

English Language Learning at Al- Ittihadiyah Elementary School

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Abstract. English is one of the subjects that exist in basic education and provision for elementary school children. before entering further education in SLTP. Elementary English needs to be taught and introduced to children at this level, so that their understanding of learning English can be understood properly and clearly. This research aims to find out how English learning is taught at the elementary school level. This type of research is descriptive qualitative. The subject of the research was class 5 which amounted to 26 students of Al- Ittihadiyah private elementary school, Medan. The instruments used are interviews, questionnaires, observation and documentation. This research aims to obtain an in-depth and comprehensive understanding of the process of learning English to learners by using a qualitative approach to produce a form of English learning that is more in touch with the language needs of learners.

Keywords: *English Learning, Understanding, Elementary School Level Dasar*

Abstrak. Bahasa inggris merupakan Salah satu Mata pelajaran yang ada pada pendidikan dasar dan bekal bagi anak-anak sekolah dasar. sebelum memasuki pendidikan lebih lanjut di SLTP. Bahasa inggris SD perlu diajarkan dan dikenalkan kepada anak-anak pada tingkat ini, agar pemahaman belajar bahasa inggrisnya bisa pahami secara baik dan jelas. Di tengah Penelitian ini bertujuan untuk mengetahui bagaimana pembelajaran bahasa inggris di ajarkan pada jenjang sekolah dasar. Jenis penelitian ini adalah deskriptif kualitatif . Subjek penelitian adalah kelas 5 yang berjumlah 26 peserta didik sekolah dasar swasta Al- Ittihadiyah, Medan . Instrumen yang digunakan yaitu wawancara, angket , observasi dan dokumentasi. Penelitian ini bertujuan untuk memperoleh pemahaman yang mendalam dan komprehensif tentang proses pembelajaran bahasa Inggris pada peserta didik dengan menggunakan pendekatan kualitatif.Hal ini untuk menghasilkan bentuk pembelajaran bahasa Inggris yang lebih menyentuh kebutuhan berbahasa peserta didik

Kata Kunci : *Pembelajaran Bahasa Inggris, Pemahaman, Level Sekolah Dasar*

INTRODUCTION

The learning process is a fixed activity between students and teachers as teachers, where in these activities there is interaction between teachers and students in learning situations. The success of learning activities is determined by the cooperation of teachers and students. The success or failure of the teaching and learning process is a measure of learning. If we refer to the operational formulation of learning success, then learning is successful if it has the following characteristics: 1) the ability to assimilate teaching materials to a high level of achievement, both individually and in groups. 2) the behavior outlined in the specific learning objectives is achieved by students both individually and in groups. 3) the process of understanding the material, which successively brings the material to the next stage. (Pasaribu, p. 2015)

English is the main subject and teaching for primary school children before continuing their studies to secondary school. At this level, children should be taught and introduced to basic English, and in this case the teaching of English in primary classes should use teaching methods that are easily adopted by children as one of the local content learning. English has become essential for every student's future. The need for students to learn English is assessed to support daily life in the development of the field of communication and to support global learning. Listening skills, speaking skills, reading skills, and writing skills can be applied through fun learning methods to attract students to actively participate. As for speaking, you can learn by doing simple things like greeting the teacher at the beginning and end of class. From there the teacher can hear the students' pronunciation and intonation. Speech is the ability to say words to convey or express intentions, thoughts, ideas, and feelings that are arranged and developed according to the needs of the speaker, so that the listener understands what is being said. (Ibn, 2018)

Student learning interest often affects student learning outcomes, with low learning

intentions, it is very likely that it will produce learning outcomes that are not optimal, in addition to the above, the low learning intentions of students by the way of delivery by the teacher. English lessons are lessons that are considered difficult by most students in elementary schools, so that learning media is needed to attract students' attention to arouse students' interest in learning. From this problem, learning media is needed that can arouse interest in learning and help students to learn existing material. The learning media can be used by teachers, one of which is by using interactive multimedia learning media applications that will be illustrated with computer technology with various interesting animated images so that students' interest will be awakened.

But the most important thing is that through interactive multimedia learning media students will find it easier through the application of multimedia-based learning, it will be able to help students understand the material provided by the teacher and of course will affect student learning outcomes. And through multimedia-based learning, it will make it easier for teachers to carry out their duties to convey subject matter to students, besides that this learning media will indirectly introduce technology to students and teachers themselves. introduce technology to students and teachers themselves.

Based on Regulation No. 060/U/1993 of the Minister of Education and Culture, the head of office of the second level (city or municipality) of the Department of Cultural Education (currently Depdiknas) is competent to designate a subject as local content) with the approval of the regional office, provided that the local English content is designed to understand spoken and written information and simple expressions. (Depdiknas, 2006) The regulations also say that in the 4th grade you can start with basic English lessons. This decision is correct because primary school students are at an age where their speech is still flexible and their motivation to learn is very high. (Dulay, 1982)

Based on Permendiknas No. 22 of 2006 on Content Standards and Permendiknas No. 23 of 2006 on Graduate Competency Standards, English is one of the compulsory local subjects for all students in grades I-6 K -12. The agreed time is 2 lessons. Local content is a curriculum activity that develops competences adapted to the characteristics and potential of the region, including regional excellence, the material of which cannot be concentrated in existing departments. The content of the local content is decided by the school. From the above explanation, we can understand that before, English was not compulsory for primary school children. English subjects are placed in local content (eg regional languages) and teaching materials (Depdiknas, 2006).

(Brown, 2007) says that learning is often seen as a translation of the term "teaching", which is the Educational Profession process of interactions between students and teachers and learning resources in the learning environment. Gagne and Briggs in Brown explain learning as the human effort to help people learn. Thus, there are five prerequisites that support learning, viz. (1) learning must be planned in such a way that it facilitates student learning, (2) short and long-term phases are included in learning planning, (3) learning planning should not be superficial and only supportive. environment, (4) learning must be planned systematically and (5) learning must be developed based on knowledge about human learning. In the second part (Uno, 2007) it is stated that learning can be interpreted as communication between parties. in teaching with a teacher/teacher and/or learning tools in the learning process to achieve certain learning goals.

It shows that learning is an interaction between students and their environment in which changes occur to improve behavior. The basic principle of the learning process is a process that includes all or most of the potential of the students and their importance for themselves and their lives now and in the future.

Language is basically the regular expression of people's thoughts and feelings using the voice as a medium.

Language According to Harun Rasyid, Mansyur and Suratno (2009: 126), language is a structure independent of users and meaning as a sign that decides the purpose.

According to the Great Dictionary of Indonesia (Hasan Alwi, 2002: 88), language refers to an arbitrary system of sound symbols used by all people or members of society to cooperate, communicate and identify in the form of good. conversation, good behavior, good manners.

In Indonesia, English is usually taught as a foreign language. The term "foreign language" in linguistics differs from the term "second language". A foreign language is a language that is not used as a medium of communication in the country where it is taught. Meanwhile, a second language is a language that is not the main language but is one of the most spoken languages in the country. A foreign language, on the other hand, is usually taught as a subject in schools with the aim of acquiring basic knowledge of communication and to some extent acquiring the four language skills (listening, reading, writing, speaking).

The conclusions of Al-Ittihadiyah Private Primary School are valid that learning English is learned of.

RESEARCH METHODS

This study is a descriptive qualitative study. Qualitative research is research that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts, used to find explanatory principles that lead to conclusions. This research aims to describe how English learning process is taught at Al-Ittihadiyah private elementary school, Jl. Bromo No.25, Tegal Sari III, Kec. Medan Area, Medan City, North Sumatra. The subject of this research is class 5 which consists of 26 students who follow the learning process.

The instruments used in this research are interviews, questionnaires, observation and documentation. Interviews were conducted with English subject teachers and school principals. Observation and documentation activities were carried out at Al- Ittihadiyah private elementary school, Medan, and questionnaire activities were carried out with students from grade 5.

The flow of research that has been carried out is: The first stage carried out is direct observation of how English learning takes place then the problems seen during the learning takes place. The second stage is an interview with the principal and teachers who teach English subjects. The third stage is giving questionnaires to 5th grade students related to English learning. The fourth stage is documentation, which is collecting the data needed in this study. Data analysis techniques used are data reduction, data presentation and conclusion drawing. While the data validity test uses data triangulation.

Data collection techniques were applied through observation, interviews, field notes and documentation. Observation is a process or method of data collection in which researchers go directly into the field to observe the behavior and activities of people in a research setting by asking a series of questions that the researcher really wants to know and allowing the participants to offer them freely. . their views (Creswell, 2016). Interviews are one of the techniques that can be used to collect research data and can be done face-to-face interviewing participants, telephone interviews or participating in specific groups (Creswell, 2016).

Field notes are written records of what is heard, seen, experienced and believed in connection with the collection and reporting of data in qualitative research (Moleong, 2007). Documentation is someone's record or work related to the collection of records such as public records (eg newspapers, books, journals, office reports) or private records (eg journals, diaries, letters, emails) (Creswell, 2016).

Interview guides, observation guides, field notes and documentation were used as

data collection tools. Data validity is done through triangulation, Sugiyono (2010) explains "In data collection techniques, triangulation is defined as a data collection technique that combines different data collection techniques and already existing data sources". This study uses triangulation of sources and triangulation of data collection techniques to test the validity of the data.

Data analysis technique was Miles and Huberman data analysis technique. Miles (1994) explained, "Miles and Huberman's technique of data analysis is done continuously, focusing on the process in the field with data collection and interactively continuously until the data is saturated. Analysis activities include data collection, data reduction, data presentation, and drawing and verifying conclusions.

RESULTS AND DISCUSSION

English may be a all inclusive dialect since most nations within the world utilize it as their fundamental dialect. In expansion, English is an critical universal dialect to think about or learn. Numerous nations, particularly previous British colonies, make English their second dialect after their mother tongue.

In spite of the fact that English may be a foreign dialect in Indonesia, it plays an vital part in our everyday life. This could be seen within the world of instruction in Indonesia. English is one of the subjects instructed to essential and college understudies. The Indonesian government begun the presentation of English as early as conceivable for essential school (SD) or madrasah ibtidaiyah (MI) understudies through the 1994 Center Educational modules (four). In spite of the fact that the 2013 educational programs presented in SD/MI in Indonesia does not include English classes, this does not cruel that instructing English in schools is precluded. Schools can still offer English classes through extracurricular programs.

Diverse English dialect learning procedures can certainly make understudies

curious about learning. This can be a challenge for rudimentary English instructors. Instructors require consistent development so that understudies can effectively take part within the learning prepare. The predominance of redress and redress utilize of English in Indonesia is still exceptionally moo, less than eight percent of.

In fact, English makes Indonesia more famous internationally because the country's potential can be conveyed well in the international language. Moreover, there is still an assumption that Indonesians who speak English are not considered nationalist, even though this assumption is wrong that Indonesia is a developing country so it still has to follow the international world which makes English an international language.

It is indisputable that English is used as a standard language in official meetings of the United Nations worldwide. It is often used when we first enter the airport or port of the country we are going to. This shows that English is widely used. Therefore, learning and mastering the English language is necessary, if we do not want to say that it is necessary.

In Indonesia, learning English is still very difficult for most people and sometimes even scary for some groups. A few years ago, before it was introduced in primary schools, English was taught for 3 (three) years in primary school; 3 (three) years in senior high school, judging from the length of study, 6 (six) years is a long time to master a skill, but also to be fluent in English in simple structures. Many people don't know English.

Yet if you ask Indonesian children what they want to be, most of them want to be pilots, doctors, and others. All these jobs require a good command of English to progress. 'English is big business. English skills are important for one's competitiveness.

Good English skills will result in good competitiveness, which also benefits our country.' But that doesn't mean we should forget Indonesian, which has become our national language.

Within the course of learning English, the understudy must encounter learning deterrents. These boundaries can lead to suboptimal student learning results. This will happen to anybody, counting understudies considering English and non-English programs of think about. Hasan (2000) states that the trouble faced by many understudies of English as a outside dialect may be a need of understanding of English elocution communicated by tuning in to fabric at ordinary speed.

Rahmawati (2014) states within the book *Perusing Aptitudes* that the issue of understanding perusing writings is the need of perusing fabric and the numbness of interfacing thoughts between sentences. Composing aptitudes are troublesome since these activities require complex and precise considering, but English learners must ace them.

Agreeing to Rukmini (2014), dominance of composing abilities is additionally vital for communication. The advantage is felt when the composed dialect is distributed and examined by numerous. So the quality of composing must continuously be made strides. With respect to talking aptitudes, Megawati and Mandarani (2016) found in their consider that the challenges understudies frequently confront in talking English is due to a need of English lexicon.

From the issues that emerge, it normally energizes the educator or dialect educator to pay more consideration to the condition of his understudies and after that to their capacities in applying learning. Without cautious planning, learning exercises will not work successfully. These preparations can be seen within the learning execution arrange (LPP), materials, media and evaluation. By understanding the issues confronted by understudies, the teacher can do self-reflection to discover out how compelling the learning is within the classroom and move forward the quality of understudies).

Issues in learning English are not as it were show at the rudimentary, center school and tall school levels, but proceed to the college level. A few considers have appeared

this for all English dialect aptitudes (Kharma, 1981; Megawati and Mandarani, 2016; Lituanas et al. (1999); Hasan, 2016).

This also applies to understudies who are not English majors. Each understudy is certainly curious about distinctive subjects. So not everybody likes English and chooses English majors.

EF English To begin with has distributed the primary comprehensive report on the English Dialect Record, or EF English Dialect Record (EF EPI), in 44 nations based on inquire about conducted by a worldwide instruction body. English capability is exceptionally moo in Indonesia, positioned 34th, whereas Malaysia is positioned 9th, EF EPI is the primary file to compare the English capability of grown-ups across countries. It employments special test information (adjusted strategy) from more than two million individuals in 44 nations who took free online tests over three a long time (2007-2009) (Fisher, 2011).

As a to begin with step, one cannot disregard the representation of English dialect instruction in Indonesia nowadays in the event that seen from the viewpoint of instructive equality. schools found in enormous cities or schools with numerous extravagant offices or uncommonly planned schools like RSBI. In common, there appears to be a isolating line between the city and the rural areas, most open schools and private schools in terms of correspondence in English instruction. city understudies are much more joyful than rural students. For case, understudies within the city can effectively enlist in English courses taught by either neighborhood instructors or local speakers, simple get to to ponder materials, and numerous other conveniences of English programs. On the other hand, understudies in fringe zones frequently consider beneath restricted conditions.

Based on the above description, the equal distribution of spaces and facilities supporting the learning process also has a different effect, students or students learning English in the urban area have better English skills than students in the suburbs. Thus, it

can be concluded that one key to good English acquisition is to continue to actively use English or actively participate in using English (the target language), as most students in urban areas do.

The results of data collection on English language learning and its status at SD Swasta Al-Ittihadiyah Medan were conducted on May 7, 2024. In this study the researcher collected information through interview tools, questionnaires, observation and documentation. The results showed that English learning is positioned as a curriculum that must be completed in grades 4-6. English learning is carried out on Tuesdays every 09.00, English learning takes place according to the lesson plan which consists of listening, speaking, reading and writing. During English learning, students are asked to bring a translation book to make it easier for students to understand English words or sentences.



Figure 1.1 Ongoing Learning

English learning begins by motivating students by telling stories in front of the class with the teacher or a few students. The key activity is the learning process and experiences inside and outside the classroom, and the end-to-end assignment reflects the activities students have completed. The final lesson is an activity in which students' overall knowledge of the subject taught is taken into account and evaluated. This activity is student feedback which is seen when students respond to learning through specific activities, such as the ability to answer questions and speak in English, as well as showing work in the form of English writing or essays.

Information regarding this procedure can be seen in the appendix of the observation of each class activity. In learning English, the lecture, discussion and demonstration methods are used. In the lecture method, the lecturer explains the material then the students are asked about the material, which is then explained by the teacher based on observations and interviews with teachers.

This method is less effective because not all students listen or pay attention because it feels quite boring, but the teacher has a way to reduce boredom when the lecture method is less effective. Usually the teacher explains the material with colorful hand puppets, the nature of elementary school children is to like colors and is designed to attract students' attention. Then in the reasoning method, in this method the teacher groups students and presents a picture, story or question to be discussed to find the answer. This method is quite effective because teachers often use reading picture stories.

Based on the comes about of the survey, all understudies had diverse conclusions almost the foremost troublesome aptitudes to procure. No expertise was ignored. Be that as it may, when comparing one dialect aptitude to another, the comes about appear that talking is at the most noteworthy level.

A few of the reasons why they chose to talk are: need of English lexicon, troublesome to keep in mind, troublesome articulation since it is exceptionally distinctive from Indonesian, fear of being off-base, fear of companions chuckling and need of dialect aptitudes. Knowing linguistic use. A few of the variables that cause challenges of understudies are in emotional factors of the understudies. Typically affirmed by the comes about of the consider by Afisa and Yolanda (2015), agreeing to which the variables causing trouble in learning English are the recurrence of practicing talking English and mental components (in this case it can be said that it are full of feeling components).

The moment put is in tuning in. When tuning in to English recordings or introductions, understudies cannot take after the ordinary voice of local English speakers. At that point the need of lexicon and understanding of English highlights makes them get it the substance of the discussion, in spite of the fact that the speed is balanced for Indonesian or non-native speakers.

Tuning in issues were too watched by Paakki (2003), who considered English learners between Japanese and Finnish. It is specified that the condition of English dialect learners from Japan is influenced by contrasts in English complements, so the tuning in comprehension isn't ideal, it influences the elocution of the target dialect. Not at all like the Japanese, Finnish understudies feel exceptionally joined to the British emphasize, so the dialect delivered is still moderately good. Writing is the foremost troublesome errand. ESP for understudies in this setting.

But few students find composing difficult to memorize. This can be since within the learning prepare, they approach the composing prepare, which must go through a few steps some time recently the English composing is distributed.

Composing comprises of laying out, altering, altering, changing, checking significance and distributing substance. The significance of a handle approach to composing is profoundly suggested since communicating an thought requires an activity prepare that can create thoughts and refine its components. In expansion, appropriate learning situations are required, so that challenges emerging with the media are minimized.

When the thought created is related to a story content, one accessible device is cartoons (Megawati and Anugerahwati, 2012). The slightest trouble in learning English is perusing. Most understudies think that perusing is the least demanding thing to do. The figure on which students base their reply is their intrigued within the perusing. In spite of the fact that the dialect of instruction is English, they still appreciate

this activity. Another reason is that whereas perusing, understudies have a content that they can utilize as coordinate reference fabric when replying questions related to understanding the content.

However, the notion that reading is a hard skill cannot be ignored, even if the number is very small. Based on the information obtained, it is difficult for students to understand the content of the English reading due to weak vocabulary control, which makes it difficult to interpret the message contained in the reading of.

(Agustin, 2016) says that learning media through teaching and learning activities is anything or everything that can be used in channeling messages (learning materials) or material so that it can stimulate the attention, thoughts, and feelings and interests of students in learning activities to achieve certain learning. As a result, it can be concluded that learning media is a tool or anything that can be used for teachers or learning assistants to provide messages or material through the learning process so that it is expected to be able to stimulate the attention, thoughts, and feelings and interests of students in the process of teaching and learning activities (Faturhman, 2016) Media will be a supporting medium in developing creativity and skills considering that in the implementation of English learning using learning methods with Audio-Visual. (Rismayanti, 2021)

The demonstration method is a commonly used method because it uses media tools that facilitate students' understanding of the material being taught and can attract students' attention. English learning at Al- Ittihadiyah private elementary school also uses media in the learning process. The media used are storybooks, hand puppets, alphabets, videos and real objects that can be useful as a learning environment. Then there are relevant and facilitated learning materials such as textbooks, storybooks and others. The results also reveal that some students still experience difficulties in learning English, namely based on the results of the

questionnaire, around (35%) students experience difficulties in learning English, while (65%) students argue that English is not a difficult subject. Based on the research results, students' English learning scores are sufficient, although there are still many scores that deviate from the norm. Then the evaluation is carried out, the evaluation is carried out in writing and orally.

CLOSING

This research reveals that English learning at Al-Ittihadiyah Private Elementary School is conducted through various methods such as lectures, discussions, and demonstrations, with the support of learning media such as storybooks, hand puppets, alphabets, videos, and real objects. The evaluation results show that some students have difficulty in learning English, but the students' learning scores are sufficient. This shows that the demonstration method used is effective in facilitating students' understanding of the material taught.

In addition, the study also highlighted that the use of learning media such as serialized pictures can improve students' writing skills in English. Thus, the combination of diverse learning methods and creative use of learning media can have a positive impact in improving students' skills in learning English. This confirms the importance of a holistic approach in the learning process, where evaluation results become the foundation to continue developing more effective and innovative learning strategies.

This research aims to explore the understanding of how English is taught at the primary school level and the importance of learning English for students at Al-Ittihadiyah Elementary School in Medan, Indonesia. Through qualitative methods such as interviews, questionnaires, observation, and documentation, data were collected to show that English is a universal language that is important for international communication. However, English learning in Indonesia still faces various challenges, such as difficulties in pronunciation, reading

comprehension, writing complexity, and limited vocabulary.

Although it is important for competitiveness, learning English should not make Indonesian forgotten. Students face various barriers in learning English, especially in speaking skills followed by listening, writing and reading skills. The articles also highlight various methods and strategies to improve English learning, such as SAS and the use of serialised picture media. Students in urban areas tend to have better English skills due to better access to resources.

By using a variety of creative learning methods and media, students' English skills can be improved. Evaluation results are also considered important for developing effective learning strategies. Thus, this research highlights the importance of English language learning in primary schools in Indonesia, the challenges faced by students, as well as the role of educators in the education profession.

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