

PSYCHOMOTOR DOMAIN OF SPEAKING ACTIVITY IN THE ENGLISH TEXTBOOK FOR MALAYSIAN PRIMARY SCHOOL GRADE 4

Zaqy Mubarok

English Department, Faculty of Education and Teachers Training, Universitas Tidar
Indonesia

iamzaqy@gmail.com

Abstract

English speaking skill is one of the English skills that is taught in classroom. It deals with human interaction, communication, and connection. Based on the observation in one of the primary schools in Malaysia, the researcher notes some problems in the English learning. There are students' motivation, overuse of the students in using their native language (Malay), and the students' dependence on the teacher. Since speaking is a psychomotor skill, psychomotor domain needs to be focused more without ignoring the other domains. This research aims to reveal the types of psychomotor domain used in speaking activity in the English textbook, and to investigate the most dominant type of psychomotor domain used in speaking activity in the English textbook. The type of this research is qualitative research. The researcher implements descriptive qualitative content analysis as the research design. The subject of this research is the speaking learning materials in the English textbook for Malaysia primary school students grade four entitled "English year 4". The process of analysing data uses the data analysis table of psychomotor domain by Moore (2001).

Keyword - Psychomotor Domain, Speaking, English Textbook, Malaysia

Introduction

English speaking skill is one of the English skills that is taught in classroom. It deals with human interaction, communication, and connection. In other words, it roles as an important skill that students must acquire in learning language. Johnson and Morrow (1981, p.70) cited in (Nirmawati, 2015) state that speaking is an activity which is involving two or more people in which having roles as hearers and speakers to react and do oral communication. Based on the observation in one of the primary schools in Malaysia, the researcher notes some lacks in the English learning. There are students' motivation, overuse of the students in using their native language (Malay), and the students' dependence on the teacher. Since speaking is a psychomotor skill, psychomotor domain needs to be focused more without ignoring the other domains.

Bloom (1956) declares three primary domains of learning. The first one is cognitive domain. Bloom (1956) states that cognitive domain deals with the human knowledge and the development of intellectual skill. In other words, cognitive domain is mainly about human competence in processing something that they are learnt in the brain. The second one is affective domain. Krathwohl, Bloom, & Masia (1964) argue that affective domain can be defined as human attitude in learning something. Thus, it is not only about the ones' attitudes but also about the ones' emotions, and feelings towards the learning. Simply, it is about how the learners emotionally stand in the learning process. The third is psychomotor domain. It is a domain that being demonstrated or done by the learners (Dave, 1970). Simpson (1972) cited in (Thomas, 2004) argues that psychomotor domain includes physical movement, coordination, behavior, skill, and use of the motor-skill areas. Thus, psychomotor deals with the behavior of learners toward the learning. Simply, psychomotor deals with learning something by doing.



Bloom (1956, p. 7) defines taxonomy in psychomotor as the classification system used to define and distinguish different psychomotor levels of human understanding. In addition, Giambatista & Hoover (2009) cited in (Micklich, 2011) mention that psychomotor domain taxonomy means the process of activating high-intensity learning environments to result the improvement of learners' behavioral skill.

Moore (2001) declares more simple taxonomy of psychomotor domain. He states that there are three levels of psychomotor domain. The first level is imitation, which deals with performing a skill under supervision. This level is simply defined as learning by watching and copying. As the example in speaking class: pay attention on what teacher does, then the students follow and repeat the teacher's pronunciation in pronouncing words. The second level is manipulation. It deals with performing a skill individually. Sometimes, a few guidance is needed. In this level, the actions are performed by memorizing of the following instructions after repeating or copying them. As the example in speaking class: Pronouncing the words individually. The third level is precision. It deals with performing a skill accurately, and mastering it. This level is the highest level. In this level learners are more expert in doing the activity. Several skills and performances are naturally done and achieved. As the example in speaking class: the activity of delivering ideas to others, having discussion, and continuing short stories form the teacher.

Methodology

The type of this research is qualitative research. The researcher implemented descriptive qualitative content analysis as the research design and analyzed the psychomotor domain of speaking activity used in the textbook of Malaysian primary school grade 4 based on the psychomotor learning taxonomy by Moore (2001).

The subject of this research is the speaking learning materials in the English textbook for Malaysia primary school students grade four entitled "English year 4". The textbook consists of 15 units and 154 pages. The speaking activity can be found in all chapters of the textbook.

The researcher collected the data by using documentation technique. The document used by the researcher was the English textbook used for teaching English in SK Taman Bunga Raya 1 entitled "English Year 4".

In this research, the process of analyzing data uses the data analysis table of psychomotor domain by Moore (2001), the data was analyzed as follows.

1. Identify the instructions of speaking activity in the textbook. The instruction is coded into "I".
2. Interpret the data by considering the learning standard for each instruction. Then, classify the instructions of speaking activity for each chapter of the textbook based on psychomotor level of the learning taxonomy in order to know that the activities cover: imitation (P1), manipulation (P2), or precision (P3).
3. Calculate the number of the instructions of speaking activity for each category.
4. Calculate the data.
5. Choose the most dominant type of psychomotor domain.



Finding(s) and Discussion

The analysis of psychomotor domain taxonomy goes to the instruction of speaking activity in the 15 units of the textbook. The learning standard in the textbook is determining what activity that needs to be done by the students through the instruction. It is also eased the researcher to classify the psychomotor domain taxonomy of the instruction of speaking activity used in the all units. The instruction is coded into "I". Then, the code of the instruction is followed by the unit number and the instruction number. As the example: "I2.4." means that the instruction is in the unit 2 number 4.

Table 1. The Analysis of Psychomotor Domain

Code	Instruction of Speaking Activities	(P1)	(P2)	(P3)
I1.1.	Look at the pictures taken from a fishing village.	V		
I1.2.	Tell your friends about what you can see in the pictures above.		V	
I1.3.	What do you see at the market? Describe them.			V
I1.4.	Talk about what you can see and buy at a: Stationery shop, hardware store, night market, coffee shop, post office.			V
I2.1.	Who do you think Sharon, Sally, Tom, Prema, Gary, and Gladys are?		V	
I2.2.	What must you do to achieve your ambitions?		V	
I2.3.	Discuss what you want to be when you grow up. What do you think you need to study or do?			V
I2.4.	How can you help your community? What would you do with the money from your salary? How much would you save in a month?			V
I3.1.	Discuss past and present inventions. What would you like to invent?		V	
I3.2.	What invention would you like to have?			V
I3.3.	Look at the pictures. Compare and talk about the inventions in the past and present.		V	
I3.4.	How is life in the past different from now? Which do you prefer? Why?			V
I4.1.	What happened to Mr. Ramesh's house? How did the burglars get into the house? What did they take from the house? What time do you think the burglars came into the house?		V	
I4.2.	Have you experienced or heard of any burglary stories before? Share the experience or the story with the class.			V
I4.3.	Name the things missing from the different parts of Mr. Ramesh's home.		V	
I4.4.	What do you say when: your friend's father has an accident? Your friend's pet has died? Your friend's uncle is ill?		V	
I5.1.	How many characters can you see on the cover? Describe the characters. What are they doing?		V	
I5.2.	Listen and point to the picture. Then say after your teacher.	V		
I5.3.	Look at the pictures. Tell a story to your friend.		V	
I5.4.	Predict the ending of the story. What do you think happened to the monsters?			V
I6.1.	What can you see in the picture? How do you feel when you look at this picture?			V
I6.2.	Practise giving and accepting invitations to an environmental exhibition, to a recycling campaign, to a nature camp, and to a birdwatching trip.			V
I6.3.	Talk about: Where starfish and seaweed are found, their features, and what is special about them.			V
I7.1.	Do you know what a blog is? Name the things you see in this blog. What would you like to blog about?		V	
I7.2.	Use the scrambled pictures below to describe the steps in			V



	sequence.			
I8.1.	What you can see in this picture? What can you tell from: the clothing these men are wearing, the houses, the plants, and the time? What do you think is going to happen to this man and the three men in the back?		V	
I8.2.	Listen and point to the correct picture. Repeat after your teacher.	V		
I8.3.	Listen and draw a face based on your friend's description.		V	
I8.4.	Say the name of the person described below.	V		
I8.5.	Choose a picture. Describe it to your friend.			V
I9.1.	Look at the picture. Read the passage to your friend.	V		
I9.2.	Discuss the picture above.		V	
I9.3.	Give instructions to Nurul and her friends to get from: Venus Garden to Saturn Garden, Saturn Garden to Earth garden, and the Planetarium to Neptune Garden.			V
I10.1.	What does unity mean to you? Why is it important?			V
I10.2.	What other festivals are celebrated in Malaysia? Tell your friend.			V
I10.3.	Your friend invites to his or her place. Accept or decline the invitation.			V
I11.1.	Find the insects in this picture. Tell the class what you know about their: size, habitat, colour, food. Can you name other insects?			V
I11.2.	Which insect is the caller describing? What would you advise her?	V		
I11.3.	Think of one of the insects above. Your friend will ask questions and guess its name.			V
I11.4.	Say these words: head, thorax, abdomen, antennae, compound eyes, jointed legs.		V	
I11.5.	Describe the mosquito and the beetle below. Use the description of the bee above as your guide.		V	
I12.1.	Look at the posters. What do you see? Can you guess the stories based on the posters?	V		
I12.2.	Describe what you see in the pictures with your friend.			V
I12.3.	Look at the pictures and listen to the story.	V		
I12.4.	Get into groups of three. In this group, pick someone who will play the narrator, Chen Yaozi, and the old man. Create a short dialogue and act out the story.			V
I13.1.	What do you think the people in these pictures need?	V		
I13.2.	Choose another <i>gotong-royong</i> project, discuss and list the items needed for the project.			V
I13.3.	The pupils in 4 Venus are playing a game today.			V
I14.1.	What is happening in each picture?	V		
I14.2.	State True or False	V		
I14.3.	Change the story. What if the crocodile was clever? What would happen?			V
I15.1.	Where do you think these places are? Would you like to visit them? Why?			V
I15.2.	Look at the pictures below. What are some of the activities you can do while on a holiday?		V	
I15.3.	Imagine you are going on a holiday. Where would you like to go? Talk about it.		V	
I15.4.	Listen to Kinah talking to Jagjit about their holiday plans. Work with a friend. Complete the dialogue with your own words.			V
Total: 55		11	18	26
Percentage: 100%		20%	32.73%	47.27%



The types of psychomotor domain used in the speaking activity in the English textbook for Malaysian primary school are as follows.

Imitation (P1)

Imitation is the lowest level of psychomotor domain taxonomy. It deals with performing a skill under supervision. This level is simply defined as learning by watching and copying. Thus, the performance belongs to low quality.

As a result, it can be seen from the table result in the data analysis that there are 11 of 55 instruction of speaking activity used in the English textbook for Malaysian primary school grade 4. It shows that 20% of the instruction suppose the students to perform speaking by watching and following the teacher. They are fully under the teacher's supervision.

An example of imitation in instruction of speaking activity in the textbook is the second instruction in unit 8 (I8.2). The instruction is "*Listen and point to the correct picture. Repeat after your teacher*". The learning standard 1.2.2 says that students are able to listen to, follow and give instructions. By this instruction, students are supposed to listen to what the teacher says about the pictures. Then, they need to repeat the teacher pronunciation of the pictures. As the activity is repeating what the teacher says about the pictures, the instruction belongs to imitation (P1).

Manipulation (P2)

Manipulation deals with performing a skill individually. Sometimes, a few guidance is needed. In this level, the actions are performed by memorizing of the following instruction after repeating or copying them.

As a result, it can be seen from the table result in the data analysis that there are 18 of 55 instruction of speaking activity used in the English textbook for Malaysian primary school grade 4. It shows that 32.73% of the instruction suppose the students to perform speaking individually by memorizing some instruction after following the teacher.

An example of manipulation in instruction of speaking activity in the textbook is the fifth instruction in unit 11 (I11.5.). The instruction is "*Describe the mosquito and the beetle below. Use the description of the bee above as your guide*". The learning standard 1.1.4 says that the students are able to talk about related topics with guidance. By this instruction, students are supposed to describe the insects by using the previous text as the example and guide. As the activity is describing things with the guidance, the instruction belongs to manipulation (P2).

Precision (P3)

Precision deals with performing a skill accurately, and mastering it. This level is the highest level of psychomotor domain taxonomy. Thus, the performance belongs to high level of performance. In this level, learners are more expert in doing the activity. Several skills and performances are naturally done and achieved.

As a result, it can be seen from the table result in the data analysis that there are 26 of 55 instruction of speaking activity used in the English textbook for Malaysian primary school grade 4. It shows that 47.27% of the instruction suppose the students to have high level of



speaking performance. Students need to perform speaking accurately, efficiently, and naturally.

An example of precision in instruction of speaking activity in the textbook is the fourth activity in unit 15 (I15.4.). The instruction is “*Listen to Kinah talking to Jagjit about their holiday plans. Work with a friend. Complete the dialogue with your own words*”. The learning standard 1.3.1 (a) says that students are able to listen and demonstrate understanding of oral texts by asking and answering questions. By this instruction, students are supposed to work with friends. Then, students need to complete the dialogue by using their own words. As the activities are completing dialogue by using own words and having questions and answers about the topic, the instruction belongs to precision (P3).

In relation with the result above, it can be seen that the most dominant type of psychomotor domain taxonomy used in speaking activity in the English textbook for Malaysian primary school grade 4 entitled “English Year 4” is precision (P3). Somehow, it shows that the textbook suggests the learners to master speaking skill by the highest level of performance. The instructions used in the speaking activity make the learners become more active in speaking and also perform speaking skill accurately, effectively, and naturally.

In relation with the Malaysian curriculum for primary school, the educational emphases deal with the higher level of students’ performance. Therefore, precision (P3) as the most dominant type of psychomotor domain in speaking activity is proved that the speaking activity in the English textbook for Malaysian primary school grade 4 is representing the highest level of performance.

Conclusion(s)

Based on the analysis, there are three psychomotor domain of speaking activity in the English textbook for Malaysian primary school grade 4 entitled “English Year 4”. The three are imitation (P1), manipulation (P2), and precision (P3). The lowest level (P1) is Imitation that is used in 11 from 55 of the instructions. Somehow, 20% of the instructions suppose students to perform speaking in imitation level. The second level (P2) is manipulation that is used in 18 from 55 of the instructions. Thus, 32.73% of the instructions suppose students to perform speaking in manipulation level. The highest level (P3) is precision that is used in 26 from 55 of the instructions. Thus, 47.27% of the instructions suppose students to perform speaking in precision level.

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