah Kota Gorontalo and SDN 46 Kota Gorontalo. In fact, SDN 46 Kota Gorontalo in academic year 2014-2015 had disappeared English subject as extracurricular in this school. The Headmaster of this school just took Pramuka as extracurricular. Therefore, this research just focused to conduct a research at MI Muhammadiyah Gorontalo. It is known that his school was still applied English subject in Elementary school even though was being extracurricular only.

Second, the participants are from English teachers and class guardian only, they are Guardian class (teacher of 1st class) and English teacher (teacher of 2nd and 3rd class). Other teachers are not available for interview, but they have a similar overall perception with the participants.

Third, the main focus of this research was the implementation of English subject as extracurricular in Elementary School. This research was focused to examine learning and teaching process of English subject as extracurricular in Elementary school particularly at MI Muhammadiyah Kota Gorontalo. Therefore, the next researcher could conduct extensive study on the implementation of the English Subject in Elementary School.

### **CONCLUSION**

Based on the result of research on the implementation of English subject as extracurricular in MI Muhammadiyah Kota Gorontalo, there are some points to analyze. Those are the model of the syllabus, the function of learning, learning material, learning media, assessment, and learning source. The model of syllabus used by the English teacher at MI Muhammadiyah refers to the syllabus of KTSP. English is taught at MI Muhammadiyah Kota Gorontalo in purpose to make the students to be familiar of English as early as possible, the students have four skills of English includes of reading, writing, speaking, and listening early, and to provide basic of English when they continue their study in Junior High School. Most students can understand the material given.



Moreover, The English teachers at MI Muhammadiyah Kota Gorontalo used textbook and white board as learning media. All of them did not use other learning media, such as: LCD, picture, video, cassette, and so on. Furthermore, there are two ways of evaluating students' capability; they are speaking test and written test. Most English teachers used textbook as the source of learning. Yet, there is one of the teachers that used source of learning from textbooks and internet. Steps of learning are divided into three steps, those are: opening activity, main activity, and closing activity.

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