



OBSERVATION OF ENGLISH TEACHERS' TEACHING METHODS ON THE UNDERSTANDING OF STUDENTS IN CLASS 3A AT SD PELANGI ON THE SUBJECT OF DAILY ACTIVITIES

PENGAMATAN METODE MENGAJAR GURU BAHASA INGGRIS TERHADAP PEMAHAMAN SISWA KELAS 3A SD PELANGI PADA MATA PELAJARAN KEGIATAN SEHARI-HARI

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Abstrak

Penelitian ini bertujuan untuk mengkaji bagaimana cara pengajaran guru bahasa Inggris mempengaruhi pemahaman siswa kelas 3A di SD Pelangi terhadap materi "Daily Activity". Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus melalui observasi, wawancara, analisis dokumen siswa, serta dokumentasi foto dan video. Hasil penelitian menunjukkan bahwa guru menggunakan kombinasi metode ceramah, sesi tanya jawab, media visual, dan aktivitas sederhana seperti roleplay. Metode-metode ini membuat pembelajaran menjadi lebih menarik dan mudah dipahami. Rata-rata skor pengetahuan siswa adalah 87,42 dan keterampilan mereka 88,95, menunjukkan bahwa sebagian besar siswa mampu memahami kosakata dan kalimat sederhana tentang aktivitas sehari-hari. Faktor-faktor yang mendukung pembelajaran yang sukses meliputi materi yang relevan dengan kehidupan siswa, penggunaan media yang jelas, perhatian terhadap perbedaan kemampuan siswa, dan suasana kelas yang positif dan motivatif. Studi ini menyimpulkan bahwa kombinasi antara ceramah, tanya jawab, dan aktivitas interaktif dapat meningkatkan pemahaman siswa dalam pembelajaran bahasa Inggris di sekolah dasar.

Kata kunci: Bahasa Inggris, Daily Activity, Pemahaman

Abstract

This study aims to examine how English teachers' teaching methods influence the understanding of 3A students at Pelangi Elementary School regarding the "Daily Activity" material. This study uses a qualitative approach with a case study method through observation, interviews, analysis of student documents, as well as photo and video documentation. The results show that teachers use a combination of lecture methods, question and answer sessions, visual media, and simple activities such as role-play. These methods make learning more interesting and easier to understand. The average score for student knowledge is 87.42 and their skills are 88.95, indicating that most students are able to understand simple vocabulary and sentences about daily activities. Factors that support successful learning include material that is relevant to students' lives, the use of clear media, attention to differences in student abilities, and a positive and motivating classroom atmosphere. This study concludes that a combination of lectures, question and answer sessions, and interactive activities can improve students' understanding of English learning in elementary school.

Keywords: English, Daily Activity, Comprehension



INTRODUCTION

English is one of the important subjects taught from an early age in elementary school as an international language that supports global communication. Given the importance of English language skills in the era of globalization, education at the elementary level is required to develop these language skills effectively and enjoyably. In addition, learning English from an early age helps students develop critical thinking, creativity, and problem-solving skills. The process of learning English also trains students to be more open to cultural diversity and different perspectives, which are important skills in today's era of globalization. English lessons in elementary school should be enjoyable and appropriate for the developmental level of children according to their age. When students are actively involved in learning, they will find it easier to understand and remember the content.

Daily activities are an important topic in English language learning in elementary schools, especially for third graders. Daily activities include various everyday activities that children typically do, such as waking up, brushing their teeth, taking a shower, eating breakfast, going to school, studying, playing, and going back to sleep. This material is very relevant to teach because it can help students learn vocabulary and expressions that they often use in their daily lives, making learning more meaningful and contextual. The challenges faced by students in learning English are very diverse, depending on their background, learning environment, and teaching approach. The development of English language skills requires consistent practice and teaching methods that include role-playing, group discussions, and simulations of real-life situations, which ultimately support students in developing their English language skills.

Pelangi Elementary School, as one of the educational institutions at the elementary level, is expected to provide effective and comprehensive English language learning. Some common problems in English language learning in elementary schools are: a) Many elementary schools, especially in rural or underdeveloped areas, have limited resources such as textbooks, learning materials, and facilities to support English language learning; b) Elementary school-aged students may lack motivation to learn English; c) In a dense curriculum, limited time for English language learning can be a challenge. Teachers may find it difficult to cover all the necessary material in a limited time, which can affect the depth of students' understanding of English; d) the evaluation methods used are not in line with the learning objectives or do not reflect students' actual abilities in English. The implementation of English language learning does not always run smoothly in every educational institution (Yuliasari & Dwidarti, 2024). Various factors, such as teaching methods and learning facilities, can affect the effectiveness of the learning process. Therefore, this study was conducted to analyze English learning practices at SD Pelangi.

METHOD

This study used a qualitative approach with a case study method. This method was used because the researcher wanted to see firsthand how teachers taught daily activity material and how third-grade students understood it. The research was conducted on Wednesday, November 5, 2025, at SD Pelangi, Jl. Bhayangkara No.417, Indra Kasih, Medan Tembung. The research subjects were the English teacher Miss Melisa Harahap, M.Pd and the students in class 3A who attended the lesson on that day.



To achieve the research objectives, several complementary data collection techniques were used:

1. **Non-Participatory Observation:** Observations were conducted in class 3A during the learning process of daily activity material. The researcher acted as a non-participatory observer, focusing on systematically recording the teaching methods applied by the teacher, the patterns of interaction between teachers and students, and student responses to the material taught. Observations also included the classroom atmosphere, classroom management, and teacher strategies in motivating students.
2. **Semi-Structured Interviews:** Interviews were conducted with the 3A class teacher to gain a deeper understanding of the teacher's perspective on lesson planning, choice of teaching methods, use of media, challenges faced, assessment strategies, and efforts to motivate students. The interviews were conducted in a semi-structured manner, using a list of questions prepared in advance, but still allowing flexibility for the researcher to explore further information based on the responses provided by the teacher.
3. **Document Analysis:** Document analysis was conducted using student grade lists. The grade lists were used to assess how well students understood the material, identify variations in student performance, and provide an overall picture of learning outcomes in the class. This data helped the researcher understand the effectiveness of the teacher's teaching methods.
4. **Audio-Visual Documentation:** Audio-visual documentation in the form of photos and videos was carried out during observations and interviews. Photos and videos were used to record the classroom atmosphere, teacher-student interactions, the use of learning media, and student activities during the learning process. This documentation served as visual evidence to support the description and analysis of data, as well as to provide a more concrete picture of learning practices in the classroom.

RESULT AND DISCUSSION

Research Results

This study was conducted in class 3A of Pelangi Elementary School, which consisted of 20 students, namely 8 male students and 12 female students. The material taught was daily activities using a combination of lecture, question and answer, and active learning methods such as simple roles performed by students. Based on the evaluation given after the lesson, the average knowledge score was 87.42, while the average skill score was 88.95. These results indicate high learning achievement and show that most students were able to understand vocabulary and simple sentence structures related to daily activities.

The learning process was interactive. The teacher began the activity with questions about the students' daily routines. In the main activity, the teacher introduced new vocabulary through direct explanation (lecture) supported by visual media in the form of pictures from textbooks and brief material on the blackboard to clarify students' understanding. Next, the teacher asked students spontaneous questions to assess their understanding, such as "What do you do after school?" or "When do you eat breakfast?".



Learning activities are also interspersed with short games to maintain the interest of students who are easily bored. Teachers use printed books and simple role-plays to help students understand concepts concretely. Based on interviews, teachers stated that they always begin lesson planning with objectives, then select materials according to the students' level of understanding, and organize activities that are easy to understand. The biggest challenge, according to teachers, is the uneven abilities of students, so that some students need more frequent repetition of material. To assess students' abilities, teachers observe their speaking and listening skills during question and answer sessions, and assess their reading and writing skills through reading exercises and simple writing assignments.

Teachers also explained that student motivation is maintained by giving praise, creating a pleasant learning atmosphere, and ensuring that students feel safe to try even if they make mistakes. Lectures are used to deliver initial concepts in a focused manner, while question and answer sessions are used to train students' understanding and courage in speaking.

Discussion

Based on the results of the study, the combination of lecture and question-and-answer methods proved to be very effective in improving students' English comprehension and skills in everyday activities. This can be seen from the average knowledge score (87.42) and skill score (88.95), both of which fall into the excellent category. There are several factors that explain this success.

First, the daily activity material used is close to the students' daily experiences, thus facilitating the process of meaning construction. Vygotsky's constructivism theory emphasizes that learning becomes more meaningful when students can connect new material with their concrete experiences. The closeness of the material to the students' lives makes the vocabulary easier to understand and remember. Second, the lecture method used by teachers serves to provide structured explanations of vocabulary and simple example sentences. However, success does not depend solely on lectures. The use of question and answer methods gives students the opportunity to process information, answer questions, and practice speaking directly. The balance between teacher explanations and active student participation creates an interactive classroom dynamic.

The balance of this method is in line with the findings of Rahmadhani et al. (2025), which confirm that “the balanced use of lectures, discussions, and question-and-answer sessions is considered effective in improving the quality of science teaching in elementary schools.” Although this study was conducted on science subjects, its pedagogical principles remain relevant in the context of English language learning, namely the need for interaction between teacher explanations and active student participation. Therefore, the findings of this study support the idea that a balanced approach to learning can increase the effectiveness of the learning process.

Third, the diversity of media used by teachers, such as pictures in books and simple materials on the blackboard, greatly helped students understand the material. Third-grade elementary school students needed visual aids to understand material such as the use of simple English vocabulary in everyday life. Fourth, teachers' strategies in addressing differences in student abilities contribute to learning success. Teachers provide repetition, use simpler language, and provide assistance to



students who are experiencing difficulties. This approach reflects the principle of differentiated learning, which emphasizes that teachers need to tailor their strategies to the needs of their students.

Fifth, a pleasant and safe classroom atmosphere helps maintain students' motivation to learn. Teachers consistently give praise and encouragement so that students have the confidence to try speaking in English. A positive emotional environment has been proven to improve the quality of students' speaking skills. Therefore, it can be concluded that learning English through lectures, question and answer sessions, and simple role-playing can significantly improve students' understanding and skills. The results of this study are in line with the findings of Rahmadhani et al. (2025) and reinforce the evidence that the use of a balanced approach in learning is the key to success at the elementary school level.

CONCLUSIONS

Based on the results of research conducted in class 3A at Pelangi Elementary School, it can be concluded that the use of lectures, question and answer sessions, and interactive activities such as games and role-playing proved effective in improving students' understanding of daily activity materials. Materials that are close to students' lives make the learning process easier to understand, while the use of visual media helps students recognize vocabulary and sentence examples more clearly. The high average scores of the students indicate that most of them are able to understand and apply the material taught. In addition, the teacher's strategy in creating a pleasant learning atmosphere, providing motivation, and adjusting the learning to the students' abilities also contributed greatly to the success of the learning process. Therefore, a combination of balanced and interactive teaching methods is the key to improving the English skills of elementary school students.

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