DEVELOPING STUDENT'S COMMUNICATIVE COMPETENCE THROUGH ENGLISH LEARNING MATERIALS FOR THE THIRD GRADE OF PRIMARY SCHOOL STUDENT: A CASE STUDY

Jenny Flora Tambunan
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Esa Unggul, Jakarta
Jl. Arjuna Utara No. 9, Tol Tomang, Kebon Jeruk, Jakarta – 11510
boje_forever@yahoo.com

Abstract
This study was conducted to reveal kinds of English learning materials used in the context of learning English as a foreign language to develop students' communicative competence for the third grade of primary students. A single unit of learning materials stated in lesson plan and implemented in the teaching and learning process were the main sources in this study besides interview as the additional source. A case study was used as the design of this study. The result of three document analysis from lesson plan indicates that the learning materials used by the teacher are teacher language whether spoken or written, and any materials used that support the topic such as text book as the main source, songs and stories. The result of observation indicates that teacher talk and teacher language whether spoken or written through songs and stories can support the development of students' basic communicative competence. Last, the result of interview emphasizes on any approaches used by the teacher by knowing student's interest and relates it with the learning materials used. In this case, this study indicates that the eight learning materials stated in three lesson plans and carried out in four classroom observations show that all of the learning material can develop students' communicative competence through songs, stories, and any learning materials support the topics.

Keywords: developing student's, english learning materials, primary school student

Abstrak
Penelitian ini bertujuan untuk menggambarkan jenis-jenis materi pembelajaran yang digunakan unutk mengembangkan kemampuan komunikasi siswa dalam konteks kelas. Unit materi pembelajaran yang direnakan dalam rangan pelaksanaan pembelajaran (RPP) dan diimplementasikan dalam proses belajar mengajar merupakan sumber data utama dalam penelitian ini selain wawancara sebagai sumber tambahannya. Studi kasus dipilih sebagai desain dari penelitian ini. Hasil analisis yang diperoleh dari tiga rencana pembelajaran yang direncanakan dan digunakan selama proses belajar mengajar adalah pembicaraan guru baik lisan maupun tulisan, dan segala bahan ajar yang mendukung materi pembelajaran tersebut seperu buku paket sebagi acuan utama, lagu dan cerita/dongeng adalah materi pembelajaran yang digunakan dan dapat mendukung kemampuan kemampuan dasar siswa. Melalui 1x wawancara hasil wawancara menekankan materi pembelajaran pada bahasa guru melalui pendekatan-pendekatan yang dilakukan guru dengan mengetahui minat dan kesenangan siswa yang nantinya dihubungkan dengan materi pembelajaran. Dalam hal ini penelitian ini menunjukkan bahawa delapan materi pembelajaran yang terdapat dalam tiga rencana pembelajaran yang diimplementasikan dalam empat proses belajar mengajar dapat mengembangkan kemampuan berkomunikasi anak melalui lagu, certa dan bebabgai materi pembelajaran lain yang mendukung.

Kata Kunci: materi pembelajaran, bahasa inggris, siswa sekolah dasar

Introduced

Learning materials is one of the essential components in the teaching and learning process. Moon (2000) states that material are an important resource for teachers in assisting students to learn English. Richards (2001) also defines materials as the key components that serve as the basis for the input learners receive in language programs. Materials are designed to serve as sources for effective learning. In a simple phrase, this study refers to materials that available in English

textbooks because the teacher use textbook as the primary source to design English learning materials for the students.

Learning materials can be anything that available inside or outside the calssroomm which can provide first-hand experiences of the target language and present the language being learned (Scarino, 1998). It is worth considering that English progam for young learners has various kinds of materials that can be used in teaching learning process, such as songs, stories, games, toys, textbooks, poems, pictures, flashcards, worksheets, teacher's talks, etc. textbook is the most used learning materials in classroom. Brown (2001) states that textbook is the most obvious and cmmmon form of learning material support for language instruction.

Children who learn English as foreign language in Indonesian elementary school still face many serious challenges. Besides the use of learning materials, the children also lack of scoal uses of English language in real life situations, which would likely involve them in their daily life (Crest, 2002). The students need to face real English communication in order to develop their language competence. Moon (2001) adds "in the foreign language situation, the student depend almost entirely on the school for input".

In developing student's com-municative competence, it relates to the materials and activities got by students during the learning process. The students are expected to do the physical activities. From the physical activities or hands on experiences, Moon (2000) states that " the use of songs, rhymes, poems, drama and classroom routine all help to give students access to ready-made bits of language so they can begin to communicate". The students are able to begin communicate in their daily life by practice and communication simulation.

Local curriculum content standards of Englis in DKI Jakarta is a government policy which is listed the purposes learning English for primary school students in Jakarta. The students are expected to have such competence: listening, speaking, writing, and reading.

For that reason, it is needed to conduct a study to investigate the use learning materials whether the learning materials can support the development of primary school students' communicative competence or not.

Significance Of The Study

The study can contribute short description of English learning materials that can develop students's communicative competence employed by the teachers, and current information about teaching English as foreign language in elementary level in Indonesia, especially in Jakarta. The study can be beneficial for the schools and teachers as a selector or developer in providing or choosing the learning materials that suits with the students need as demanded in standard content of primary level; and the policy maker in educational sector in evaluating the curriculum.

English Learning Materials

The scholars have introduced some kinds of learning materials for primary school level. Moon (2000) defines that materials are part of an important resource for teachers in assisting pupils to learn English. Materials are used specifically with the intention of increasing pupils' knowledge and experience of the language. the materials can be textbook, workbook, storybook, videos, cassettes, pictures, brochures, menus, text, oral instructions, words written on the blackboard or whiteboard, poster at the front of the room, teachers' initial questions and instructions or other real-life artifacts.

The categorization of learning resources and materials has discussed by Curtain and Pesola (1988). They are (1) relia, eg, balls, magnetic letters, flowers (2) picture visual eg brochures, flash cards, picture files (3) classroom equipments eg white board, chalk board (4) audio visual equipments eg overhead projectors, video cassette recorder, slide projector (5) textbooks or printed materials.

Moreover, paul (2003) mentions that course book, worksheets, notebooks, workbooks, supplementary books, flashcards, pictures, animals, and puppets, toys, games and accessories, computers, audio and video are the kinds of learning materials and equipment that can be used by the teacher in the teaching learning process.

In other side, Harmer (2002) states that teachers can use a variety of teaching aids such as picture, images, the overhead projector, the board, bits, and pieces (realia, language cards,Cuisenaire rods) to explain language meaning construction and engaged pupils in a topic or as the basis od a whole activity. He also explains that picture and realia can be used for drilling or practicing the vocabulary, for cueing different sentence, for presenting, checking meaning, explaining the meaning of the words, checking the pupil's understanding, getting pupil to predict what is coming next in a lesson and creating communication activities for example games, song and role-play games, song and role-play will provide excellent contexts for language learning since it is related to what is happening in the situation (Ferguson, 2008). Games and song can be used for drilling vocabulary and practicing pronunciation (Brewster at.al 2003, Scarino 1988). Moreover, games and song can be used as warmer as a transition form one activity to the next, as closer, to get pupils' attention etc (Brewster at.al 2003), whereas, role-play and simulation can give pupils a portrait of using language in the daily life. It is believed that the pupils' ability to learn and master new vocabulary is much higher when they are engaged and enjoy themselves in such fun and interactive learning environment than if they are simply learning by memorization or drilling (Ferguson, 2008).

Scarino (1988) categorizes that (1) teacher's talk, other classroom talk, recording talk, written information, realia, and other written text outside the classroom will provide communicative data in the target language (2) games, drama, writing activities, integration of activities will promote communicative use of the target language (3) textbooks, songs, film, poems, stories, pair work activities, text from published sources with accompanying word cards, and flash card will provide resources for whole class, group and individual learning.

Furthermore, since the learning materials is part of learning resources, this would be included: pupils' themselves, objects, manufactured materials (eg papers, erasers, and glue), text-based materials (eg textbook, readers), visual (eg chart, pictures), realia, storybook, puppets, worksheets, etc (Moon, 2000). Brewster (2003) adds that worksheet distributed to each pupil to do in class or at home, may be written by hand, word-processed and photocopied. Teacher-made test can be considered as a kind of worksheet.

In conclusion, learning sources and materials for foreign language learning can be available inside or outside the classroom. They can be come from the teacher's talk whether in the form of spoken or written language; and other resources that support the learning materials for examples teachers' gesture, pictures, songs, games, textbook, poems, stories, worksheet, role play, simulation and realia in the claasoom that emplotyed by the teacher during the teaching ana learning process.

Teaching and learning English for primary school in Indonesia. Teaching and learning English for primary school in Indonesia have been started since 1994. At that time, English in the primary have been introduced as one of the local content subject as stated on 1994 curriculum SK No. 1702/105/1994 (Kasihani, 2002). English was introduced in early level of education because it is influenced by global development. Brewster (2003) states that young learners are the potential learners to learn foreign language especially English because it is required to learn in facing the demand of globalization.

English lesson in primary school is intented on developing pupil's language competences in using English in the school context and developing pupils awareness of the importance of English in global community context (BNSP, 2006)
1. Develop competence to communicate orally on a limited basis to accompany the action (language Accompanying action) in the context of school
2. Have an awareness of the nature and importance of the English language to improve competitiveness in a global society

Since English in Indonesia is considered as a foreign language, English in primary school is designed as the clocal content subject in the context of introducing English language. as the local content, English learning materials should be closely dan naturally connected to the real experiences of the students in the real world; and the activities should have clear and

meaningful goal for the students and involve the students actively in tasks, which require the use of English. Therefore, the topics focus on classroom context in "here and now" situation that can enable the learners to use their general knowledge to interpret language that they do not actually know.

Well (1987 as cited in BSNP, 2006) states primary school students are at the performative level of English literacy. At this level, pupils are expected to be able to read, write, listen and speak with symbols, which she/he has known. Students have to be abel to use the symbols means that the students ara bale to understand and communicate with very simple English in social context such as identifying English in public notices, commercials, food and beverages labels, toys' label, medical labels, story book, magazine, news; able to express their ideas in simple written English means that the students are able to communicate using English with their friends, parents, or teachers and to entertain themselves for example singing English songs, watching English movie or news and other enjoyable children activities.

Davis (2002 in Titi Nur Sholehati, 2009) stated that the most successful teachers have to be able to use both English language many times in every class and appropriate learning materials, including in beginner class. Mustafa (2002) added that students should have a great deal of exposure to, engagement in, and support for the language they are learning. This means that students should have sufficient opportunities to hear and see the English language being use for communicative purposes in their social environment. In addition, students must have opportunities to use English, especially in the context of learning language for communicative purposes.

It can be concluded that the objectives of teaching English for primary school is introducing English so that students have positive attitudes toward English and have self-confidence in using spoken or written English text through the integral development of the four language skills.

Communicative Competence

Communication has become the organizing principle for the second language teaching at every level of instruction. Sauvignon (2001) uses terms of communicative competence to characterize the ability of classroom language learners to interact with other speaker. Further, he explains that this capability is not restricted only to spoken language but also writing as well. Richards (2006) draws the aspects of communicative competence as follow:

a. Knowing how to use language for a range of different purposes and functions
b. Knowing how to vary our use of language according to the setting and the participants (eg how to use formal and informal speech)
c. Knowing how to produce and understand different types of texts
d. Know how to maintain communication despite having limitations in one's language knowledge

There are some ways that can be used in creating context for communication through learning materials proposed by Curtain and Pesola (1988), such as:

a. The use of games because games can provide motivation and a sense of play that brain research and teacher experience indicate can enhance both leanring and memory. Games can also provide a structured setting for the practice of common social and conversation-starting formulas for which there is not sufficient opportunity in the everyday classroom
b. The use of language experience activities that involve children in concrete experiences surrounded bay language. Here, language used to recall the experience provides the basis for discussions, for demonstrations, for class group-story book and for variety of other possibilities.
c. The use of songs, rhymes, and finger plays that involve large and small motor physical actions
d. The use of props and concrete materials. Children throughout the elementary school years continue to learn best from concrete situations.

Hence, refers to those scholars, communicative competence can be summarized as the ability to use language for different

purposes, the ability to vary the language in different setting and context, the ability to produce and understand different level text and the ability to maintain the language. each school should develop its own criteria for selecting materials for inclusion in English lesson, but virtually all criteria relate to two general requirements that materials must (1) have a clear connection to established educational objectives and (2) address the needs of the students for whom they are intended.

TPR (Total Physical Response) is the most technique that often used in one form to another in the EFL classroom (Paul, 2003). Paul gives example of TPR is for teachers to give contributions in english first combined with actions, and then give the same instructions again without the actions. The children give their understanding by following the instructions without needing to speak. Many teachers in the asia EFL classroom quite understandably question the validity of TPR in its original form because it does not give the children enough opportunities to speak, so they modify it or just use it for particular language targets.

A common modification of TPR in the asian classroom is for the children to say whatever they are doing. If the teachers say "Please stand up" the children may stand up and say in chorus "we are standing up". many TPR purists might be shocked by the extent to which this goes against the original philosophy behind TPR, but children in asia classrooms need as many opportunities as possible to speak.

One problem is that these modifications tend to turn the English lesson into teacher driven ritual where the children are very active but where there are insufficient opportunities for children to think for themselves and develop as autonomous learners. There is a way around this, particularly with patterns for which TPR is suited, such as for introducing instructions like stand up, point to the door and put your hand on the table. The children can speak out while performing the actions, but the teacher can make the activity more child-centered by surprising them with new instructions.

Conceptual Framework

Learning material is a key component in most language program. It can be said that learning material is one important element of the classroom teaching and learning process. In can be textbooks, workbooks, pictures, magazines, audiovisual aids, etc. student communicative competence for primary level is divided into listening and knowing, listening and understanding, and listening and responding.

This study aimed to find out kinds of English learning materials for the third grade of primary school students. The materials then will be analyzed to see whether the learning materials given develop student communicative competence or not. The analysis includes kinds of learning materials, three aspects of communicative competence, and usage. Kinds of learning materials would be put as what is stated in lesson plan and carried out in teaching and learning process. The three aspects of communicative competence would also be revealed as the writer's guidance to know whether the learning material have already develop students communicative competence or not. Then the usage will reflect the functions of certain materials in creating a communicative environment.

Design of study

This study is conducted through a case study in order to get in-depth information about kinds of english learning materials that can develop student communicative competence. Through case studies, this study aimed to gain in-depth understanding of situations and meaning for those involved (Algozzine, 2006).

Data Collection Method

The data is collected through interview, document collection and classroom observations. Teacher interview is used to gather the information about the way the teacher select and develop the materials. It was conducted and recorded to support the information about the learning materials from the observations. The lesson plan is to reveal the teacher competence in case of material selection. Classroom observation will focus on the way the teacher handles the materials.

Data Analysis

The data from non-participant classroom observations and interviews were analyzed by transcribing data of teaching – learning process. The data gathered in this study were mainly descriptive data, which had been narrated by using a procedure, proposed by Woods (1996) and Alwasilah (2000) as follows:

a. **Data labeling**. The data were classified by holding the description related to the focus of the study

b. **Data reducing**. The observation data were reduced based on the needs of the study and was put in the table because of the amount of data collected during the classroom observation

c. **Data categorizing**. The data reduced were categorized based on the synthesis, which was mention in the conceptual framework.

Finding and Discussion

All the lesson plans have complete components. The consist of an identity of the school, learning objectives, learning methods, stages of learning activities, standard of competence, basic competence, indicators, learning sources, and assessment. The teacher has already used many and varied learning materials in teaching and learning process. Form the interview, the teacher said the same as what she did in the classroom:

> *"Kadang buku atau kadang-kadang ada games, quiz, puzzle, puzzle games gitu. Kayak LKS gitu diprint out trus mereka bagikan satu-satu, turs games, cerita, history, dongeng, ...trus ... apalagi yah...kayaknya sih itu aja. Dari buku-buku yang lain, kadang-kadang bawa buku cerita, mereka suruh baca. Gitu aja kalau udah selesai jam pelajaran (answer number nine from interview protocol)*

For the learning material components, the teacher said that she reflect it to the curriculum and students need in the interview:

> *Pertimbangannya, pertama kan kita lihat dari kurikulum terus dilihat topiknya apa sama dengan temanya yang cocok apa. Habis itu ...ehmm...habis itu, baru kita lihat dari bukunya. Habis dari bukunya cocok apa enggak, cukup apa enggak waktunya, kita lihat anaknya. Anaknya kira-kira hari ini interesting gak ya kalau kita kita ngajar ini? Kadang-kadang gini, kita mau ngajar A tapi anak-anaknya, kondisinya tidak memungkinkan. Makanya, "kamu mau apa hari ini belajarnya?" kadang-kadang saya tanya gitu juga. Oh, saya mau belajar ini. Nah, biasanya mereka mau belajar itu, mereka lebih seneng gitu. Yang penting, yang ada di kurikulum, tuntutan dari kurikulum kita penuhi. Gimanalah caranya membawa permintaan anak itu dibawa supaya anak-anak senang, kurikulum terpenuhi. Gitu aja"*
> (answer number four from interview protocol)

The teacher also said that she stated the learning materials clearly in lesson plan. The teacher made it by herself. It can be proved by the teachers' statement through interview.

> *"Kalau aku sih mengembang-kan sendiri. Kadang-kadang aku tanya dulu "Bu, materinya apa sih hari ini?" gitu kan. Ibu, pelajaran matematikanya sampai mana, IPS nya sampai mana, IPA sampai mana!. Oh, sampai sini. Yah, kadang-kadang dimasukkin juga. Kayak kelas III sebenernya sih kayak tematik tapi kan saya kan di sini gak diajari tematik yah. Jadi hari ini misalkan belajar tentang lingkungan, ntar dimasukkin misalkan tetang buah-buahan. Itu kan masuk lingkungan, gitu kan? Yah,*

kayak gitu aja. Jadi kadang-kadang nanya aja tapi gak bener-bener yang kita sharing yang gimana-gimana. Gak. Terus saya kembangkan sendiri."
(answer number five from interview protocol)

For the appropriateness of learning materials, the teacher considered that the learning materials carried out has already matched with the students's need and educational objectives. It can be seen from the interview below:

"Kalau menurut saya, Sesuai. Dibilang rendah, memang agak rendah. Tapi lihat kondisi anaknya. Kalau dikasih yang lebih tinggi, dia agak.....yang ada"aagghh apaan tuh, Miss?" gitu. Jadi, kalau menurut aku sih cocok pas lah suitable for third class."
(answer number three from interview protocol)

From the interview, the writer concluded that the teacher know how to teach young children with appropriate materials. English learning materials stated in lesson plan and carried out in the teaching and learning process developed student communicative competence. It can be seen from the result that indicates eight learning materials through four classroom observations have been developed students' communicative competence because they have fulfilled two aspects from three aspects of communicative competence for young learners. The eight learning materials also indicated communicative purposes, such as to recall the experience, to express the classroom language, to help students to develop their positive attitudes, to discuss information related to specific interest, to build students' understanding, etc (Curtain and Pesola, 1988, 120)

In conclusion, the learning materials can develop students' communicative competence by using song, stories, substitution drill, positive reinforcement and a communicative

instructions to the students (for example: repeat after me, look at me, listen to me, write, say, and guess).

From this study, the writer found the weakness in teaching and learning english as a foreign language. The weakness was the teacher often used Indonesian to deliver the lesson to the students. The eight learning materials carried out in the teaching and learning process have been supported the development of students' communicative competence although the teacher have not used english totally in delivering the english subject. The weakness of the teacher habits which often used Indonesian would made students couldn't learn english well. Thus, the weakness of this study could be used as the further research.

Conclusion

This study was conducted to reveal kinds of english learning materials stated in lesson plan and carried out in the teaching and learning process to develop students' communicative competence for the third grade of primary school students.

Based on the data analysis and finding, the writer conclude that english learning materials stated in lesson plan and carried out in the teaching and learning activity develop students' communicative competence. It can be seen from the result that indicates eight learning materials carried out in the teaching and learning process through four classroom observations have been supported the development of students' communicative competence because all of them fulfilled 2 aspects from 3 aspects of communicative competence for young learners. All of the learning materials also indicated communicative purposes, such as to recall the experience, to express the classroom language, to help students to develop their positive attitudes, to discuss information related to specific interest, to build students' understanding.

In conclusion, the learning materials can develop students communicative competence by delivering the topic through songs, stories, substitution drill, positive reinforcement and a communicative instructions to the students (for example: repeat after me, look at me, listen to me, write, say, and guess)

References

Alwasilah, C. (2000). *Pokoknya kualitatif: dasar-dasar merancang dan melakukan penelitian kualitatif*. Jakarta: Pustaka Jaya.

Alwasilah, C. (2000). *Perspektif pendidikan bahasa inggris di indonesia dalam konteks persaingan global*. Bandung: CV Andira.

Badan Nasional Standar Pendidikan (BNSP). (2006). *Kurikulum muatan local: standar isi mata pelajaran Bahasa Inggris sekolah dasar dan Madrasah Ibtidaiyah*. Jakarta: Departemen Pendidikan Nasional.

Brewster, J., Ellis, G., & Girard, D. (2003). *The primary english teacher's guide*. New york: Pearson Education limited.

Curtain, H.A & Pesola, C.A. (1988). *Language and children making the match: foreign language instruction in the elementary school*. USA. Addison-Wesley Company.

Department of National Education. (2007). *Naskah akademik kajian kebijakan kurikulum mata pelajaran bahasa*. Jakarta: Departemen Pendidikan Nasional

Ferguson, M. (2008). Fun *and easy activities for indonesian schools*. Jakarta: yayasan pustaka kelana

Harmer, J. (2001). *The Practice Of English Language Teaching*. England: Pearson Education.

Jamilah, S. (2008). *English In Indonesian Primary Schools: An Overwhelming Fact Between The Expectation And The Reality*. Retrieved from http://researchengines.com/siti0908.html

Moon, J. (2000). *Children Learning English*. Oxford: Macmillan Heinemann

Paul, D. (2003). *Teaching English To Children In Asia*. Hongkong: longman

Rachmajanti, S. (1998). An Analysis On The Primary School English Curriculum And Its Implementation In Indonesia ELE July Vol.4, (1)

Suwandi & Bharaty, D.A. (2006). *An Insight Of Teachers' Readiness In The KTSP Implementation: An Overview Of The Teacher Trainer*. The 55th TEFLIN International Conference

Mustafa, B. (ed). (2002). *EFL For Young Learners*, CREST. Bandung.