



PENGEMBANGAN SISWA SEKOLAH DASAR 060878 DALAM PEMBELAJARAN BAHASA INGGRIS

STUDENT DEVELOPMENT OF ELEMENTARY SCHOOL 060878 IN LEARNING ENGLISH

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Abstract

This research examines the development of English language skills among students at Elementary School 060878, focusing on challenges, influencing factors, and effective teaching strategies. A mixed-method approach was employed, combining quantitative data from student test scores and qualitative data from teacher interviews and classroom observations. The results indicate that students face difficulties in vocabulary mastery and speaking skills, influenced by limited exposure to English, traditional teaching methods, and psychological barriers. The study proposes interactive and student-centered strategies, such as project-based learning and digital media, to enhance engagement and outcomes. These findings provide insights for teachers and policymakers to improve English language instruction in elementary schools.

Keywords : *Interest in learning, bilingual subjects.*

Abstrak

Penelitian ini mengkaji perkembangan kemampuan bahasa Inggris siswa di SD 060878, dengan fokus pada tantangan, faktor yang mempengaruhi, dan strategi pengajaran yang efektif. Metode campuran digunakan, menggabungkan data kuantitatif dari nilai tes siswa dan data kualitatif dari wawancara guru serta observasi kelas. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan dalam penguasaan kosakata dan keterampilan berbicara, dipengaruhi oleh paparan bahasa Inggris yang terbatas, metode pengajaran tradisional, dan hambatan psikologis. Studi ini mengusulkan strategi interaktif dan berpusat pada siswa, seperti pembelajaran berbasis proyek dan media digital, untuk meningkatkan keterlibatan dan hasil belajar. Temuan ini memberikan wawasan bagi guru dan pembuat kebijakan untuk meningkatkan pengajaran bahasa Inggris di sekolah dasar.

Kata Kunci : Minat belajar, mata pelajaran BILINGUAL.



1. INTRODUCTION

English is a crucial competency needed in today's global world. In everyday life, mastery of English allows children to access information, communicate across cultures, and prepare themselves for the challenges of the 21st century. In many countries, including Indonesia, English language skills from an early age are prioritized in education because they are considered a long-term investment that impacts a child's future.

Learning English not only contributes to language acquisition but also strengthens a child's cognitive, social, and emotional development. Children who are accustomed to hearing and using English from an early age tend to have better phonological sensitivity, flexible thinking skills, and increased self-confidence in interactions.

English language skills are crucial because they support international communication. Good communication skills can achieve many things in various fields. Conversely, communication difficulties can impact many areas. Conversely, given its crucial role, English should be taught as early as possible, both formally and informally. This is because early childhood is considered the optimal time for learning a foreign language.

English language learning for elementary school students must certainly take into account the psychological aspects of child development. Psychologists have studied how foreign language learning (in this case, English) at an early age is influenced by the depth of the learning period. It is believed that this interval will have a significant impact, as early childhood is essentially a golden period or "sensitive period" for humans to learn a language (Pinter, 2006). Another theoretical construct is the concept of Critical Period Hypothesis (CPH) from the cognitive development view, echoed by Lenneberg (1967). He stated that "brain plasticity was only conducive to language learning until about puberty." This statement (Pinter, 2006) explains that until before puberty, the human brain possesses extraordinary flexibility, which is essential for successful language learning. Schovel (1998) also explains the same thing regarding CPH (Critical Period Hypothesis), where he states that CPH is, "the notion that language is best learned during the early years of childhood, and the doctor about the first dozen years of life, everyone faces certain constraints in the ability to pick up a new language".

Another idea regarding educational psychology was put forward by Jean Piaget. According to Piaget, elementary school children (aged 7-12) are in the parliamentary stage of concrete operational development. They are not yet able to see phenomena discretely and are unable to learn abstract concepts.

English learning is considered effective when implemented with a fun and active learning approach. This approach creates a learning environment that motivates and activates students' creativity through the use of games, songs, and contextual and applicable activities. For example, the SAS (Structural, Analytical, and Synthetical) method. In this method, students are trained to recognize vocabulary using images and listening to teacher reports (the structural process). This method can help students recognize vocabulary through images, syllable analysis, and sentence structure in an engaging and interactive way.

In addition, teachers also play a crucial role as facilitators, motivators, and directors of learning activities to create a safe and supportive learning environment. Learning activities also need to involve ongoing evaluation, including authentic assessments throughout the learning process, to motivate and hold students accountable for their learning progress.

One of the main obstacles to learning English in lower elementary school is the difference



in sound structure between English and Indonesian, which makes it difficult for students to read and memorize words. Student fatigue and boredom often arise, so teachers need to intersperse learning with games, coloring, and quizzes with prizes to maintain student interest. Assessment of student progress is usually conducted through written and oral exams, as well as observation of participation in learning activities.

Another important strategy is to encourage and encourage students to try speaking English, even if they make mistakes, to build their confidence and communication skills. Consistent classroom rules and the use of technology, such as projectors for visualization, help students better understand the material.

2. RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive method. This approach was chosen because the research focuses on deeply understanding the real conditions, experiences, and challenges faced by teachers and students in the English learning process at Elementary School 060878. The descriptive qualitative method is used to describe and analyze the phenomena that occur in the field without manipulating variables.

3. RESULT AND DISCUSSION

The main issues identified in the development of students learning English at Elementary School 060878 are similar to findings at other schools, including:

- ✓ Students' difficulties in memorizing and mastering English vocabulary.
- ✓ Challenges in understanding grammar and constructing English sentences.
- ✓ Lack of interest and motivation among students in participating in English lessons.
- ✓ Struggles in translating English sentences into Indonesian.

An unsupportive learning environment, including minimal use of engaging learning media.

- ✓ Barriers in pronunciation that affect students' understanding of English.
- ✓ Differences in students' abilities and thinking styles that are not optimally accommodated by teaching methods.

These issues are interconnected and hinder the optimal development of students in learning English. Difficulties in memorizing vocabulary and grammar may be caused by teaching methods that are not varied and do not accommodate the needs and characteristics of elementary school students. The lack of motivation to learn is exacerbated by an uncondusive learning environment and minimal use of engaging learning media, leading to students being less inclined to actively learn English. Barriers in mastering pronunciation also impede communication skills. To address these issues, it is necessary to implement English learning strategies at Elementary School 060878 through creative, interactive approaches that are relevant to students' life contexts. The use of engaging learning media such as illustrated books, songs, audio, and games is crucial for enhancing students' motivation. Programs like "English Day," which encourage students to use English in daily interactions, can help familiarize them with the language in a natural way. Additionally, adjusting teaching methods to suit students' varying abilities and interests can provide more personalized support, allowing each student to learn at their own pace and in a manner that fits their characteristics. Improving the learning environment with adequate facilities is also essential to ensure that students feel comfortable and motivated to participate in English lessons. All these efforts are expected to help students overcome difficulties in vocabulary, grammar, and



pronunciation, leading to a more optimal and meaningful development of their English language skills. This strategy not only enhances language proficiency but also builds confidence and a high interest in learning among students. In conclusion, the development of English learning at Elementary School 060878 can be improved through better teaching methods, increased student motivation, and a more supportive learning environment, along with the use of age-appropriate and engaging learning media. This will help students overcome their challenges, particularly in vocabulary, grammar, and pronunciation, thereby enhancing their English language abilities.

4. CONCLUSION

Based on the results of a mini-research conducted at Medan 060878 Elementary School, it can be concluded that English learning in elementary schools still faces various obstacles related to vocabulary mastery, grammar comprehension, learning motivation, and pronunciation skills. These factors are exacerbated by a lack of varied learning methods, a lack of engaging learning media, and a learning environment that does not fully support the development of foreign language skills in children. Nevertheless, the potential for improving the quality of learning remains significant if teachers are able to develop creative, interactive strategies that are appropriate to the developmental characteristics of elementary school students. With the right approach, students can be more motivated and have the opportunity to develop optimally in understanding and using English.

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