THE READINESS OF ELEMENTARY SCHOOLS IN THE SIDOARJO REGENCY IN IMPLEMENTING TEYL

A TESIS

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No. INDUK	0420/06
TGL. TERIMA	18 - 01 - 2006
	MP. BI
PEN. BUKU	BI SUM T-1
KE	1 (satu)

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS

SEPTEMBER 2005

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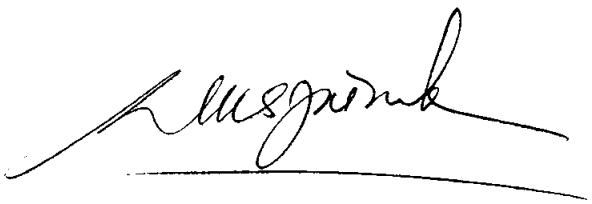

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THE READINESS OF ELEMENTARY SCHOOLS
IN THE SIDOARJO REGENCY IN IMPLEMENTING TEYL

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ACKNOWLEDGEMENT

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First of all, the writer praises Allah, the Almighty God who has been giving her blessing and health so that she can finish this thesis after trying hard to write it for months. Without His Grace and Mercy, nothing would have made it possible for her to complete her thesis. The completion of this thesis was also made possible by the support, assistance, guidance, and encouragement from many people. The writer would like to express her genuine gratitude to all of the impressive and influential individuals in her study.

Second, the writer is exceptionally grateful to her academic advisor, Prof. Dr. Wuri Soedjatmiko, for her invaluable help, support, guidance, and kindness. The writer has great admiration and respect for her. Consulting the draft of her thesis to her was challenging moments. Without her correction the writer would never realize what a dull thinking she had. Without her patient guidance the writer never knows what she should do or write.

Third, the writer is also grateful to Prof. E. Sadtono Ph.D., the Chairperson of MPBI who has been very patient and attentive and has given her great motivation to finish her thesis.

Fourth, the writer would like to respect and thank all of her lecturers: Dr. A. Ngadiman, Dr. Harjanto, Prof. Veronica, Prof. Abdul Wahab M.A. Ph.D., Dr. Wagiman, Dr. Patrisius Djiwandono, Prof Abas Badib M.A., Ph.D., etc. who have been patient and kind when teaching the writer's class so that the writer and her friends felt enthusiastic and happy when studying at MPBI.

Fifth, the writer appreciates the Head of the Regional Office of Education and Cultural (Dinas Pendidikan dan Kebudayaan) of the Sidoarjo Regency, the Heads of the District Office of the Education (Cabang Dinas tingkat Kecamatan), and all the Principals of the Elementary Schools, who helped the writer collect the data she needed.

Sixth, the writer's deepest gratitude goes to all of her close friends: Lis Sentot, Danawati, Florence, Made Yunita, Alex Tanod, Faridil, Hamid, Matduri, Rilla, Yuliana, Rahardian, etc., with whom she shared any problems during studying at MPBI. Attending lectures time together and discussing anything with them were unforgettable moments.

Seventh, the writer cannot ignore the invaluable help and assistance from some persons: Tri, Ulil, Binti, Eet, and Ina. In the critical time of her study, they gave the valuable help.

Still many other individuals that the writer cannot mention in this space to express her thanks and gratitude. Ending this acknowledgement the writer would like to thank her beloved husband, Dr. Sunarso Kartohatmodjo, Sp.B., MM, especially, his question which is unmentionable and challenging, *"When will you finish your study?"* makes her realize that she has to struggle to finish her thesis; her beloved daughter Drh. Mira Chandra Mvet. and her beloved son-in-law, Saud T. Marpaung SE; her beloved grandchildren, Yessica Valentine and Victor Zhefanya, for their loving attention. Thank you very much. May God bless you all.

Sidoarjo, September 2005.

The Writer

ABSTRACT

ABSTRACT

Ratna Ery Sunarso. 2005. *The Readiness of Elementary Schools in the Sidoarjo Regency in Implementing TEYL.* Thesis. Post Graduate School of the Widya Mandala Catholic University, Surabaya. English Education Program.

Key words: Readiness, English Teaching, Elementary School, Young Learner, TEYL.

This research is aimed at describing the readiness of Elementary Schools in the Sidoarjo Regency in implementing TEYL concerning: (1) The perception of Respondents: School Principals, English Teachers, Students' Parents towards TEYL; (2) Background of Elementary Schools in Programming English; (3) English teachers' qualification.; (4) the availability of English Teacher and English teaching facility; (5) Students' interest. In addition, it also describes constraints faced by Elementary School in English instruction.

The design of this study is a survey and it utilizes descriptive analysis. The subjects were 60 principals of Elementary Schools; 75 English Teachers; 350 students parents whose children's schools have an English Program; This study used three kinds of research instruments: questionnaire, interview guide, and observation sheet.

The findings of this study indicate that: (1) the perception of respondents shows that most of respondents are ready if English is taught formally at ES. (2) Background of Elementary Schools in Programming English indicates that English has been taught at Elementary Schools in Sidoarjo since 1995 based on the English Instruction in the Elementary Schools 1994 Curriculum. But "how long" of each Elementary School has been teaching English is not the same. Besides that, it also indicates the proper grade (class) English should exactly be taught; and whose policy or what institutions should be involved to decide the curriculum concerning the TEYL; (3) The qualification of English teachers indicates that most of them are ready or in other words most of them complete their requirements to be an English teacher. (4) The availability of English teacher (especially for Elementary Schools without permanent English teachers) shows that only 18 out of 60 (30%) schools are ready, but almost all schools are ready to implement the TEYL, although with or without permanent English Teachers. It is indicated by 58 (96.67%) Elementary School principals. According to the result of School observation done by the researcher, the English teaching facilities of Elementary Schools that are located in Sidoarjo town are classified most ready. On the contrary, most of the Elementary School that are located in the district of the Sidoarjo Regency are not ready in preparing audio visual aids, such as laboratory, cassettes and tape recorder, video and television. But in terms of English textbooks, especially Elementary Schools that have been teaching English for more

than 5 years, are categorized most ready, although those schools have a very limited number of books, story books, dictionary, magazines or even newspapers in the library. Finally, (5) in terms of students' interest, students whose schools are located in Sidoarjo town are most ready. Moreover, students whose schools are either out of town or in the districts but near or surrounding Sidoarjo are categorized ready for the program of English teaching at Elementary Schools because forty eight, out of 60 (75%), school principals state that their students want English formally taught at their schools. Fifty (83.33%) of them state that English is taught at their schools because they realize that the result would be better if English is taught at the early age. As the head of the Regional Office of Education and Culture gave instruction that English program should start at the first class, most principals agree, although two of them (3.33%) slightly disagree. How ever, according to some students' parents, the students actually do not need English.

Based on the findings of the research above, some recommendations for the teaching of English as a local content subject are given as follows: (1) the head of the Regional Office of Education and Culture of Sidoarjo Regency has to monitor and motivate the implementing of TEYL at Elementary Schools; and periodically invite English teachers of Elementary School to join workshops concerning English for young learners. (2) Background of Elementary Schools in programming English should concern: (a) the duration of time, since when English is taught in the Elementary Schools; (b) grade, in what class of the students English is taught; and (c) policy , who the decision-makers of TEYL curriculum are.; (3) The English teachers should select and create teaching materials and teaching techniques and media based on the students' needs. (4) The head of the Regional Office of Education and Culture of the Sidoarjo Regency should prepare many English teachers by electing them as candidates of government officers. The Elementary School principals have to complete their library with some extra reading books for learners, instead of textbooks for teachers and students. (5) The parents have to give their contribution in the form of fund or ideas to support their children's study. Finally, the local Institutes or Universities should offer TEYL as one of their optional subjects in their syllabus and help the government create a uniform, but suitable, curriculum or syllabus of English, in order to fulfil the suggestions of many Elementary School principals who want English taught as a formal subject instead of a local content subject.

The writer

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