

English for Social Studies

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ABSTRACT

English is no longer a language used as first language but also as Second language and Foreign language. According to Robson that 1.75 billion people worldwide use English in a useful level [1]. He also stated that they predicted by 2020, two billion people will be using it and/or studying to use the language. Indonesia is one of the country that uses English, especially kids and teenagers. In an article in Onishi confirmed that Indonesians prefer their kids to learn and speak English more than their own national language [2]. Many private schools offer English used in the teaching process. In Madania School, instead of using Bahasa Indonesia, the teachers also use English in their teaching process. Social studies is one of a subject in school that taught with English. Using Indonesia curriculum, adaptation of Cambridge Curriculum, and Madania Curriculum, they combined them as in one to teach students social studies. The aim of this study is to describe the effective methodologies and techniques used by the teacher in teaching social studies. The study applied development research which aimed to develop materials in teaching English for Social Studies for grade VII students in the Second Semester. The researcher used the integration of Stufflebeam's CIPP model (Context, Input, Process and Product model). The researcher found that the teacher used inquiry based learning and task based learning in teaching the students.

Keywords: ESP, Curriculum, Social Studies, English

1. INTRODUCTION

Social studies is concerned teaching students about people, their activities, and their relationship: cultural, social, economical, and geographical. Students need to know the importance of learning social studies that will benefit them in their past, present, and future lives. In Madania School, Students are taught social studies with English as the main language in the learning process.

English is no longer a language used as first language but also as Second language and Foreign language. According to Onishi billion people will be using it and/or studying to use the language. Indonesia is one of the country that uses English, especially kids and teenagers. In an article in 2006 Onishi confirmed that Indonesians prefer their kids to learn and speak English more than their own national language [2]. As the result, there are many private schools offer education with English as the main language at school. Madania School is one of those schools. Instead of using Bahasa Indonesia, Madania School teachers also use English in the teaching process, such as social studies. Social studies is one of a subject in school that taught with English. Using Indonesia curriculum, adaptation of Cambridge Curriculum, and

also Madania Curriculum, we combined them as in one to teach students social studies.

There are several websites that can be used to find materials, plans, or worksheets to teach social studies. Unfortunately, there are still many items that we should teach using Indonesia curriculum that we cannot find using those resources such as sociology and history. Usually, teacher will just use resources from indonesia bilingual and monolingual textbooks or indonesia websites to find material they need. In Madania School teacher should teach social studies with English and sometimes can be combine with Bahasa Indonesia only in the discussion sessions not in the worksheets and paper test. Most of the tasks are preferred to use English for example, presentation and writing on a display. So that teachers concern in preparing the plan in order to give proper materials in English and also with suitable method fit to students.

Choose specific teaching and learning method that suit with students is not an easy thing. There are many factors that can engage the students towards learning including the teaching and learning method. Cothran and Kulinna stated that it is important for teachers to apply a variety of instructional models, understand the students'

perspective, and the effects of those teaching and learning strategies they have applied in the class [3]. Related to the teaching process of social studies in Madania School, the teacher should have lesson plan before coming the classroom. That is one of the way to support students to learn effectively in the class.

Australian Institute for Teaching and School Leadership (AITSL) sets forth the Australian National Professional Standards for Teachers as endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs. The National Professional Standards in [4] mentioned that the effective teachers should (1) know the students and how they learn, (2) know the content and how to teach, (3) plan for and implement effective teaching and learning, (4) Create and maintain supportive and safe learning environment, (5) Assess, provide feedback and report on student learning, (6) engage in professional learning, and (7) engage professionally with colleagues, parents/carers, and the community. Those items are also provided in the lesson plan applied in Madania School including social studies lesson even though the social studies teacher struggling to look for English sources and materials for teaching social studies with English.

According to those explanations above, it is a challenging to the teachers to find materials and resources to teach the social studies lesson. Besides, the effective method to teach social studies with English to the students that use English as foreign language is also the important item to be concerned since the regular school use Bahasa Indonesia in teaching the social studies.

As the materials, resources, and effective teaching and learning are the main problems in creating best lesson plan for students, therefore the writer apply qualitative research to describe all the problems faced. The objective of the research is to record and analyse the strategies and techniques teachers use to implement in each unit in Semester 1 and 2 Grade VII in academic year of 2017/2018.

2. METHOD

2.1. Research Design

This research is a qualitative descriptive design. The first stage is describing the weekly plan applied by teacher in the class. The second stage is interviewing the students about the effectiveness of the learning process of social studies in the class during the semester.

The research was conducted in Madania Lower Secondary School of Makassar to Grade 7 class of Social Studies in semester 1 and 2 held during the academic year of 2017/2018 from July 2017 to May 2018.

Based on the research objective designed, there was one thing studied. It was the method and techniques teacher used to implement each unit in Semester 1 and 2 in Grade 7th of Madania School.

The data was collected through the analysis of the curriculum, lesson plan, other additional resources used by the teacher, the learning process, and the learning results. Besides, the students' answer in the student's assessment talking about their opinion about the lesson during both semester 1 and 2. Moreover to confirm the assessment written by students, the researcher did interview.

The lesson plan consisted of the semester outline and the simple overview about the lesson taught especially about the methodology used in every topics. Whilst, the students' written assessment consisted of 5 questions followed by open ended interview questions.

2.2. Stufflebeam's CIPP (Context, Input, Process, and Product)

This evaluation model initiated by Stufflebeam in 1983. This model provides evaluation in terms of context, input, process and product in holistic view and detailed. Context evaluation assesses the needs, the possibilities, and the environment. Input evaluation provides information in determining the resources used to achieved the goals of the program. The resources include time, human resources, physical resources, infrastructure, curriculum and content to evaluate the quality of the education applied at school. Process evaluation focuses on how the program running including identifying the strategies in facing the challenges found during the process running. This is to assure the good implementation of the program and the quality of education. Product evaluation appraises the outcomes [5].

This research used the Stufflebeam model to evaluate the context includes the needs of the students and possibilities might be used to facilitate the program running. The input of this study will assess the curriculum of the social studies, the lesson plan, and properties available to support teacher in running the program. The process evaluation assesses the strengths and weaknesses faced by the teacher and students during learning and teaching process. The Product evaluation identifies the result of the learning and teaching process in the classroom.

2.3. Setting and Participants

The subjects of the research is the curriculum of social studies applied at school, the teacher's lesson plan including the material, resources, and teaching and learning methodology applied in the classroom and the students of Grade VII of Madania Lower Secondary

School. The Grade VII consisted of 10 students. There were 7 boys and 3 girls who had good ability of English. Besides, the students of Grade VII will be interviewed and observed to find information on the application of the school program.

2.4. Data Collection Method and Analysis

The data was collected through observing the teaching-learning process of the teacher and interviewing students. The researcher observed the teaching and learning process using the teacher's observation rubric applied by the school as the quality assurance measurement for the internal school. After observing, the researcher interviewed the students. The teacher's observation rubric consists of 20 items with 5 as the highest score. 5 means complete all the criteria, 4 means complete 3 out of 4 criteria, 3 means fulfilling 2 from 4 criteria, 2 means complete 1 out of 5 criteria, and 1 does not cover all 4 criteria. Besides, the students were interviewed using the following questions:

1. What are the learning activities you like the most during studying the lesson?
2. Tell your experience during study social studies in this semester?
3. What topic lesson you understand the most? Why do you think that happened?
4. What kind of learning activities you prefer in your Social Studies lesson?
5. How the use of technology applied in the lesson? Is it effective for you to learn?

After, collecting the data, the researcher analysed the result of the teacher's observation rubric by evaluating the rubric using the CIPP model. For the interview, the researcher transcribed the interview result from the students and then evaluate the learning process including the tools to support the learning and teaching process such as curriculum, lesson plan, and properties needed to have the teaching and leaning done and applied effectively with CIPP model.

3. FINDINGS AND DISCUSSIONS

The researcher used the integration of Stufflebeam's CIPP model (Context, Input, Process and Product model). Patil and Klekar stated that the CCIP model is effective to evaluate the school curriculum [6]. As the curriculum has been determined by the Education Department and processed by the school to adjust with the school principles and standards of learning and teaching, so that the teacher should find the interesting material and perfect method to be used and applied in the classroom. From the learning and teaching process during two semesters in academic year 2017-2018, the researcher will describe and discuss in the following

paragraphs accompanied with students interview result and students' achievement.

3.1. The techniques and methods used in Teaching Social Studies

Finding the way to engage students to study the lesson is big challenge to every teacher. Various techniques give significant impact on the students' comprehension toward the lesson. During two semesters, the social studies teacher in Grade 7 of Madania School has applied various teaching techniques to create active and knowledgeable students. In Semester 1 teacher had taught Prehistoric Time in Indonesia, Shapes of the Earth Surface, Interaction; while in Semester 2, the topics were Map, Company and Corporate Body, Hinduism, Buddhism, and Islam Development in Indonesia, and Socialization as Personality Formation Process.

In Semester 1, the teacher used more group work than individual work. The teacher usually gave 20 to 30 minutes explanation and instructions towards the things students need to learn and do to fulfill the lesson objectives. In the topic of Prehistoric Time in Indonesia, the teacher chose to give a task to finish and to present in front of class. Besides, to get the students comprehended in depth the teacher asked each group to create a timeline display board about certain topics such as Stone Age, Metal Age, and Prehistoric Periodization. In addition, the teacher also asked the students to create an interactive book individually with certain topic determined by the teacher to be done by the students. Those tasks were intended to make the students understood the content of the lesson to strengthen the concept in the lesson taught.

The next topic in the Semester 1 was the Shape of the Earth Surface. In order to learn using more analytical thinking, the students were taught to create a display board with their groups by inquiry learning. The students provided a handout about the Shape of the Earth Surface by the teacher, yet in the end the students asked for to search themselves the material which was broader than what the teacher had provided. The students with their group find the resources by themselves, discuss what to explain and then practice and perform a presentation in front of other students in other class such as doing the presentation in Grade 9th.

In Semester 2, Students explored about Map. They made a mind map about requirements to make a map. To practice minimizing or maximizing a map, students were given a project to minimize or maximize a map of a country individually, they were free to choose the map of a country they wanted to minimize or maximize. Eventually the project was taken as the formative assessment.

The other theme in semester 2 was Company and Corporate Body. In the lesson students watched videos of sorts of company. They also had discussion session about

the companies in Indonesia. Besides, they were asked to study using inquiry learning method. Each students searched, created slides and presented about the certain topics such as economic actors, distribution agents, and economic factors. In the end, the students were given a project to establish their own company, starting doing survey about the product they wanted to sell, identifying the production factors the used, doing the selling, and counting the profit and loss they resulted during the selling.

Socialization as Personality Formation Process was taught in the Semester 2. At first they had discussion talking about their reaction about the socialization happened in the video. They also had discussion about how they got their personality formed. The task given to comprehend more was their description towards their analysis about the Tenger People personality formed based on their culture when they had excursion in Probolinggo, Batu Malang, East Java. The task was counted as formative assignment.

The last material was Hinduism, Buddhism, and Islam Development in Indonesia. Students finds some materials as instructed. The students also had presentation to find they had understood the topic or not. In the end, the teacher confirmed the information got by the students.

As the interview result, there are 5 students confirmed that they understood on the lesson of Map, 1 student mentioned that she knows more about prehistoric times, 1 talked about company especially in establishing business, 1 mentioned about Hindu, Buddha, and Islamic Kingdom, 1 students stated that he likes to learn when the lesson talks about history, 1 students stated that he understood more about social interaction because it talks about himself in the way he interacts with his surrounding and even others that he actually does not know. When teaching about Map, the teacher started the lesson by asking the students to create a mind map on the requirements should be contained in a standard map. The students did internet searching on the way minimizing and maximizing a map. After that they had discussion with teacher and decided the map of a country they wanted to make. The map project was counted as formative test with assessment that teacher had determined as well as she announced to the teacher once she started teaching the topic. In term of company, the students were given a home assignment to find the examples of state and private companies, and the examples of these sorts companies such as agricultural company, mining company, commerce, industrial company, and service company. To give more challenge, students had been asked to create the name of their company and the production factors they needed to start the business. They surveyed, promoted, and sold their products at school to the lower graders such as to the kindergarten and primary students in Madania School after proposed their proposal to their parents to give them

money as the capital to start their business or they could be a reseller to other company. As well as in the curriculum, this is the yearly program of Madania Lower Secondary School. Students will have rewarded formative project grade after they counted the profit or loss since they had got the material of it in Math lesson in semester 1. The material of Hindu, Buddha, and Islamic Kingdom were done mostly through making mind map and then presenting it in front of the class interactively. In social interaction students found it out through a lecture by the teacher and then they had discussions talking about forming personality after watching a video. After that they had four days excursion to Malang with other 56 students from Madania School in Bogor and lived in with Tengger People in Probolinggo, Malang, East Java. They also had got assignment to write their experience and perception about the cultural and personality formation by the Tengger Tribe in a short essay. Besides they also created a video to complete the assignment, even though the video integrated with several subjects such as Bahasa Indonesia, English, and Character Education. As the result, in Semester 1 and 2, there were 8 students got very good score with the range 80-98 in Semester 1 and the two others got 72 and 78. In Semester 2, there were also 8 students got score with range of 84-98, while the other two students 70 and 71. Since the lesson was delivered in English and the students mostly experienced the lesson in English: the learning process, the worksheets, the paper test, it means that the students do not have difficulties in learning the lesson using English.

From the Final exam result, it can be concluded that the teaching was effective. To teach effectively as explained in the previous paragraphs, teacher uses various kinds of teaching method and techniques. They are lecturing, inquiry learning, task-based learning, observation, and project-based learning.

Russel and Waters found that the most dislike method in teaching social studies with percentage 74% of the research population is lecturing. Lecturing is a kind of passive learning which has the students to take notes, listen attentively which makes the students need highly motivation to stay focus on the lesson. In Grade 7, social studies teacher stated that the lecturing was needed in order to introduce the topic. In grade 7, the teacher does the lecturing interactively with students which is called by Lowman (1987) in as expository lecture [7]. In the application teacher asks the students what they want to know from the topic they have that day and then the teacher answers the questions and provide session for students to give their comment related with their thinking or experiences. However, the teacher prefers using the method only for certain topics which concerned as broad or very extend material if the students finds them alone. Besides, lecturing will minimize the duration to teach the topic. In addition, teacher uses this method only to

introduce the topic, after that teacher continues it with other various methods and techniques.

Finding out things is more interesting than listening to someone else's story. The teacher of Social studies in Madania realizes it showing from the practice of the method in the class in certain topics. For example, about the Shapes of Earth Surface, students were asked to read handout at first but in the end with their group they chose to find the resources by themselves. The class was divided into two groups. Group 1 got endogenic power and group two got exogenic power. As the result they presented the display about the topic got in front of grade 9th students very well and with high confidence. All students stated that they really liked when they search things by themselves and then discuss with group and feel the nerve when they present the topic. Seyhan and Morgil finds out that through inquiry based learning brings the students understood the lesson more than when using the traditional method [8].

Task based learning has definition typically with task based language teaching. The difference is, the application of it does not focus on the language. Task based learning also has special portion demanded by the students in grade 7th in learning social studies. Their first impression about studying the lesson was three out of ten thought that they learnt science since their favorite lesson is science. The topic was the Prehistori Time. The students were asked by the teacher to create a timeline with their group based on the handout given. They also made an interactive book about prehistoric humans found in Indonesia. They were happy doing the task. Izadpanah said that Task based Learning gives opportunity to the teachers to provide needs analysis and design the activities as the students' preferences [9].

Doing observation on the things they are learning was usually done by students in grade 7th in learning certain topics. When learning about social interaction in the term of personality formation, to introduce, the students were explained the topic and then they experienced living with the Tengger People in Probolinggo, Malang, East Java accompanied in doing Excursion program set by school every year. To show the observation result students were asked to write a 500 words report text about the Tengger Tribe and how the culture shape their personality. In the writing, students could easily explain about the things asked because they really experienced the living with Tengger people. They even more had discussion without being asked by the teacher. As Groenendijk, Janssen, Rijlaarsdam, and Berrgh stated that through observation the students will effectively learn the topic [10]. All students of grade 7th stated the same that they are excited learning the topic by observation so they can easily have understood the lesson and do the task well.

The students of grade 7th were excited and nervous at the same time when having an IndieBiz project. The

project is a yearly program for Grade 7th and 8th to implement their knowledge about company for grade 7th and grade 8th with get more advanced by counting the income tax after doing the project. In the process of learning, like it or not the students tried to understand the lesson from the beginning, from lecturing, doing the task, observation, and discussion with teacher, friends, and parents because they were told that in the end of the topic discussed there would be a project needed to prepare and do in order to get a best formative assignment score. The project allows them to know the topic, practice, and experience the process on establishing a company to get the profit or loss on the result of their working. Luna, one of grade 7th students stated that making the projects in group such as creating power point, paper presentation, map, and IndieBiz were the activities she liked the most when studying the lesson. According to Goodman and Stivers research studies approved that PBL is more effective than traditional method to increase students' academic achievement, gives more satisfied result than traditional one in teaching mathematics, science, economic, social science, clinical medical skills, and for careers in the health and occupation and teaching [11]. It is also more practical, accommodate students' needs, effective for lower achieving students, enhance students' mastery of 21st century skills such as critical thinking, communication, collaboration, creativity, and innovation; advantageous model to apply at school.

From the explanation in the previous paragraphs, the context, the input, the process, and the product are already fulfilled in good package. The school has provided a good standard quality of those requirements. It is because the school already provided the suitable curriculum with good execution and result a good product which is the students can experience the learning and get new or developed skills after learning. As Patil and Kalekar claimed that this model will definitely improve the quality of education [6].

4. CONCLUSION

Teaching social studies in English with good English skills of students does not have significant difficulties. The methods and techniques used by the teacher are more worthed. Various techniques may successfully applied also may give the teacher more satisfied result that the students do not realize that they get them advanced, learning the material without burden them with many topics to memorize as their first impression about learning social studies. In addition, students can do any tasks, assignment, projects and other assessment tools using English with no significant difficulties on language.

The curriculum, the process, and the school program are effective to improve students' skills. The school has definitely approved the school has applied good quality of education. The program has shown that it prepares the

students to have improved skills and understanding about the lesson learnt. In addition, to face the competition in the work field in the future the school has prepared the students to have the 21st century skill to brighten the students' future and career. Those elements are determined that the school has given good quality assurance to the students towards their learning.

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