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Integrated Language Learning in Elementary School

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Abstract

Language is not only from words, but also meaning behind those words. In discourse, there are two components: intra linguistics and extra linguistics. Intra-linguistic component means discourse build from word to word, phrase to phrase, sentences to sentences, paragraph to paragraph at the end it becomes discourse. Extra linguistics competences have some components, settings, purposes, and others component when the text is composed. I will explain how to teach discourse in teaching reading. First, teacher gives questions to open the class; the question should open students' background knowledge about subject at that day. At that stage, teachers should try to raise students' curiosity at that topic. Teachers should ask students opinion about the topic. After that stage, the teacher gives students an up-to-date material close to students' real life. In this stage, students read it by scanning and skimming. The next step, teacher asks students to analyze structure (grammar), vocabulary, and how author developing ideas their composition.

Keywords: language teaching, grammar, composition

Abstrak

Bahasa bukan hanya kata-kata, tetapi juga makna di balik kata-kata tersebut. Di dalam wacana terdapat dua komponen, yaitu intralinguistik dan ekstralinguistik. Komponen intralinguistik memaknai wacana dibangun dari kata demi kata, frasa demi frasa, kalimat demi kalimat, paragraf demi paragraf yang pada akhirnya menghasilkan sebuah wacana utuh. Kompetensi ekstralinguistik memiliki beberapa komponen seperti latar, tujuan, dan komponen-komponen lain yang terlibat ketika sebuah teks terbentuk. Artikel ini memaparkan bagaimana mengajarkan wacana dalam pembelajaran membaca. *Pertama*, guru memberikan pertanyaan-pertanyaan untuk mengawali pembelajaran; pertanyaan yang

diberikan harus membuka pengetahuan yang telah dimiliki siswa terkait materi yang diajarkan. Pada tahap tersebut, guru sebaiknya memberikan stimulus untuk meningkatkan keingintahuan siswa terhadap topik yang dipelajari. Setelah tahap tersebut, guru memberikan pembaruan materi yang dekat dengan kehidupan siswa. Pada tahap ini, siswa membaca teks materi yang diberikan dengan teknik membaca memindai dan membaca cepat. Tahap selanjutnya, guru menginstruksikan siswa untuk menganalisis struktur tata bahasa, kosakata, dan bagaimana pengarang mengembangkan ide mereka dalam tulisannya.

Kata kunci: pengajaran bahasa, tata bahasa, karangan

INTRODUCTION

Indonesian is a *creol* language which is a language that is built based on language in the archipelago. In Language learning, the process of language learning despite the principle of community diversity. Indonesian language is principally a unifying language of Indonesia which consists of cross-ethnicity, culture, beliefs and customs (Fromkin et al., 2018). In this case, Indonesian has played an important role as the language of Indonesian national unity which is characterized by humanity, which was reflected in the swearing in on October 28, 1928.

Community service activities which are currently reflected in the diversity of Indonesian values that are characteristic of the almighty God (Marhamah et al., 2018). In this case, Indonesian is a language that emphasizes Indonesian humanity and unity which is related to various humanitarian principles that promote social, just and prosperous souls. Besides, the Indonesian language becomes the cultural point of the unity of Indonesia which puts forward on humanity as reflected by the development of Indonesian unity.

Fromkin et al. (2018) argues that primary school teachers are a community that seeks to preserve Indonesian as a language of unity. Indonesian is currently threatened by various kinds of accompanying dangers such as humanity and diversity. In addition, diversity in the application of Bahasa Indonesia is a top priority of Indonesian unity. In this case, the use of mixed languages may be said to be a major threat to the proper use of Bahasa Indonesia.

Schulz et al., (2018) states that on the explanation above, this community service activity needs to be carried out. This is because elementary school teachers are a community that seeks to preserve Indonesian language as a language of unity, specifically, the community seeks to maintain Indonesian values, namely Indonesian unity. In this case, Bahasa Indonesia becomes the main reflection of the practitioners of language implementation which is attempted to be delivered by elementary school teachers as Indonesian preservationists.

METHOD

The method is description. In this article, the main things that will be discussed are (1) auditory technology in learning in primary school and (2) language creativity in primary school.

DISCUSSION

Auditory Technology in Learning in Primary Schools

In the discussion about auditory technology in learning in primary schools, this article will talk about (a) devices convert text into sound, (b) meaning and usefulness, and (c) innovative value.

a. Devices Convert Text into Sound

In developing scientific work, I conduct serial research and development. Research and development carried out in series that is developing the ability in the field of conversion tool into text that will be applied to elementary school teachers. Bishop, (2014) states doing research based on technology (TTS-Text to Speech) which means the ability and skills in language learning. Skills for narration and storytelling are poured in text and converted into research that is useful for the development of listening materials. With sufficient ability and skills to make teacher work in making listening teaching materials, which are part of building a balance between academic performance and the ability to develop innovation on the one hand related to the ability to be useful to elementary school teachers specifically and the next level in general.

b. Meaning and Usefulness

Developing competencies and skills in developing publications, research on the development of text conversion into speech has benefits for teachers (Bishop, 2014). First, the development of teaching materials for listening skills tends to be rare, meaning that it is economical. It helps to save the development of language skills and skills that so far require development values that require self-development funding in terms of the ability to develop to a minimum standard for the development of listening teaching materials (Holmes, 2018). The usefulness in developing comprehensive listening teaching materials is skill in the ability to solve problems in the field and then develop them to convert the skills and skills of the community.

c. Innovative Value

The innovations produced in the scientific work produced (a) the ability to develop themselves increasingly developed along with the pace of development of digital currents that demand proficiency in developing teaching materials, (b) not only that, the ability to develop identity is skill in terms of develop skills and skills to create innovative teaching media along with the times that require performance specifically to develop adequate

skills. In addition, skills and job skills require adequate skills to design steps in an innovative learning process and in accordance with the ideal development of the times. Skills to advance the development of the times helped to foster proficiency in the discourse becomes important along with the development of ideas in the field of digital technology learning.

Language Creativity in Primary Schools

In the discussion about language creativity in primary schools, this article will talk about (a) skills for doing creative and innovation in primary schools, (b) submission of ideas through poetry for children, (c) language learning theory for primary school student, (d) language creativity in primary schools, and (e) lingual audio community view in primary school learning.

a. Skills for Doing Creative and Innovation in Primary Schools

Proficiency in creativity is an attempt to compose human inventions, works and works. In this case the ability to humanize humans is a skill to design various programs that are made to adapt to human development. The ability to develop ideas in this case is one way to build creative industries that have skills in sharing creative ideas and ideas. Today the creative world requires a breakthrough in developing science and culture, in this case the ability to develop scientific ideas and identity has a strategic role in today's life. In this case the skills to develop ideas and ideas. Savignon, (2017) states that ideas are developed even though they are reflected in the ability to act and behave. In this case the ability to develop ideas, though made based on the skills in expressing ideas and ideas.

b. Submission of Ideas through Poetry for Children

The expression of ideas in poetry is creative steps in reflecting and designing knowledge to make poetry and writing ideas in metaphorical poems. In this service, the stage being taught is the technique of adapting existing poetry to later be made in a new meaningful poem. Steps to work on poetry are ideas for designing levels to make life better. Frost (2002) wrote a poem entitled *Road Not Taken*, which is a collection of poetry of the 1800s. The focus in this activity is to teach poetry writing techniques, namely the conversion from everyday language to metaphorical lyrics.

Habte-Gabr (2018) states that the development of the creative industry requires a considerable effort to share knowledge in developing language skills and skills. In this case the skill in creating knowledge is the basis for the economic development of a nation. In this case, the development of skills in formulating national character even though intertwined from the ability to adapt theories that exist in the community to be transferred in the basic culture of Indonesian people who have nationality and nationalism. Poetry development is needed that has character education and fighting spirit values (Bai, 2014).

c. Language Learning Theory for Primary School Students

According to the communicative approach, the language is not empty spaces it has meaning behind language. Communicative theory believes language has transactional purposes and interactional purposes. Transactional is functioned to transfer meaning and context. For example, when giving invitation, asking opinions and other transactional

events. Interactional function means how to keep human relationship. For the example, when someone greet, it is common to ask in English speaking country. Gilbert et al. (2018) states that, it is a reason of communicative approach believes, language believes consist of four competences which are grammar (phonology, morphology and syntax), discourse (sentences connection), sociolinguistics (content in language community), and strategies (technique to drive message).

Those competence works in series. It is illustrated by fact that, using slang words in scientific paper is not allowed. It is also believed, language is creativity. Communicative theory also believes everyone has language acquisition devices (LAD). Since the LAD, people are able to develop unlimited sentences, create new discourse, and have creative strategies in deriving what people want.

d. Language Creativity in Primary Schools

Every people used their own creativity to use four language competences. The implication of this theory, content based language-teaching method. Teacher gives students situations real life; students should analyze the language based on grammar, discourse, sociolinguistics, and strategies (Carpenter, 2018). Students will find unlimited variation in those four competences, which is called creativity. The goals, students will have their own creativity in using languages to derive message.

Foster-Cohen (2014) argues this method is appropriate to teach listening, reading, speaking, and writing. Those courses need creativity, every part of it has four language competences. Suastika & Wahyuningtyas (2018) stated that communicative approach is not appropriate if it is purposed to teach grammar and other mechanic skills. Grammar and other mechanic skills are consisting of structure, which is standardized.

Language is a set of habit. Second language students transfer their knowledge from the first language to their habit, it is normal. They transfer the first linguistics items to second language linguistics items (Sulfasyah et al., 2018). The transfer called positive if it helps students learn Reviews their second language (Foster-Cohen, 2014). In other sides, LAD becomes negatives if the transfers make students have misleading concept.

There are some possibilities in error: on grammar (I eat fried rice yesterday), vocabulary (I'm searching for you), idiomatic expression (They are different, like oil and water). Savignon (2017) argues that error could not be avoided but reduced; I will explain how to use error analysis in teaching writing. First, teachers ask students are outlining their writing composition text. Then, they are asking for the error by looking for dictionary and grammar book. After that, they exchange their outline with their friends. After they have revised their composition based on feedback, they make an essay based on that outline. They have to correct the error by themselves. They are exchanging their composition with their friends to get error analysis; at the end, students reduced their error by make revision.

e. Lingual Audio Community View in Primary School Learning

According to structuralism, language is a building; it is constructed from phoneme, morpheme, and sentences (Fromkin et al., 2018). Language learners are conditioned to learn it by environment continuously. The structuralism theory in language acquisition constructs a method of language learning, called Audio Lingual Method (ALM). ALM

believes the language learner learn language from set of habit. They have to learn the sound discrimination (phoneme), words construction (morpheme), and generating sentences (syntax) continuously. ALM does not allow error, if students make an error teacher, they should give the right example in time when students make error. Language learners will learn language mechanically (Tharayil et al., 2018).

They have to do structural analysis, memorizing, and drills. Context is dismissed in ALM, they are focusing on accustom students learns structure. Based on assumption, language consists of structure, and students learn language by habits (Cai et al., 2018). That is why, the goals of ALM, students use language automatically, when they have stimuli in the form of sentences, they are able to give ideal responses from what they have learned.

CONCLUSION

It is good to open students' idea how discourse constructed. The next step, the teacher brings students to make connection between text and real life. In this step, teachers work as facilitator. At the end, students and teacher make reflection. Thus, the practical implementation of this study is the recent method should adopt the historical background of Bahasa Indonesia for daily teaching and learning process. On the other hand, it needs to density the knowledge in National curriculum that is being designed by ministry of Education and culture. Audio Lingual Method is good to teach mechanic skills such as grammar. Grammar constructed from structure, it needs drill to make sure students are able to use it in correct way. The negative sides using ALM, students will learn language without context. They just learn how to pronounce, spell and use sentences. In short, ALM is the best method to teach mechanic skills, not productive skills, which needs context.

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