

PROBLEMS IN ORAL LANGUAGE TEACHING IN PRIMARY SCHOOL

Elfia Sukma¹, Ritawati Mahyudin², Rahmatina³, and Ari Suriani⁴

¹University Negeri Padang, Padang, Indonesia, ✉ elfiasukma105@gmail.com

²University Negeri Padang, Padang, Indonesia

³University Negeri Padang, Padang, Indonesia

⁴University Negeri Padang, Padang, Indonesia

Abstract

This study aimed to determine the problems faced by teachers in the oral language learning on the aspects of cognitive, affective, and psychomotor in primary schools. This research uses qualitative approach. Data were obtained based on the results of the questionnaire answered by the teacher. Data were analyzed by using qualitative data analysis approach. The subjects consisted of 303 teachers of grade 4.5, and 6 elementary schools. The results showed that teachers faced problems in oral language learning. Problems were experienced by teachers on the cognitive aspect is the lack of understanding of the teacher to the nature of listening and speaking, lack of understanding of teachers in teaching listening and writing. On the affective aspect of the teacher had lack of motivation in listening and speaking. As for the psychomotor aspect is the process of learning listening and speaking had not been implemented optimally, and the assessment process has not been done optimally.

Keywords: problem, oral language, elementary school

Introduction

Listening is one of the language skills that are very important attention by teachers and students. Knowledge and information obtained generally through listening activity (Nuryati, 1994:172). even Tarigan and Tarigan (1987; 47) suggested that students or students who attend education, both in elementary, junior and senior high schools, and in college should be able to listen if you want to advance in education.

The advancement of science and technology, especially in the field of communication causes the flow of information through telephone, radio, television, recording, increasingly hardened film. This demands the listening skill of any behavior involved. Students with good listening ability can link between material received in school and the reality that is broadcast through the media above. Thus, it can sharpen and enrich the knowledge and information for the students themselves. Not infrequently in schools found a critical student can answer the teacher's questions smoothly because the students have stored various kinds of information obtained through communication media.

From these explanations it becomes clear that listening skills are very important. However, in reality these skills are rarely implemented. Matthews (1999: 60) argues that in many schools, the practice of listening is almost never touched, if it is touched, it is merely a necessity. This is due to several things. First, the assumption that listening skills will be mastered by itself if other language teaching is good. This of course can not be justified because listening, in addition to listening also needed an understanding of the material being listened (Nuryati, 1994: 173).

Secondly, as Tarigan and Tarigan (1987: 51) have pointed out that some of the factors contributing to the teaching of listening have not been well implemented because (1) theories, principles and generalizations about listening have not been much expressed, (2) (4) the limited knowledge of the teacher on the technique, or the listening approach of learning, (5) the instructional material is very poor, (6) the number of the class is too big, and (7) listening skill is not included in EBATANAS material.

To anticipate the above problem (especially number (1), (2), and (4)), it is necessary to find the way of solution. Therefore, in this article described the notion of listening, the role of listening, the factors that need to be considered in choosing teaching materials to listen.

Methods

To answer the question of the problems faced by teachers in oral language learning in schools used qualitative descriptive analysis techniques. Those problems are about the competencies of the cognitive, affective, and psychomotor aspects experienced by teachers and students in teaching writing in primary school. Data collection is done by using questionnaire. Respondents answer the form description. The question consists of three items: (1) What are the problems faced by teachers in oral language materials on the cognitive aspect?, (2) What are the problems faced by teachers in oral language material on the affective aspect? (3) What are the problems faced by teachers in oral language materials on psychomotor aspects?

Models reserved by Miles & Huberman (1992) in qualitative data analysis are data reduction, data presentation, and conclusions (Agusta, 2003; Emzir, 2010; Miles & Huberman, 1992). Data reduction is the process of selecting, focusing attention, facilitating, abstracting and transforming data obtained in memorandum of study location. It involves: formulating data, encoding, tracking themes and composing, for example by way of selection, summary, and paraphrase. Presentation of data is to compile information that may provide the possibility of making conclusions and implementing actions. Presentation of qualitative data is in the form of narrative text rather than memorandum of study location in the form of matrix, graph, and chart. When conclusions are valid as long as the reviewer is at the site of the study. listening teaching techniques, and improving listening skills.

Results

The following is described the results of the analysis of the data obtained based on the results of interviews with 303 respondents. From the cognitive domain, the problems experienced by the teacher are the lack of understanding of the teacher to the nature of listening and speaking, the lack of understanding of the teacher in the teaching of listening and speaking. On the affective aspect of the teacher's lack of motivation in listening and speaking. As for the psychomotor aspect is the learning process listening and speaking has not been implemented optimally, and the assessment process has not been done optimally.

Lack of Master's Understanding of Listening

Listening's essence refers to the understanding, purpose, and listening benefits. Studies can show that teachers are less able to teach language skills because teachers understand the notion of listening skills as expressed by R65 respondents.

Respondent R200 stated that the teacher still lack comprehension of listening skill since some elementary school teachers have non graduate background from PGSD department. This affects the learning of listening. Furthermore, the problem experienced by teachers in listening skills is in understanding the purpose and benefits in learning listening skills as expressed by respondents R52.

Lack of Master's Understanding of the Nature of Speech

The nature of speech refers to the understanding, purpose, and benefits of listening. Studies can show that teachers are less able to teach language skills because teachers understand the notion of speaking skills as expressed by the R65 respondent.

Respondent R200 stated that teachers still do not understand the essence of speaking skill because some elementary school teachers have non graduate background from PGSD department. This affects the learning of speaking.

Furthermore, the problem experienced by teachers in speech skills is in understanding the purpose and benefits in learning the speaking skills as expressed by respondents R52.

Lack of Master's Motivation in Listening

Motivation needs to be possessed by a teacher. With the motivation, a teacher can create various learning experiences for students. Studies can show that teachers' motivation in listening less. This is in accordance with that revealed by respondents R269 that the lack of motivation to students in the subjects of language.

If a teacher has a lack of motivation in teaching learning listening, of course this will result in students are also less motivated in learning.

Lack of Teacher Motivation in Speech

Motivation needs to be possessed by a teacher. With the motivation, a teacher can create various learning experiences for students. Studies can show that teachers' motivation in learning speaks less. This

is in accordance with that revealed by respondents R269 that the lack of motivation to students in the subjects of language.

If a teacher has a lack of motivation in teaching learning to speak, of course this will result in students are also less motivated in learning.

Lesson Learned Not implemented optimally

Studies can show that teachers are having problems teaching the listening skills. The problem is the ability of teachers to teach listening skills, the use of media in learning, the use of learning methods, subjects are still besifat cognitive, and the selection of learning materials. The ability of teachers in teaching listening skills is how the teacher presents the listening subjects so that the learning is meaningful for the students. As stated by respondent R219.

Indonesian language subjects, especially listening skills in elementary schools can not be separated from the ability of teachers in designing learning, such as the selection of materials and learning models. As revealed by respondents R289 that teachers are less able to choose materials and learning models in accordance with the development and ability of students so as to affect the ability to listen to students.

In addition, the problem experienced by teachers is the use of media in learning. As stated by respondents R30 that the use of appropriate learning media can support the implementation of learning including listening skills.

Speaking Learning has not been implemented optimally

Studies can show that teachers have problems teaching their speaking skills. The problem is the ability of teachers to teach speaking skills, the use of media in learning, the use of learning methods, subjects are still besifat cognitive, and the selection of learning materials. The ability of teachers to teach speech skills is how teachers present speaking subjects so that learning is meaningful for students. As stated by respondent R219.

The subjects of Indonesia language, especially speaking skills in elementary schools, are not independent of teachers' ability to design lessons, such as material selection and learning model. As revealed by respondents R289 that teachers are less able to choose materials and learning models in accordance with the development and ability of students so as to affect the ability to listen to students. In addition, the problem experienced by teachers is the use of media in learning. As stated by respondents R30 that the use of appropriate learning media can support the implementation of learning including speaking skills.

The assessment process has not been done optimally

The purpose of the assessment is to measure skills in different contexts. Based on the results of the study found that some teachers still experience difficulty in assessing the oral language learning activities, as expressed by respondents R41. Assessment needs to be done by the teacher. Assessment is done to see student progress in oral language learning. For that teachers need to know the aspects that need to be assessed in oral language subjects such as assessing the ability meyimak and tell stories as expressed by R92.

Understanding oral language assessment procedures (R12 / Gr) Furthermore, the difficulties experienced by teachers are in understanding the assessment procedure. The point is when the judgment is done as in the beginning, the process, and the end. As expressed by respondents R12 that teachers have difficulties in understanding the procedures of oral language assessment. Though an oral language assessment procedure is needed to measure the success of learning.

Discussion

The assessment through questionnaire indicates that the subject matter of oral language in Indonesian language in elementary school is a difficult material for teachers to teach it, as well as for students to understand it. This assessment can be done according to Anwar Balfas (2008) which states that the literary subjects so far still feel difficult and scary for students. Teachers are still using traditional subject models so students are just as listeners. Further discussion of the results of this study provides an

explanation to three parts which consists of (1) problems of cognitive aspects, (2) problems of affective aspects, and (3) problems of psychomotor aspects.

Problems of the Cognitive Aspects

Based on the questionnaire analysis, most teachers still have problems understanding oral language. Teachers' knowledge of spoken language is lacking. Teachers do not know what it is spoken language, the purpose of learning it, and its benefits. According to A. Chaedar Alwasilah (1994), the teacher's knowledge of oral language is lacking; literature is taught by unprofessional teachers, teachers do not know to teach spoken language well (Wei, 1999). Based on the questionnaire was also found that some teachers have backgrounds instead of graduates from the department of PGSD. It affects the ability of students in listening and speaking.

Furthermore Kurniawan (1997), expressed that most teachers are less able to teach spoken language. This problem has resulted in a way of teaching teachers. The pattern of teaching done so far is that students are assigned to read the book and then do the exercises. Though the role of teachers is in need in creating a model of learning. Therefore a teacher must know the essence of the spoken language, the skills of listening and speaking.

The results of the study of the learning model is that teachers do not understand the appropriate learning model used in the oral language subjects. Whereas in the learning process teachers need to use the model. The use of appropriate models can streamline teachers to achieve subject objectives. M. Sobri Sutikno (2009) states, "The method of subjects is a way of presenting the lesson material done by educators to occur the process of subjects in students in an effort to achieve goals.

The use of teaching media in the teaching of literature is also important for teachers. Learning will become more meaningful for using the media, students are expected not only to listen to teachers, but also to experience and interact directly with the media. The use of media can bridge the gap between the world inside and outside the classroom (Kemp, 1985). Furthermore, according to Brown (1987) that the learning media used in subjects activities can affect the effectiveness of learning.

Problems of the Affective Aspects

Overall, teachers experience problems from the affective aspect in the subjects of literary appreciation of children. These problems include a lack of teacher motivation in listening and speaking.

The problem of the affective aspect is the courage of students to speak both in the seat and in front of the class. Most students find it difficult to express ideas, shame, and lack confidence. Most people will be skilled at speaking when they have appeared in public. Therefore, to be skilled at speaking practice is required. In learning speaking skills many alternatives that can be used such as the use of image media. Other ways can also be used, such as giving a scheme. The intended scheme is that the points to be discussed are coveted or mapped, as explained in the principle of using concept mapping in reading learning. Another way that teachers can use is to use a strategy called "see and say" (Bailey and Savage, 1994: 124-125).

Problems of Psychomotor Aspects

Studies can show that teachers experience problems in oral language learning. Most teachers have problems in speaking literature. The problem is the learning process listening and speaking has not been implemented optimally, and the assessment process has not been done optimally.

Assessment in the learning process is done by the teacher as an integral part of the learning itself. That is, assessment can not be separated from penyusunan and implementation of learning. The assessment process includes the collection of evidence showing student achievement. According to Griffin and Nix (1991) assessment is a statement based on a number of facts to explain the characteristics of someone or something. In addition, according to Sunarti (2014), assessment is interpreted as an activity of interpreting the measurement data or activities to obtain information.

Conclusion

Oral language courses are generally a difficult subject for teachers in school. The difficulties are not only experienced by teachers, but also by students. The difficulty is expressed in three aspects: cognitive, affective, and psychomotor.

From the cognitive domain, the problems experienced by the teacher are the lack of understanding of the teacher to the nature of listening and speaking, the lack of understanding of the teacher in the teaching of listening and speaking. On the affective aspect of the teacher's lack of motivation in listening and

speaking. As for the psychomotor aspect is the learning process listening and speaking has not been implemented optimally, and the assessment process has not been done optimally.

References

- Bellenger, L. (1996). *L'Expression Orale: Une Approche Nouvelle De La Parole Expressive*. Paris: ESF Editeur.
- Bermawi, M. (2009). *Desain Pembelajaran*. Yogyakarta: Insan Madani.
- Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of Management Development*. Vol. 27(Iss.1), pp. 5-12.
- Cahyani, I dan Iyos A R. (2006). *Pendidikan Bahasa Indonesia*. Bandung: UPI Press.
- Cahyani, I. (2005). "Pengembangan Model Pembelajaran Menulis Bermuatan Kecakapan Hidup untuk Meningkatkan Kebermaknaan Pembelajaran Bahasa Indonesia". *Laporan Penelitian Tidak Diterbitkan*. Bandung: Lemlit UPI (Lembaga Penelitian Universitas Pendidikan Indonesia).
- Coxhead, A & Byrd, P. (2007). Preparing Writing Teachers to Teach the Vocabulary and Grammar of Academic Proses. *Journal of Second Language Writing, Volume 16, Issue 3, September 2007, Pages 129-147*.
- Depdikbud. 1985. *Menyimak dan Pengajarannya*. Jakarta : Universitas Terbuka.
- Dixon, C.N. & Nessel, D. (1983). *Languange Experience Approach to Reading and Writing: Languange-Experience Reading for Second Language Learners*. Englewood Cliffs: Prentice Hall.
- Farris, J.P. (1993). *Language Arts: A Process Approach*. Madison: Brown & Benchmark Publishers.
- Freyhofer, H. (2008). "I Hate History Papers" dalam *Journal on Writing Across the Curriculum*, Volume 11. Michigan, USA: University of Michigan
- Hadley, A.O. (2001). *Teaching Language in Context*. Boston: Heinle & Heinle Publishers.
- Haryadi dan Zamzani. (1997). *Peningkatan Keterampilan Berbahasa Indonesia*. Depdikbud dirjen Dikti bagian Proyek Pengembangan Pendidikan Guru Sekolah Dasar
- Hayon, Y. (2003). *Membaca dan Menulis Wacana*. Jakarta: Stora Grafika.
- Kellog, Ronald T. (2008). *Training Writing Skills: A Cognitive Developmental Perspective Journal of Writing Research*. USA: Department of Psychology, Saint Louis University
- Kravetz. (2004). *Human Resource Management*. McGraw-Hill, Boston
- McAshan & Hildreth, H. (1979). *Competency Based Education and Behavioral Objective*. NJ.: Englewood Cliffs
- Purwo, B.K. (1990). *Pragmatik dan Pengajaran Bahasa*. Yogyakarta: Kanisius.
- Saddhono, K. (2012). *Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Aplikasi)*. Bandung: Karya Putra Darwati.
- Suadnyani, N. (2009). Penerapan Strategi POWERS untuk Meningkatkan Keterampilan Menulis Argumentasi Mahasiswa Kelas X.A SMA Negeri 1 Kubutambahan. Skripsi (tidak diterbitkan). Singaraja: Universitas Pendidikan Ganesha.
- Suwandi, S. (2008). *Serbalinguistik: Mengupas Perlbagai Praktik Bahasa*. Surakarta: LPP UNS dan UNS Press.
- Webster, G. & Baylis, F. (2003). Moral residue. In S. B. Rubin & L. Zoloth (Eds.), *Margin of error: The ethics of mistakes in the practice of medicine*. (pp. 217-232). Hagerstown, MD: University Publishing Group.