

Affective Taxonomy Domain Development for Improving Elementary Student Behaviour with English Mother Tongue Interaction

Wirawan Pamuji^{1*}, Julia Marfuah², Nirmayanti³

¹University of Yos Soedarso Surabaya, ^{2,3}University of Tadulako Palu

Corresponding Author: Wirawan Pamuji Shangwira.muji@gmail.com

ARTICLE INFO

Keywords: Contextualized Methods, Affective Domain, Local Languages

Received : 5 April

Revised : 15 April

Accepted: 25 May

©2024 Pamuji, Marfuah, Nirmayanti:

This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Contextualized Methods are applied during an advance completing progress in adequate application for English Language applied for the function not for the theory The Research applies Descriptive Qualitative Methods in developing Domain of Affective Taxonomy in measuring how English applied at class with good steps of changing unwell behavior of students at class. Due that English learning process in Asia requires understandable pattern called second acquisition in which most teachers should follow adaptive comprehension in adequate manners of teaching

INTRODUCTION

Teaching English for Elementary Levels are not in extravagant as teaching in higher levels with the signs of Introduction Genre in basis English can measure a gap between material and application for instance. It is able to integrate at all when the materials are related one another. Referred to Piaget in Suyanto 2007 declared the age of Elementary Level students range between 8 - 11 years old called as concrete operational Usage. It is measured because in the Golden Age those students are normally amazed of application in direct operation.

Piaget as follow pertains an example as analyzed about the importance of Curriculum Integration between language and its direct function as described in the type of curriculum as Integrated Curriculum which is stated to progress Integration learning between local wisdom language and English as International communication.

English Language Application implemented in Asia is regarded as applied in International Utterance Application and as not adherent as augmented Adaptive Language Situation used in territorial or local application as practiced as familiarity adaptation at home and School, It requires adjacent preparatory for further Education or School Academicals Purpose, it is hoped to learn it referred to human needs

The curriculum is actually mainly stated not only for the instructions but also for the adequate application to gain students for good manners in application for this lesson, as Vygotsky declared in Suyanto 2007 that must be an assistant for improving proper behavior of students applied in English.

The Function of the language cannot adherent not only for the adopted use but also the function of this matter as the function created Proper behavior of students applied the key materials about regarding proper condition for politeness at classroom for direct interaction one another of referred fromWahyuni and Ibrahim 2012; 30 - 37.

The teacher apparently determined in this case actually focused to teach Elementary School is an adjacent function to adaptive behavior material regarding to teach students are not merely explaining about brief adequate explaining about logical or cognitive steps of taxonomy in English used for application as a language as essence of materials delivered for daily use of this matter but actually for the function.

The materials actually are deliberately intact to start a position to provide adequate massive explanation about how students understand about giving translation to local language to comply and comprehend materials just not more than understanding text or grammar and complexity of theoretical picture and writing side of the matter and then describe them in limited scoring rubric.

Application in this case is actually considered to specialize just textual explanation not more than adequate implementation referred for the local custom in rising norms and politeness in behaving adequate manner instructed by teachers since the students are still elementary school level

Generally, The Implication of mastering English Language is not only creating understanding cognitive materials but also in regard of manner function of language itself as proper condition of communication. In addition of teaching

for elementary levels as piaget says about learning for pedagogical materials in operational abstraction in real situations.

as the matter of delivering materials occurred in the classroom, teacher should integrate the subject with local language they have, Indonesian for example but it should be implemented with adequate application for elementary students in common activity at class not only they understand the Indonesian translation but also comprehended to Indonesian proper manners as politeness structured In English.

The practical condition is actually similar paradigm in application all methods to rise affection for students as they could have an imminent practice in delivering English not only a learning material but also application for adequate politeness manner in using grammatical condition at class well without insisting the object to accept the request in uttering something with inadequate ways.

Basically, learning with adequate methods should be realized to practical assurance as the students are able to practice both English and their manner, not only advancing English but also functioning manner as proper condition of politeness as the students could use English for either communication or providing manner for the functions.

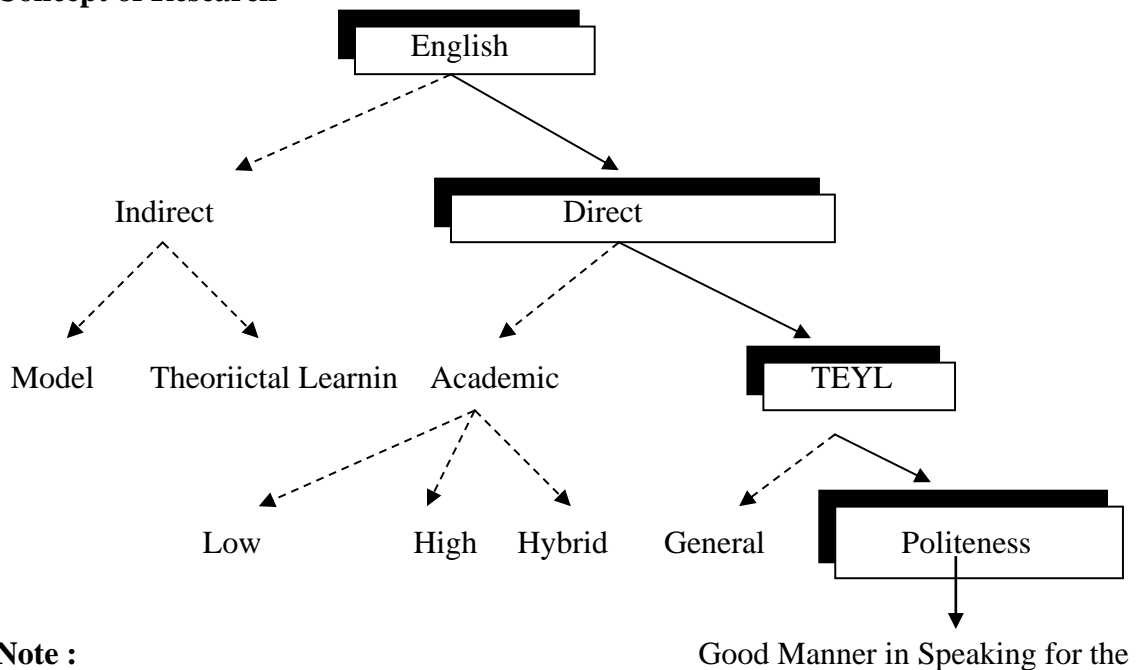
LITERATURE REVIEW

This Research is designed based on literature and reference from books; it allows researchers to define characters how hypothesis is concluded by applying the design due those problems teaching English without Indonesian Custom application at class because the matter is about application with certain steps of affective taxonomy to practice mannerism of students.

Application in this case is actually considered to specialize just textual explanation not more than adequate implementation referred for the local custom in rising norms and politeness in behaving adequate manner instructed by teachers since the students are still elementary school level referred for the materials explained.

Generally, The Implication of mastering English Language is not only creating understanding cognitive materials but also in regard of manner function of language itself as proper condition of communication. In addition of teaching for elementary levels as piaget says about learning for pedagogical materials in operational abstraction in real situations.

Concept of Research



Picture 1. The Concept of Research

METHODOLOGY

In this chapter, the discussion depends on the reliable and cohesion from the explaining. Therefore, there is one basic question reflected from the previous paragraph. How mother tongue strategy is applied for general aims for standardized English with Affective Taxonomy Domain with Literal Taxonomy Steps Design to implement that.

The Objective of this research is to know about how is mother tongue strategy applied for standardized. The research analyzes about the process about how does mother tongue strategy be applied for standardized .

The research is achieved to present and to support Affective Domain strategy for maintaining about how does mother tongue strategy be applied for standardized. The Research applies Descriptive Qualitative Methods in developing Domain of Affective Taxonomy in measuring and improving proper design in applying politeness teaching methods for Elementary Students using natural behaviorism in the classroom.

Meanwhile, The Design is measured at the end of domain as the students are able to characterize an action with good attitude at school as the teacher assumes scoring by description of their attitudes at all.

In a common way for teaching English based on context, teacher sometimes allow suitable system to apply well prepared method if only students will probably be proficient in English. Nevertheless, they provide good start to gain next step well. Therefore, the certain steps are perpetually discussed to review that the method is proper or not to apply based on literal study.

RESULT AND DISCUSSION

As School requires several category of students with specification for adequate method applied. Because in this research is discussing about English application in a classroom as they will have a further communicative test in the assignment. So, the method should be implied for it with constant Integrated Learning for proper manner instructed for elementary Levels.

Lesson plan perhaps requires integrated preparation about measurable scores and also teaching method required. Because, most of Elementary School methods have a communicative source, majority it is learnt about Dialogue and structure immersed in the case. Then, for English subject, there must be usually debatable method to have them easily communicate in English.

As it contains foreign ahead system namely Community Language way the starts of the lesson is merely stated of application not just an application of the language of the terms of lesson at class (2002 : 25 in Rahayu, 2006 : 64)

The approach is about teaching which is based on the following principles:

- a. Students develop process for innovation by them for maintaining the truth.
- b. Tutors use a instructionstyl of discovery and Affective Domain.
- c. Textbooks are not the sole resources for learning.
- d. Conclusions are involved in planning, conducting and evaluating their own learning with the lecturers playing a supporting role.

A number of language teaching approaches make use of discovery - based approaches to learning, particularly communicative language teaching for affective taxonomy.

(Richards et al, 1993).

Referred for Skinner from Suseno 2006: 161 that every human is stated for a freeman , mthey could not be adjusted to grow them as a man of wisdom for a control , therefore it states Morale inadequate styles, a manipulation of environment, so that it requires learning advance of affective taxonomy steps to manage it well.

As Described with following steps based on Krathwhol, Bloom and Masia, 1964:

Table 1. The Steps of Mother Tongue Steps to Create Politeness

Teacher Steps of Teaching English with Affective Taxonomy	Domain
Domain	
1. The Teacher greets student and ask students to answer the question how to say in polite way to the older one as teacher or parents, when the teacher does not meet the answer of students, teacher conducts them to practice with their friends in mixed language for instance.	Receiving
2. The Teacher tries to give an example how to interact with the older specified in English Language in maintaining good manner and the students respond them in customized interaction for teacher.	Responding
3. Then The teacher sustains an ability to create impromptu dialogue with mixed language Indonesian and English with teacher assistant	Valuing
4. The Students have finished arranging dialogue and beginning to present dialogue after translating it in Complete English assisted by the teacher,	Organization
5. The Teacher has finally Concluded that if students may say <i>silahkan</i> in Indonesia so the students should translate the word in English with <u>please</u> to allow people to do or teacher instructs the students to say <u>may</u> for <i>bolehkah</i> in Indonesian.	Characterization

The Contextual Progress is about To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual of students advance in doing learning of English politeness

Both of them does not pertain mere justification to comprehend students' ability in one classroom and then will be the same as the method should be. But there are many difficulties about how to maintain the method in to specific aim based on their ability. The principal is sometimes confusing because the definition of the methods are not entirely distinguished one another as intercultural relationship materials instructed.

Therefore, every method is considered to permit and ban Teaching Procedure when there are some mistakes during the process. So the teacher should be aware about hierarchal assumption and procedure to regard it.

CONCLUSION AND RECCOMENDATION

The main problem is not about the procedure, but about how the way of method system is not mere justified to one stop divergence but about selection what the method properly applied in several cases. Because, based on contextual pattern, students are controlled to find out answers and question based on their experience called Affective Domain strategy that is way Affective Domain should measure the two distinct methods for targeted aim.

Affective Domain consists of searching new knowledge to gain and retrain data from the material, but it is still answered in evaluation to balance and determine about how well it is used for both of method as community language learning consist of it, Therefore it recommends students with special characters in extraordinary unwell attitudes can be assumed for training regarding the application but the taxonomy is designed to give an instruction for elementary students about not only applying English Language as Language and Manner application.

ADVANCED RESEARCH

Piaget as follow pertains an example as analyzed about the importance of Curriculum Integration between language and its direct function as described in the type of curriculum as Integrated Curriculum which is stated to progress Integration learning between local wisdom language and English as International communication.

English Language Application implemented in Asia is regarded as applied in International Utterance Application and as not adherent as augmented Adaptive Language Situation used in territorial or local application as practiced as familiarity adaptation at home and School, It requires adjacent preparatory for further Education or School Academicals Purpose, it is hoped to learn it referred to human needs

This research is not impeccable during or after it applies as a result, The Psychomotor Taxonomy is required as the Integrated Curriculum should follow the further development as this will apply. Because it does not pertain mere justification to comprehend student's ability in one classroom and then will be the same as the method should be. But there are many difficulties about how to maintain the method in to specific aim based on their ability. The principal is sometimes confusing because the definition of the methods are not entirely distinguished one another.

ACKNOWLEDGMENTS

This presents gratitude for all parties as supporting data and findings as the research is finally conducted for summation as follow:

1. Mr, Ir.Bachtiar Prabowo MM as Rector of Yos Soedarso University Surabaya.
2. Mr Ruslin, S.H.,M.H., selaku Dean of Faculty of Law University of Yos Soedarso Surabaya
3. Mrs Julia Marfuah From Department of Education Indonesian Teaching Training Faculty University of Tadulako Palu who becomes Fund riser and Idea Collectors from the research in indication of Politeness nmanner from Indonesian Local Language dominated in English application from Indonesian Manner Tradition
4. Mrs Nirmayanti From Department of Education Indonesian Teaching Training Faculty University of Tadulako Palu who becomes Fund riser and Idea Collectors from the research in indication of Politeness nmanner from Indonesian Local Language dominated in English Function referred to IndonesianLingua Franca
5. all of My Partners who are not definitely noted in this research.

REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Pendekatan Edisi Revisi VI*. Jakarta :Rineka Cipta
- Bolgar, R.R. 1998. *Teaching Methods*. England: Encyclopedia Compact Disk
- Degeng, I.N.S. 2008a *Pedoman Penyusunan Metode ajar*. Teknologi Pembelajaran P.P.S Universitas PGRI Adi Buana Surabaya.
- Degeng, I.N.S. 2008b *Pengembangan Modul Pembelajaran*. Teknologi Pembelajaran P.P.S Universitas PGRI Adi Buana Surabaya
- Freeman Diane Larsen. 1985. *Techniques and Principles in Language Teaching*. Oxford : Oxford University Press.
- Grellet, Françoise. 1992. *Developing Reading Skills A Practical Guide to Reading Comprehension*. Cambridge : Cambridge University Press.
- Grellet, F. 1992. *Developing Reading Skills A Practical Guide to Reading Comprehension*. Cambridge : Cambridge University Press.
- Grondund, N.E. 1985. *Measurement and Evaluation in Teaching*. New York: Macmillan Publishing Company.
- Hewitt, L.A.H. and Luc, d. *The Power of Focus for College Students*. Deerfield Beach, FL: Health Communications, 2005.
- Hillerich, L.R. 1987. *The Principal's Guide to Improving Reading Instruction*. USA: Bowling Green State University.
- Hornby, AS. 1995. *Oxford Advanced Learners Dictionary. International New Students Edition*. Oxford : Oxford University Press.
- Suseno-Frans Magnis. 2006. *Etika Abad Dua Puluh*. Jakarta: Kanisius
- Taksonomi dan Tujuan Instruksional, Tim Pelatihan dan Pengembangan Pendidikan (P3) LLDIKTI VII Jawa Timur.