THE ANALYSIS OF CLASS OBSERVATION TO UNDERSTAND THE EXISTING MODEL OF TEACHING

Jozef Bambang Tri Joga✉

Educational Management of Postgraduate Program of Semarang State University

Info Artikel	Abstract
	This research focused on implementing class observation to get the whole idea of what existing models applied by the teachers to carry out their instructional activities were like. There were two state and two private elementary schools observed in this study. Observing class activities were accompanied with analyzing class teaching documents such as RPP and review paper to get the idea of what the existing model applied by the teachers was like. Yet, this study is focusing only on class observation. The research objective was to find out the quality of the existing model for teaching English in year 4 of the elementary school. The method was carrying out class observations amounting from four to five times to each class. The observer sat at the back of the class watching the activities and noted down what the teacher and students did along the period. The note was later changed into field notes, giving comments after several minutes observation, focusing what the teacher did and what the students responded to what the teacher instructed them to do. The result showed that students responded accordingly to the teachers' instruction either in group or individual work. Thus, to get students' involvement for the whole period, teachers have to be well prepared in terms of both materials and techniques. They can be written completely in their teaching preparation (RPP)

✉ Alamat korespondensi:
   Kampus Unnes Bendan Ngisor, Semarang, 50233
   E-mail: pps@unnes.ac.id

INTRODUCTION

Teaching English to the young learners of elementary school brought about pros and cons. There were both agreement and disagreement aired by experts on this matter. Some researchers (Retmono, 1992; Kasihani, 2004; Faridi, 2008) had viewed the components (the human resource, the facilities, the finance and other components of the program), the minimum criteria for the authors of English textbooks to write the materials in line with the requirements relevant to the users, and the teaching materials which did not represent socio - cultural aspects with the consideration of basic thinking, content of the materials, organization of the materials, development of the materials, presentation and evaluation. .

The researchers demanded that the government upgrade the mastery of English to those teaching English at Junior High. The researcher also doubted that teaching English since the early age was effective, on the contrary, they considered that teaching English, at the early age would discourage the students who were trying to master Bahasa Indonesia, the national language. If at all possible, however, teaching English to the students of elementary school should be made simple, through games, songs and other fun activities which the students are familiar with.

English should be taught interestingly by (1) the application of varied practical techniques, such as songs, stories, games with the appropriate teaching media such as flash cards, puppets, etc., (2) upgrading the teachers' mastery of English for children, especially those who do not have English educational background through workshops and trainings, (3) socializing guidance, teaching approaches/methods to English ES teachers, (4) holding a national gathering to reconstruct the English lessons for ES so as to achieve the minimum requirement standard of teaching, such as topics, reference, activities and so on (Tri Joga, 2014)

Teacher should concentrate on preparing the materials in ES, which was claimed did not represent socio cultural aspects with the consideration of basic thinking, content of the materials, organization of the materials, development of the materials, presentation and evaluation. Several issues may be established, such as (1) holding special trainings to prepare teachers of English to ES, (2) working together with LPTK to increase the teaching knowledge and English mastery of the teachers, (3) monitoring and evaluating the designed teaching material model to get the tested model to be the resource material to develop English teaching and learning in elementary school.

The main purpose of teaching English in elementary school is to give the communication skill especially spoken English in simple sentences. An English teacher at elementary school is required to include the four language skills while carrying out every step of teaching. In other words, teaching English at elemantary school has to be integrated in such a way that no single skill is exclusively presented. This is not an easy task, considering that most of the elementary school teachers still maintain the tradition of 'teacher-centered approach'.

However, without heeding of the success or failure of English teaching and learning at elementary school, the Indonesia Education Minister has been issuing a new curricula (2013 curricula) for basic and high school education, totally dismantling the old curricula in which English is stripped off from elementary school.. In this respect, the current study (this dissertation) shall go on. The researcher is still confident that the findings are still relevant to the need of English education for young learners (Tri Joga,, 2014). English will still be offered at possibly Private elementary as intra-curricular activities in addition to Play Group, Kindergarten, Toddlers, and some other bilingual schools.

Instructional Events

Robert Mills Gagnê, an American educational psychologist, pioneered the science of instruction had developed a series of studies and works that simplified ad explained what he and others believed to be 'good instruction'.

There are nine phases of events that occur in learning activities. Each event functions to provide the external conditions of learning which have been described before. The nine instructional events, which occur orderly from the very beginning to the end of the lesson, represent the steps of activities offered by teacher in order to teach students the prepared topics, and on the other side they also tell about the students' activities in respond to the task given by the teacher, to achieve the capabilities learned in the activities of instruction.

Table 1. Instructional Events

1.	Gaining Attention
2.	Informing the Learner of the Objective
3.	Stimulating recall of prerequisite learnings
4.	Presenting the Stimulus Material
5.	Providing Learning Guidance
6.	Eliciting the Performance
7	Providing Feedback about Performance Correctness
8.	Assessing the Performance
9	Enhancing retention and transfer

Source: From Gagnê, 1979

The brief The descriptions of each instructional event will be presented as below.

1. Gaining attention. Every instructional activity should try get full or at least half attention from the participants to ensure that the objectives can be reached. By giving the attention needed, they can get the explanation and description from the teacher about the topic and, then, comprehend the content of the material. It is first and important task for the teacher to get the learners' attention to make the other instructional events may happen properly.

2. Informing the learner of the objective. Before the instructional activities begin, the teacher needs to communicate the objective of the learning. By so doing, the learners know what they will get to achieve or what they will be after learning the instructional package. Since the whole package is divided into several topics, it is better to communicate to the learners the objectives at every beginning of each topic; therefore the evaluation on how well they can achieve the package will rely on the evaluation on every topic.

3. Stimulating recall of prerequisite learning. The teacher needs to stimulate the capabilities that must be available as prerequisite, before the learners are able to learn new learning. As Gagne exemplified before the learners are able how to look up words in a new dictionary, students need to know how to alphabetize words that have the same first two or three letters.

4. Presenting the stimulus material. The teacher needs to present the stimulus of the material being taught to the learners. According to Gagne, the stimulus may vary according to the type of the material; teaching the concept (saying the essential part of ....., or just giving the example of concepts); or demonstrate the capabilities of motor skill (watch this demonstration of how to .....)

5. Providing learning guidance. When the learners need to acquire particular capabilities, teacher needs to give them the guidance. The kinds guidance the teacher need to give may vary in the form of giving more examples of correct sentences on certain types of grammatical components, or a check list in teaching steps to follow and the sequence in which they are performed.

6. Eliciting the performance. To know whether the learners have got the instructional information given to them and understand the material being taught, teacher needs to ask them to do certain task on that topic, or perform some actions demonstrating capabilities they are trying to learn. The response from the learners should be in relevant or the same as the ones stated in the objectives.

7. Providing feedback about performance correctness. This is a crucial step, as to bring back the learners from the deviation, back to the course. Feedback may be in the

form of affirmation, such as "that's correct, ok, good, well done" or negation, such as "not so, different things, not quite correct", or supportive words, such as "good try, but not so, try again; good guess, but not yet correct, please, try again". According to Gagne, when we provide feedback the students' work on writing, it is not good just to comment "needs improvement", better write "these sentences are not parallel", or "these sections are redundant"

8. Assessing the performance. This event is to check whether the learners obtained the objective and can consistently perform what was intended. Several test items may be used. The important thing to remember is the assessment should be in relevance with the objectives.

9. Enhancing retention and transfer. This event needs to be previously designed by the instructional designer as the learners will not be able to transfer the learning from one situation to another. This event can also be in the form of giving the enrichment of the given material, providing spaced reviews including a variety of examples.

METHOD

The study was carried out at four elementary schools. They were chosen based on the level A (score ≥ 90) which they received as the accreditation status, as the result of accreditation survey done by Semarang Education Office at jl. Dr. Wahidin in 2011. The four elementary schools consisted of two state schools and two private schools: (1) SDN KALICARI 01 Semarang, or KALICARI ES 01(KES 01), (2) SDN LAMPER KIDUL 02 (LKES 02), (3) SD KRISTEN TRI TUNGGAL (KTTES) and (4) SD PANGUDI LUHUR XAVERIUS (PLXES). The research was carried out in those schools during the ninth and tenth months of 2012.

The researcher would like to know how relatively different the two private schools when are compared to the two state schools.

Therefore, in doing this qualitative research, the researcher applied purposive sampling with respect to the selection of schools although sampling does not matter much in a qualitative approach.

KALICARI ES 01(KES 01) and LAMPERSARI KIDUL ES 02 (LKES 02) are the two favourite schools in Semarang. Academically, LKES 02, in addition to regular classes, has also Emersion Classes in which English is used as a means of instruction. Contrary to the above two Elementary Schools, KRISTEN TRI TUNGGAL ES (KTTES) makes use of a different curriculum from that prescribed by Semarang Education Office. Furthermore, KTTES offers English everyday for 30 minutes from Monday through Friday.

PANGUDI LUHUR XAVERIUS ES (PLXES) is currently in cooperation with ILP in teaching English for the students. ILP is an English institution specializing in the teaching of English for young learners. Under this cooperation, the English teachers at that school have got some methodology trainings. ILP also provides an instructional consultant who supervises the English teaching activities at the school periodically, helps and gives English teachers some instructional guidance. ILP provides syllabus, text books for English teaching at the school, and periodically holds trainings and upgrading for teachers. In English teaching, PLXES has implemented, as they call it, an activity-based approach.

It should be noted that the teachers of the selected schools are all graduates of S1 English program (Undergraduate Level). This criterion is in accordance with the rule of the Education Ministry No 16 2007 stating that the elementary school teacher should have at least S1 Degree (Undergraduate). The two state schools have English teachers who have got more than five years teaching experience. They are still young and have full enthusiasm of teaching.

Observation is suggested by Richards and Lockhart (1995) as a way of gathering information about teaching learning activities done in a classroom. Therefore, it was carried out to know the way teacher implemented the

model of teaching in carrying out the instructional activities at the classroom setting. The role of the researcher as the observer was passive, since he didn't interact or participate in the instructional activities. The observation was carried out as many as four or five times in classroom setting in every class of the observed schools. By doing four or five times class observations, the observer could conclude the general pattern of the classroom activities. The time when the research was done can be seen at following table.

Table 2. Data of Schools, Teachers, Dates, Classes, Times, and Material for Observation Schedule

NO	SCHOOL	CLASSROOM TEACHER	DATES	CLASS	TIME	MATERIAL
1	SDN KALICARI 01	Samrohatuk Elmi, SPd	10-09-2012	4B	09.00-10.45	Colour
			17-09-2012	4B	09.00-10.45	Things Around Us
			24-09-2012	4A	07.30-08.45	Number
				4B	09.00-10.45	Number
2	SDN LAMPER KIDUL O2	Herry Agus MC, SPd	09-10-2012	5B	07.00-08.10	Daily Activities
			09-10-2012	4B	11.25-12.35	Things Around Us
			11-10-2012	4A	07.30-08.45	Things Around Us
3	SD KRISTEN TRI TUNGGAL	Yestisia Krissanti, SS	13-09-2012	4B	10.20-10.55	Simple Past Tense
			25-09-2012	4B	10.20-10.55	Work Sheet 1 Unit 3
			03-10-2012	4A	07.00-08.45	There is/are
			03-10-2012	4B	09.00-10.45	There is/are
4	SD PANGUDI LUHUR XAVERIUS	Esther Dwinastiti Esti Mahanani	11-09-2012	4A	11.35-12.45	Order and Request
			21-09-2012	4A	11.35-12.45	Review: Alphabets, Order and Request, Food and Drink
			02-10-2012	4B	10.25-11.35	Number
			02-10-2012	4A	11.35-12.45	Number
			05-10-2012	4A	11.35-12.45	Number: Addition

Source: Data Researcher, 2012

The observation was done in class as Richards (2002: 21) mentioned that another approach to develop a theory of teaching is to derive teaching principles from studies of practices of effective teachers. Therefore, it is assumed that teachers from schools with Grade A of school-accreditation status are effective teachers although Richards said that effective teachers are those whose students perform better on standardized achievement test.

The Nine Gagne's Theory of instruction with the stages of pre-teaching, while teaching, and post teaching would be used to identify the stages applied by the teacher in their teaching activities. In a table, it would be stated what activities the teacher and the students do in each stage, then it would be commented and then identified what the teaching was like.

FINDINGS AND DISCUSSION

The Quality of Existing Model (Teaching Activity) at The Schools Observed

With the Nine Gagne's Theory of instruction, the phases of teaching instructional activities at the four school observed were listed. The data of the four classes observed were tabulated in the synthesis tables. It is seen from the following table that teacher carried out each stage of Pre-Teaching While Teaching, and Post Teaching with appropriate instructional activities at KES01 and LKES02.

The teacher from KES 01 said that she applied Jigsaw model, while the teacher from LKES applied Communicative Approach. In those learning and teaching instructions, the teachers put the students into groups of 4 or 5, each of which were assigned to do a task. It can be stated that from the activities that the teacher provided for the children, the children get active and learn the materials given.

Table 3. The synthesis of Teaching Stages at KES01 and LKES02

Stages		KES01	LKES02
Pre – Teaching Activities	Gaining Attention	Getting, pointing a students to say the prayer	Greeting, preparing class to say prayer, pointing a student to lead, doing member checkin.
	Informing Learners of Objectives	Informing students what to do	Informing students what to do.
	Stimulating Recall of Prior Learning	Repeating las material, bridging las material with the new one enriching the topic that has been learned before.	Repeating the las material and bridging it to the new one enriching students comprehension.
While-Teaching Activities	Presenting stimulus	Putting jumbled word in a good order, answering students questions.	Assigning tasks: asking class what daily activities they do, asking class to make up sentences, putting class into 4 groups to think about sentences in daily activities and asking them to write the sentences on the class' board in turn.
	Providing learning guidance	Monitoring, motivating, assisting, correcting, re-explaining.	Monitoring, commenting, and correcting students' work.
	Eliciting performance	Students displaying their work, teacher checking the	Asking students to write the sentences on the board, theacher

		work.	together class correcting the work, asking students to read their homework (finding folk stories in front of class).
	Providing feedback	Pointing out the errors, asking students to correct then.	Correctig the pronunciation (to the students reading their work), the spelling/tense (students' written work)
	Assessing performance	Correcting and evaluating students' work.	Assessing students' performance by reading the written work on the board.
Post-Teaching	Enhancing Retention and Transfer	Enriching, assigning home work summarizing	Enriching, assigning homework, and summarizing.

Source: Researcher's note 2012

It can be concluded that teachers considered that assigning tasks for students to do is a way to keep students motivated and be active in the teaching process. This is in line with the statement uttered by the students of LKES02, who said in the interview, that the reason they like English, because the English teacher provides free, pleasing, and challenging atmosphere for them to intervene, to be active in the instructional activities.

The students like when the teacher gives them some assignments. They said that the different and contrary things happen when the class - teacher teaches the class with the other lessons. At LKES02, throughout his teaching activities, the teacher used a mike, which makes his voice loud and clear to every student and this tool seems very helpful for him to manage the class well. The important things here are teacher should keep students motivated and invite students to get involved and active in the instructional activities which has been directed to be free, pleasing, and challenging by the teacher. In addition, the teacher should also be able to manage class well, which enables the teaching can take place.

Table 4. The Synthesis of Teaching Stages at KTTES and PLXES

Stages		KTTES	PLXES
Pre-Teaching Activities	Gaining Attention	Greeting, preparing class to say prayer, pointing a st to lead, member checking, five-zero technique,	Greeting, preparing class to say prayer, pointing a student to lead, member checking
	Informing Learners of Objectives	Informing students what to do	reminding class what they got at the previous lesson asking class to give examples, or asking class to mention what the meaning of some items
	Stimulating Recall of Prior Learning	Reminding sts of what they learned, re-explaining the last material, bridging the last material with the new one	Reminding students of what they learned, re-explaining the last material, bridging the last material with the new one

	Presenting stimulus	Putting jumbled words in a good order, answering sts's question,	watching films (www. DreamEnglish.com), and sing together. The class is interested in following the activities. the teacher continue by asking students to do exercises in groups
	Providing learning guidance	Monitoring, motivating, assisting, correcting, re-explaining	monitoring, commenting, and correcting students' work
	Eliciting performance	Students' displaying their work, teacher doing checking the work	Working on groups, the class was divided into four, however, individual's participation was encouraged
While-Teaching Activities	Providing feedback	Pointing out the errors, asking students to correct them	responded orally and spontaneously to the answers given by the student. She would say "Good answer"," when the answers were correct, "Hmm not so", "Try again",when the answers were not so accurate.
	Assessing performance	Correcting and evaluating students' work	assessing the performance and, then, doing the tally in the form of drawing a full of ice cream cone to the correct answers, if not, only a half of ice cream cone; the totql will be counted at the end of the lesson
Post-Teaching	Enhancing Retention and Transfer	Enriching, assigning home work, summarizing	enriching, assigning homework, and summarizing

Source: Researcher's note 2012

When we compare the two private schools, we will see that KTTES has a method to keep the students silent and ready to get a lesson from the teacher. The teacher applies a five-zero technique in which the teacher asks students to hand up five fingers (five) and, then, fold the arms, put them on the table and sit silently (zero), ready to get a lesson from the teacher. The teacher will repeat this several times until the students really sit silently. While in PLXES, teacher explored much varied material to the students, such as by watching films in video, singing songs with power point, playing together with games. By doing so, the teacher invites the students to join in the instructional activities.

Analyzing the result of class observation, it can be noted that teacher has to have certain techniques to provide supportive and challenging learning atmosphere in class to make students active and be participant in learning activities. Students should be kept active and be participant, enjoy the atmosphere to make them learn the material.

CONCLUSION

After getting the description of the existing model through the class observations, the general conclusions can be drawn as follows

1. A class observation can reveal the real condition of the instructional design done in class
2. The class observations should be done for sometimes until the researcher can get the firm and clear pattern of the class instruction
3. Assigning tasks for students to carry out is a way to keep students motivated and be active in the teaching process
4. The students like when the teacher gives them some assignments.
5. The teacher has to have some certain techniques to provide supportive and challenging learning atmosphere in class to make students active and be participant in learning activities.

REFERENCES

Aronson, Dennis, T, and Leslie J Briggs. 1983. Contributions of Gagne and Briggs to a Prescriptive Model of Instruction. New Jersey: Lawrence Eribaum Association

Foster, Susan H 1999, The Communicative Competence of Young Children, N Y: Pearson Education Inc

Retmono, 1992, *Pengajaran Bahasa Inggris di Sekolah Dasar di Indonesia: Asumsi Dasar, Kemungkinan Pelaksanaan dan Kendala-Kendalanya, Pidato Pengukuhan pada Penerimaan Jabatan Guru Besar pada Fakultas Pendidikan Bahasa dan Seni IKIP Semarang,*

Richards, Jack C, 2006, Communicative Language Teaching Today, Singapore: Cambridge University Press

Suyanto, Kasihani, E..2004. *Pengajaran Bahasa Inggris di Sekolah Dasar: kebijakan, implementasi, dan kenyataan (Teaching English at Elementary School: Policy, Implementation, and Reality). The Inaugural Speech.*

Trijoga, Jozef B. 2014. *Teaching English in Elementary School Using Activity Based Learning (Research and Development in Semarang Municipality. Unpublished dissertation The State University of Semarang*

Vygotsky, L.S. 1986. Thought and Language. Cambridge, M.A.: The MIT Press

Weil, Marsha, and Bruce Joyce, 1996, Model of Teaching, Singapore: Prentice-Hall Int'l Editions