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**ENGLISH TEACHING AT PRIMARY SCHOOL
TEACHER TRAINING PROGRAMME
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF SRIWIJAYA**

Sofendi

Abstrak: Pengajaran bahasa Inggris pada umumnya dapat diklasifikasi ke dalam tiga kategori: pengajaran bahasa Inggris, bahasa Inggris untuk tujuan khusus, dan bahasa Inggris untuk anak-anak. Kebanyakan program di universitas-universitas di Indonesia menawarkan bahasa Inggris sebagai salah satu dari kursus-kursus mereka. Salah satu program-program ini adalah program pendidikan guru sekolah dasar FKIP Universitas Sriwijaya. Pengajaran bahasa Inggris pada program ini tergolong bahasa Inggris untuk tujuan khusus yang bertujuan membantu mahasiswa memperoleh akses pada literatur akademis yang ditulis dalam bahasa Inggris dan menyiapkan mahasiswa menjadi guru bahasa Inggris di sekolah dasar.

Kata Kunci: English Teaching, ELT, ESP and EYL

English has widely been accepted as an international language for many purposes. This may imply, one of them, that English has widely been used as a means of communication in many sectors among people in the world. Consequently, directly and/or indirectly, English has also been taught to a large number of people in the world.

There are three general teaching types widely used in line with the teaching of English. The first one is English language teaching (ELT), teaching groups of students to learn English for general purposes. The second one is English for specific purposes (ESP) - teaching groups of students to learn English for specific purposes. The last one is English for young learners (EYL), teaching groups of children, e.g. primary school pupils, to learn English.

This paper is concerned with ELT and ESP, however, the focus will be more on ESP than ELT. In this paper, ELT and ESP will firstly and briefly be presented in the first two sections respectively. Next, the differences between these two will be highlighted. Then, the English teaching at Primary School Teacher Training Programme, Faculty of Teacher Training and Education, University of Sriwijaya will be described. Finally, the possible conclusion(s) will be drawn.

ENGLISH LANGUAGE TEACHING

The term ‘general’ English is hardly accepted by everybody. This is because English as a language cannot be classified into ‘general’ or ‘specific’ one. However, the ways of English teaching can generally be classified into, at least, three categories. These three categories are, as they have widely been accepted in the world, ELT, ESP and EYP.

In line with the teaching of English as far as ELT is concerned, there is a tendency that English is taught or learned for ‘general’ purposes. This is because the teachers as well as the students have no very clear and specific purposes to teach and/or to learn English. This condition implies that the teachers can possibly use, for example, a variety of teaching approaches, teaching methods, teaching materials, etc. Consequently, the students can also possibly learn English through a variety of learning conditions and situations.

The best example of ELT courses that we can generally identify is the teaching of English in secondary schools (Kennedy and Bolitho, 1985). In Indonesia, for example, ELT courses can generally be found in the teaching of English in junior high schools and, to some extent, in senior high schools.

ELT courses are generally carried out on the basis of two different ways: a top-down base or a bottom-up base. A top-down base is recognized when ELT courses are designed from a course designer’s point of view, e.g. a government, an institute, an English teacher, etc. A bottom-up base is adopted when ELT courses are designed from an analysis of stu-

dents’ needs. However, there is a strong tendency that ELT courses are carried out on the basis of a top-down base.

ELT courses are commonly recognized as courses of English for general purposes (EGP). It is quite acceptable that ELT courses are synonymous with EGP because the courses are designed not on the basis of specified purposes. Therefore, the students in an EGP course may have different purposes of why they learn English and English is introduced/taught to them tends to be general in a sense of, for example, a wide variety of teaching and learning materials taken from a variety of disciplines.

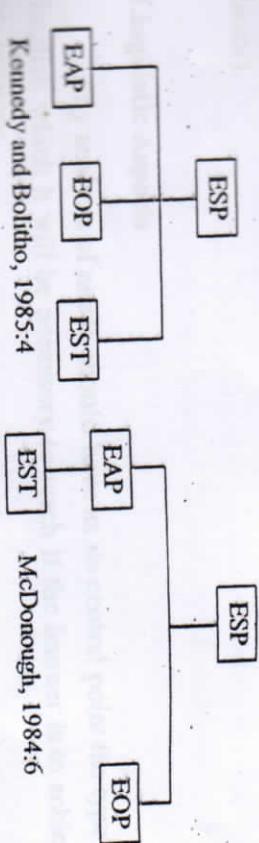
ENGLISH FOR SPECIFIC PURPOSES

The term ‘ESP’ is equivalent to ESP courses. It means that when someone talks about ESP, at the same time, he also talks about ESP courses. According to Munby (1978), ESP courses are English courses where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner. This definition clearly means that ESP courses are merely designed for the purpose of satisfying the students’ English needs – communication needs. In other words, ESP courses are designed on the basis of a bottom-up base.

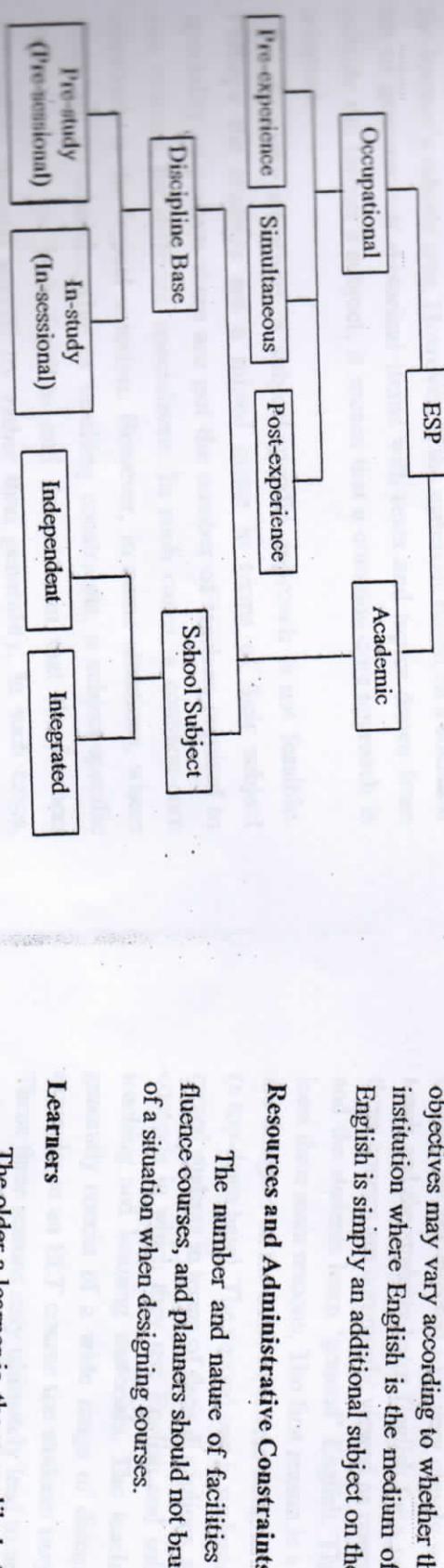
ESP courses are developed and designed on the basis of two general reasons: students’ needs and time. In line with these two reasons, Schleppegrell (1994) and McDonough (1984) respectively claim that ESP courses are developed through a need assessment that identifies what the students need to do in English (tasks), the contexts which they will do it (texts), and what their current level of English is, and ESP courses are typically imbued with a sense of urgency, stemming from the time constraints frequently imposed by learners and their sponsors.

According to Kennedy and Bolitho (1985) and McDonough (1984), ESP courses can generally be classified into three types: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and

English for Science and Technology (EST). However, they classify ESP courses in different ways as shown in the following diagrams.



Furthermore, Strevens (1977) as quoted by Kennedy and Bolitho (1985:5) classifies ESP into two types: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). Each of these types has sub-types as shown in the following diagram.



Although those three experts group ESP courses in different ways, Field (1994) identifies some similarities among them. He claims that all ESP courses are designed for adults who have (1) a common professional or job-related reason for learning English, (2) a common context

in which they use English, (3) content knowledge of their subject area, and (4) well-developed learning strategies.

Furthermore, Kennedy and Bolitho (1985) claim that ESP courses are generally influenced by at least four factors: roles of English, resources and administrative constraints, learners, linguistics aspects. Each of these factors should seriously be taken into account when we really want to design and run ESP courses. The following brief highlights show us why these factors need to be considered:

Roles of English

ESP courses can generally be influenced by the roles of English in the community, ESP courses are often an indirect result of political decisions made at governmental level about the role of English within the country in which the learner is studying, and those in the institute, course objectives may vary according to whether the students are studying in an institution where English is the medium of instruction or in one where English is simply an additional subject on the curriculum.

Resources and Administrative Constraints

The number and nature of facilities available should greatly influence courses, and planners should not brush aside the physical realities of a situation when designing courses.

Learners

The older a learner is, the more likely he is to have his own definite ideas on why he is learning English (age factor), the balance which has to be maintained between the linguistic and the conceptual level of the learner is perhaps more evident in ESP courses than in 'general' English (level factor), and if it is possible to find out a student's motivation for

learning English and match the content of the course to this motivation, the chances of successful language learning are increased (motivation factor).

Linguistic Aspects

Any analysis of needs should have as its central point the type of English which it will be necessary to teach if the learner is to achieve his purpose.

In line with selecting and determining the teaching and learning materials in ESP courses, Kennedy and Bolitho (1985) suggest two approaches, a subject-specific approach and a common-core approach. A subject-specific approach is used if the materials drawn directly from the learner's subject area. However, if the materials based on a common set of grammatical/ rhetorical items with texts and topics drawn from outside the learner's subject, it means that a common-core approach is adopted.

In many situations, a subject-specific approach is not feasible. Perhaps the students are a mixed group in terms of their subject speciality or perhaps there are not the number of teachers required to run courses for different specialisms. In such cases, a common-core approach is the logical solution. However, in some situations, where there are no administrative or teaching constraints, a subject-specific approach may be both feasible and desirable in that the learners themselves demand specificity rather than generality. In such cases, learners may become very irritated when confronted with texts which they regard as irrelevant to their needs.

learning English and match the content of the course to this motivation, the chances of successful language learning are increased (motivation factor).

ENGLISH LANGUAGE TEACHING VS. ENGLISH FOR SPECIFIC PURPOSES

Three aspects will be explored a little bit deeper in conjunction with discussing ELT and ESP courses. They are aims, teaching and learning materials, and teaching methods.

Aims

Aims of ELT courses and those of ESP courses can generally be viewed as general and specific ones. This view is based on the differences found in ELT and ESP courses. The differences that can be identified, among others, are course designs, students, and teaching and learning materials.

Aims of ELT courses are generally directed to general purposes of teaching as well as learning English. This is because the aims of ELT courses are not directed to a very clearly specified aim of why teachers teach and the students learn English for a period of time. Consequently, these courses are commonly viewed as courses where the teachers teach and the students learn 'general' English. This condition is caused by at least three main reasons. The first reason is a course design. ELT courses are designed on the basis of course designers or planners' points of view (a top-down base). The second one is students. The students are generally mixed students in terms of their disciplines, reasons for learning English, contexts in which they use English and subject areas. The last one is generally teaching and learning materials. The teaching and learning materials consist of a wide range of disciplines. This is because, for example, in an ELT course the students may have different disciplines. These three reasons may ultimately lead to an idea that English is taught or learned in ELT courses tends to be 'general' English.

However, aims of ESP courses are generally directed to specific purposes of teaching as well as learning English. In ESP courses, the aims are clearly specified of why the teachers teach and the students learn English for a period of time. For example, English for secretaries, English

for telephonists, English for waiters, etc. This condition is also caused by at least three main reasons. The first one is a course design. ESP courses are designed on the basis of students' needs (a bottom-up base). It means that the courses exist as results of analyzing students' needs of why they have to learn English. The second one is students. The students in an ESP course, for example, consist of the same group of students in terms of their professional or job-related reason for learning English, context in which they use English and subject area. The last one is teaching and learning materials. In an ESP course, for example, due to the students have the same needs of why they learn English, the teaching and learning materials tend to be specific, for example, one subject area only.

Teaching and Learning Materials

As in any English courses, teaching and learning materials which are used by the teachers and the students for the purpose of teaching and learning English depend on the aims that are going to be achieved. In line with the teaching and learning materials for ELT and ESP courses, there are two approaches that can be used to find out their differences: a subject-specific approach and a common-core approach (Kennedy and Bolitho, 1985).

In ELT courses, the teaching and learning materials are generally selected on the basis of common-core approach. This means that course designers or teachers can use a wide variety of disciplines or themes in selecting the materials. The selection of teaching and learning materials is closely related to the course aims and students. In terms of the course aims, the teaching and learning materials should be flexible, for example, the materials consist of a wide range of disciplines or themes. This kind of material is needed because the students, for example, in an ELT course are generally mixed students in terms of their disciplines, reasons for learning English, contexts in which they use English and subject areas.

Therefore, the common-core approach is considered the most advantageous one in selecting the teaching and learning materials for ELT courses.

Unlike the teaching and learning materials for ELT courses, the materials for ESP courses can generally be selected by using a common-core approach and/or a subject-specific approach. The decision on using a common-core approach or a subject-specific approach in selecting the teaching and learning materials merely depends on the condition of students. If the students have the same, for example, discipline, the specific-subject approach is of course recommended. However, if the students have different disciplines, then the common-core approach is suggested.

Teaching Methods

The term 'teaching methods' used in this paper refers to a teacher-centered teaching and a student-centered teaching. A teacher-centered teaching is widely known as whole-class grouping, traditional teaching or formal teaching, and a student-centered teaching is better known as small groups (Kutnick and Rogers, 1994). A teacher-centered teaching means that a teacher is a central focus in the teaching and learning process. A student-centered teaching means that students are a central focus in the teaching and learning process.

In line with finding out the differences on the teaching methods used in ELT and ESP courses, there is one single consideration that should seriously be taken into account – course designs. As it has already been described earlier that ELT courses are designed on the basis of top-down base and ESP courses are designed on the basis of bottom-up base. These two different designs implicitly and explicitly influence the teaching methods used in these two types of English courses.

In ELT courses as they are designed on the basis of top-down base, there is a tendency that the teachers use a teacher-centered teaching. This is because the teachers have to direct their students to target points as the courses are designed. This condition may, for example, lead to the teachers play active roles but the students do not.

In ESP courses, as they are designed on the basis of bottom-up base, there is a strong tendency that the teachers use a student-centered teaching. This is because, ESP courses exist due to fulfilling the students' needs of English. Therefore, the central focus in the teaching and learning English should be given to students.

ENGLISH TEACHING AT PRIMARY SCHOOL TEACHER TRAINING PROGRAMME, FACULTY OF TEACHER TRAINING AND EDUCATION, UNIVERSITY OF SRIWIJAYA

In the last few years, English teaching has been carried out at Primary School Teacher Training Programme, Faculty of Teacher Training and Education, University. The status of the English teaching has only been an optional course. It means that the English teaching has not been handled comprehensively on the basis of the students' needs. However, the English teaching at this programme has been carried out on the basis of the students' needs since the academic year 2004/2005, (PGSD FKIP Unstri, 2004). It has two purposes. The first purpose is to help students cope with their academic achievement. It means that the English teaching is aimed at helping the students get access to the academic literature written in English. The second one is to help students learn English for the purpose of being teachers of English at primary schools as an additional competence. This means that the English teaching is aimed at preparing the students to be the teachers of English at primary schools.

Having these two purposes of English teaching at the Primary School Teacher Training Programme, it could be said that the English teaching at this programme belongs to the ESP than to the ELT. This is because the English teaching is carried out for the purposes of academic

purposes (getting access to the written literature in English) and of training the students to be teachers of English at primary schools for teaching the primary school pupils (it is for adults who have a common professional or job-related reason for learning English-teachers of English, a common context in which they use English-teaching primary school pupils, and content knowledge of their subject area - primary school classroom teachers). In addition, the English teaching at this programme is clearly based on the students' needs or it is popularly known as a bottom-up design.

CONCLUSION

In line with the teaching of English at Primary School Teacher Training Programme, Faculty of Teacher Training and Education, University of Sriwijaya as described above, one general conclusion can possibly be drawn that the English teaching at this programme generally belongs to the ESP. Therefore, the way(s) of English teaching at this programme should be carried out on the basis of ESP principles.

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