

English Learning in Primary School 2 Kenteng Nogosari (Ethnographic Research at SD Negeri 2 Kenteng Nogosari)

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Abstract

The study aims to gain a deep and comprehensive understanding of the English learning process of students of Grade II SD N 2 Kenteng Nogosari using ethnographic method in a qualitative approach. This process includes the roles of teachers and learners. Teachers can create a good learning atmosphere, have a positive impact on students' learning and achieve optimal learning outcomes. She is also the director of individual and group activities. Learners will always feel safe because teachers care about their students throughout the independent learning process. This approach is based on assumptions about the nature of language and how language learning occurs. Learning English is about developing contextual skills and acceptable English. It depends on the context, conditions and everyday circumstances of the learner. We recommend integrating research findings into popular teaching materials that are appropriate to the needs of students.

Keywords: English language learning, ethnography, teacher as guidance

1. Introduction

SD N 2 Kenteng Nogosari, a National Standard School (SSN), is located on Nogosari-Mangu Street. This elementary school offers English language instruction at all levels. Students in grades I through VI take English instruction as local content (mulok). This is because worldwide communication demands English, hence the ability to speak English is one of the abilities that students must grasp from the start in Indonesian education. In this situation, learning English encompasses four English skills: hearing, speaking, reading, and writing. Currently, in elementary schools, English courses are still taught following a coherent topic and then directly taught these four abilities, thus mastering these skills can be considered the results of student learning.

Learning is defined by Gagné and Briggs of Brown as the effort of one person whose goal is to help others learn. Therefore, five assumptions support learning: (1) learning should be planned to facilitate student learning; (2) short-term and long-term phases should be included in learning design; (3) learning planning should not be chaotic and more than simply providing a stimulating environment; (4) learning effort must be design using a systems approach; and (5) learning must developed based on knowledge about how people learn. Brown (1994: 89) argues

that learning is frequently thought of as a translation of the term "pedagogy," which refers to the interactive process between learners, educators, and learning resources in the learning environment.

In a different section, Uno (2007: 54) makes the case that learning can be viewed as an interactive process that involves practice, learning materials in the learning environment, and instructors/teachers in order to accomplish certain learning objectives. Learning is viewed as an interactive process that involves the learner and their surroundings in order to improve behavior. The act of utilizing all or part of a learner's potential and its significance for the learner's present and future lives, as well as for themselves, is the fundamental idea behind the learning process.

In addition, Gagné and Briggs in Brown (1994: 9–10) clarify that learning consists of a number of elements, including preparing students for the lesson by drawing their attention and letting them know what the lesson's objective is. (3) encourage the recollection of prior teachings, (4) provide instructional resources and learning tools (5) give instruction, (6) develop learning objectives, (7) offer criticism, (8) assess learning objectives, and (9) advance retention and transfer studies.

Speaking English in Indonesia, the majority of English lessons are given in foreign languages. When it comes to language education, there are two types of languages that are taught: alien languages are those that are not used for communication in the country in which they are taught, and second languages are those that are spoken widely in a country but are not the primary language. Meanwhile, studying foreign languages is usually taught in schools as a subject to achieve basic communication and acquire the language's four skills (speaking, reading, writing, and listening) within strict guidelines.

In the meantime, Hapsari (2012) said that the Ministry of Education and Culture's Decision No. The document 060/U/1993, dated 25 February, talks about making English a subject in local elementary schools. This serves as the guideline for teaching English to elementary students in Indonesia, according to the Ministry of National Education. This program can start in 4th grade. The wish to take part in the global world made us choose this policy. English used to be an optional subject for local content, but now it is required in many areas. Also, English classes start in grades 1, 2, and 3 of elementary school, instead of starting in grade 4.

Johnson (2000: 12-13) says that there are two main areas that ethnographic studies look at, and these are important for learning and teaching a second language. These are ways to share information in education. This means that there are two main topics for ethnographic research: studying education and studying communication. These areas of interest are especially connected to learning and gaining (second) languages. Johnson (2000: 12-13) broadens the idea of educational ethnography to cover the study of all kinds of educational activities, not just those related to schools. He explains that school ethnography is the study of schools and how they work, including how students learn and adapt to different cultures in foreign schools. It also looks at how students interact with their friends at school.

Creswell (2008: 473) explains that ethnography is a way of doing research that looks closely at a group to understand their actions, beliefs, and language related to their culture. Participant observation is a way to study people closely, so we used a qualitative method for our research. Ethnographic research has these main features: (1) it collects data from real-life

situations; (2) the researcher is the main tool for gathering information; (3) the final report gives a detailed description; (4) the analysis starts from specific observations to broader conclusions; (5) different methods are used to check the accuracy of the data; (6) the people being studied cooperate with the researcher; (7) the sample group is chosen for a specific reason; and (8) the research plan is created while in the field.

In 2010, Juanda conducted a study called "Literacy Learning Based on Adult Needs and Cultural Factors" as part of his doctoral thesis. This research looked into how these factors influence literacy learning in South Sulawesi. The study used ways to gather information by observing and interacting with people in their own environments. This study looks at three main things: (1) cultural ideas, (2) social and cultural factors that help people learn useful information, and (3) factors that influence how well people learn useful information, all to make teaching and learning better. This study is mostly about eliminating illiteracy by promoting learning. Because of this, we need to do studies about learning English that focus on other topics.

This study wants to understand three main things: (1) how people learn English, (2) the ways and techniques used to learn English, and (3) how teachers help and support students learning English at SD N 2 Kenteng Nogosari.

2. Method

This research uses a qualitative ethnographic method, which means it studies and understands people and their cultures in a detailed way. This method is used to explain (1) how people learn English, (2) different ways to learn English, and (3) how teachers help support English learning at SD N Kenteng Nogosari.

In this study, we gathered information using three methods: (1) watching people, (2) talking to people, and (3) looking at documents. We used four methods to analyze the data: (1) looking at the area of study, (2) organizing information into categories, (3) breaking down parts, and (4) examining cultural themes. To check if the data in a study is valid, we look at reliability, transferability, dependability, and confirmability.

3. Result and Discussion

At SD N 2 Kenteng Nogosari, learning English starts by getting students excited. The teacher or a student tells stories to everyone in the class. The main activities include learning in class and having experiences outside of class. At the end, students reflect on what they have done. Researchers can understand how students start learning by watching them and talking to people involved. At the beginning, students say hello to the teacher, who replies to them. Then, they have a group prayer and check who is present in class. At the start of the lesson, we tell a funny story or play a word guessing game. The teacher might make a simple guess, or a student can share a story in English in front of the class. Activities like this are done to help students want to study harder so they can communicate better in English. But teachers don't always do this at the start of every lesson. Sometimes, they encourage students by offering suggestions.

Core learning activities are practical learning experiences where teachers and students work together. These activities happen both in the classroom and outside of it. This step starts by telling students about the topic and what they will learn. Next, talk about the topic as a class. Split

into groups and let students suggest solutions for it. This was done to see how well the students understood the subject they were learning. Learning happens at the same time as checking progress. In learning English, checking how well someone is doing isn't just at the end; it happens all along the way. This is called authentic assessment.

The final learning activity is a task that shows how much the student understands the material they just learned. This activity involves students giving feedback. It shows how students understand and react to learning by doing things like answering questions, speaking in English, and writing essays in English. You can find information about this process for each learning activity in the classroom observation documents.

Learning happens not just in the classroom but also outside, like in the language lab, on the school roof, or in the park and around the school. The teaching method that teachers use is called the SAS method, which stands for Structural Analysis and Synthesis. At SAS, students learn words by looking at pictures and listening to the teacher say the words. The word is broken down into parts, or syllables, based on how it sounds. The last step is to put letters together to form syllables, then join the syllables to make words, and finally connect the words to create sentences.

Researchers have noted that when teachers use the SAS method, they find it easy to share information with their students. When this happens, students will feel happy to share their thoughts in English because they want to and don't have to worry about grammar rules. In this activity, students often feel pressured to learn new words they don't know. This method can be costly because there are many different sentences to memorize. People are worried about making mistakes in their sentences or about speaking correctly based on the suggested ways to form sentences. But the truth is that students can use English sentences easily and naturally.

Studies show that at SD N 2 Kenteng Nogosari, students learn English using the SAS method. This method uses real-life situations and focuses on understanding the structure of sentences and combining ideas, especially for younger students. At SAS, students learn to identify words by looking at pictures and by listening to their teacher pronounce them. The word is broken down into sounds and letters based on how it is pronounced. The last step is to join letters to make syllables, then syllables to form words, and finally words to create sentences.

Learning strategies that focus on getting students involved in connecting what they learn to real-life situations. This helps students use what they learn in their daily lives.

The teacher at SD N 2 Kenteng Nogosari helps students learn English in many ways. They design the lessons, provide resources, motivate students, assist them, guide them, serve as a good example, direct activities, assess progress, and work together with students as learning partners. Contextual learning helps teachers connect what students are learning to their everyday lives. It encourages students to see how the knowledge they gain can be used in family, community, and work situations.

From the perspective of modern learning, both students and teachers are the focus of education. In this situation, the student is not just someone who learns, and the teacher is not just someone who gives information. Instead, they work together in the classroom to reach their learning goals. The student plays an important role in learning, according to Sanjaya. He believes

that students are growing and developing as individuals. A student's ability to learn depends a lot on how much they have grown and what they have experienced. Every student likes to learn new and difficult things. So, for kids, learning means trying to find answers to tough questions. Learning for kids is when they discover how new things relate to what they already know. (4) Students learn by improving what they already know (assimilation) or by creating new ideas (adjustment). In the learning process, students are the main focus. They should take an active role in finding and solving problems. The teacher's job is to help students who are having trouble understanding or solving these problems.

4. Conclusion

Considering the restricted time that analysts have, there are still a few perspectives that have not been touched upon in this investigate, counting extra-curricular exercises. This can be since executing extra-curricular exercises requires time exterior of educating and learning hours and requires a parcel of time considering that there are very a parcel of extra-curricular exercises at this school.

Above the portrayal, it can be concluded the method of learn English review II of SD N 2 Kenteng Nogosari includes the parts of instructors and understudies. Instructors can make a great learning air to have a positive affect on student's learning prepare and eventually maximize learning results. The educator too acts as a pioneer of person and bunch exercises. Understudies will feel secure and cared for instructors are continuously by their side indeed when they are considering autonomously. As an assessor of students' learning accomplishment advance, it has an affect on students' sense of self-esteem and this will persuade understudies to proceed to compete and be capable for their learning handle. Instructors as facilitators and asset people on modern materials for understudies will create a feeling of being encouraged and tolerating of the distinctive needs of each understudy.

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