#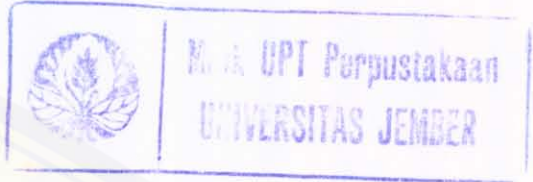 AN ANALYSIS OF LEARNERS' NEEDS AND LEARNING NEEDS FOR ESP COURSE AT HOTEL AND TOURISM PROGRAM OF BUSINESS TRAINING CENTER (BTC) JEMBER IN THE 2001/2002 ACADEMIC YEAR

THESIS

Proposed to Fulfill One of the Requirements to be Rewarded the Degree of S1 at English Education Program, Language and Arts Education Department, Teacher Training and Education Faculty The University of Jember
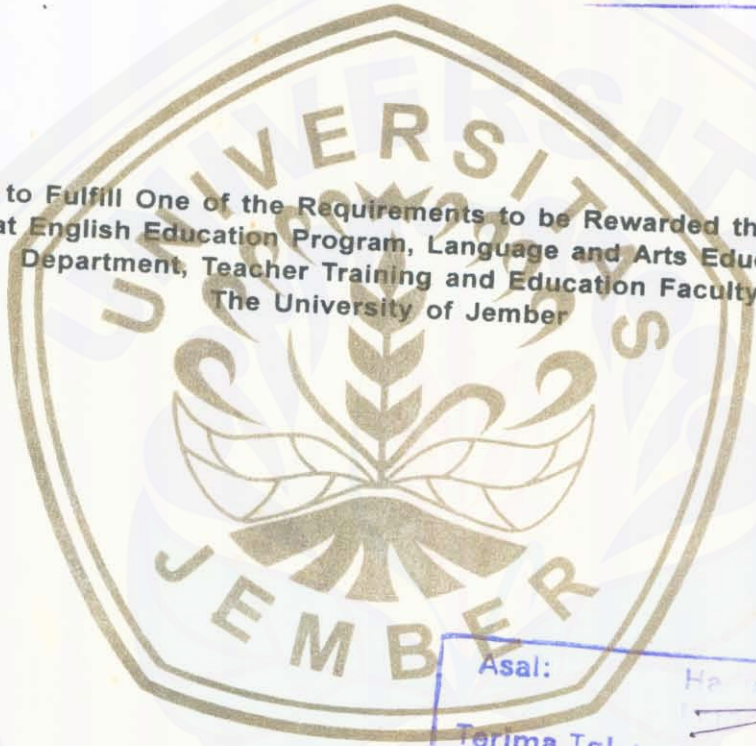
By

Nurul Hidayah
970210401004

FACULTY TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
February 2002

MOTTO

If a child lives with ridicule, he learns to be shy.

If a child, lives with shame, he learns to feel guilty.

If a child lives with encouragement, he learns to be confidence.

If a child lives with approval, he learns to like himself.

(Dorothly Law Nolte)

DEDICATION

This thesis is dedicated to :

1. My beloved parents: Jupri and Siti Ariyah. Thanks for your silent prayer, sacrifice, love and affection given to me. Nothing compared to your efforts done for me. Therefore, there is no enough words to describe it. I'm truly proud of being your daughter. I do love you.

2. My beloved brothers and sister Afwan Khoiri, Haris Setyaningrum, Lutfi Mar'atus Sholikhah, and my little Amri. Thanks for the cheerful days. Keep stay on struggling. Throw away nightmares to reach the stars in the blue sky

3. My brothers and sisters of IMM (Muhammadiyah Students Association) in Al Jabar, Ibnu Khaldun UNEJ, Al Ghuroba', Thariq Bin Ziyad, and Engineering UMJ. Thanks for bringing all of the joy and laughter. I've made colorful story with you all. I'm very happy and very proud being part of you. Keep stay on our brotherhood. The struggle has not finish yet.

4. My Almamater.

CONSULTANTS APPROVAL

A DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING FOR THE FIFTH YEAR OF SDN III/78 BUDUAN IN THE 2002/2003 ACADEMIC YEAR
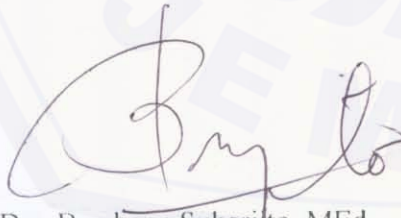
THESIS

Composed as one of the requirement to obtain S1 degree at The English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

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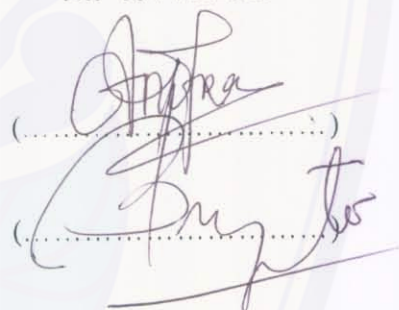NIP. 131 832 295

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Last but not least, I would like to say thank you to my brothers and sisters of IMM in Al Jabar, Ibnu Khaldun UNEJ (titik and Ika), Al Ghuroba', Thariq Bin ziyad, and Engineering UMJ who have brought all the joy and laughter, my best friends to whom I share with (Nia, Nunung, Unik, Inok, and Anik three) who have given countless help, motivation, and valuable experience during I stay in Jember, 98 level members (Saluhiyah, Erna, Erni, Endah, Reny, Wiwin and Uyix), Barokah Graha Crew (Anis twins, Yuli, Mbak Eli and Anik, Whelly, Santi, Ida, Arik, Ikrit, Dian, Linda and Lia) and all persons who have given many contributions during this thesis is being accomplished.

Realizing that this thesis is far from being perfect, the writer hopes any constructive criticisms and suggestion from the reader. The writer also hopes that this research will be useful for the readers, especially in the field of education.

The writer

TABLE OF CONTENTS

ABSTRACT

Yuli Hastuti, 2003. A Descriptive Study on the Vocabulary Teaching for the Fifth Year Students of SDN III/78 Buduan in the 2002/2003 Academic Year.

Thesis, English Education Program, Language and Arts Department,. Faculty of Teacher Training and Education, Jember University.
The consultants : (1). Drs. Bambang Suharjito, MEd
(2). Drs. Bambang Arya W P

The English teaching at elementary school students is necessary to be applied on the consideration that it will help the language learners for further learning in the higher level. However, not all requirement of the English teaching can be fulfilled well by the institution. Some of the elementary schools that apply English teaching as a local content still get some difficulties dealing with the teachers, teaching aids and syllabus. Considering that the teacher is an important aspect in succeeding the English teaching, it is expected that the teacher masters the skills of teaching. The objective of the research was to describe the process of teaching vocabulary for the fifth year students of SDN III/78 Buduan. Qualitative with case study design was applied in this research. The teacher was the primary participant from whom the primary data were gained. The primary data were taken from the observation in the classroom and the interview results with the teacher. Meanwhile, the students of the fifth Year of SDN III/78 Buduan were the secondary participants from whom the secondary data to crosscheck the primary data were obtained. Besides, the documentation was also used to collect the secondary data. The participants were chosen purposively. The finding of the research revealed that English had been taught since two years ago. The teacher had no English educational background. She was graduated from SMU. The elementary school also had no syllabus of its own. The English vocabulary materials were selected based on the students' intelligence and ability. The media used for the vocabulary teaching were only the real objects provided in the classroom. There were no additional media for English teaching. The teaching techniques used were question-answer, repetition, translation, and imitation. As the teacher has no English qualification, she cannot conduct the vocabulary teaching well. Based on the results, it is important for the teacher to improve her ability in teaching. It is also suggested to the headmaster to provide the syllabus and teaching aids for English teaching. It is urgent too to give financial support for the teacher to join the training dealing with the teaching of English for young learner.

Key words: Vocabulary teaching learning process.

I. INTRODUCTION

1.1 Background of the study

It is undoubted that English is really needed nowadays. Countries in the world admit English as one of the international languages. Even, English is considered as an important means of communication used in every aspect of the human's life, such as: economics, politics, social, art and culture, technology, and Education (Purakusumah, 1983:18).

In education especially, English is needed because most of the books of science and technology are written in English. Therefore, related to the importance of English, the government of Indonesia tries to establish the teaching of English as a local content at elementary school. As a local content at elementary school, English is not given at all elementary schools in Indonesia because not all schools have the same condition. The need of each school is also different one another. Therefore, English is given when the school feels the need of it. As it is stated in the 1994 Curriculum, that the local contents course can be applied based on the environment condition and need. It is allowed when the materials do not reduce the content of the national curriculum (Depdikbud,1994:1). Furthermore, it is also stated that the establishment of English teaching as a local content is to improve the human resources so they are ready to face the change of the world (Depdikbud, 1994:1).

The purpose of teaching English at elementary schools in Indonesia is to give chance to elementary school students in getting knowledge and to develop English in anticipating the development of the science, technology, art, and culture (Depdikbud, 1994:1). Facing the 21st century, in which the free trade area will be imposed, Indonesian people have to be ready to compete with the people from other countries. In this case, English becomes more important for wider communication. Therefore, to master English well, the implementation of teaching English at elementary school is a good start. It is based on the assumption that age influences the process of language learning. Brown, (2000:1) asserts that young learners are better language learners than adult ones. Hence,

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starting to learn foreign language in the young age is a good decision. Thus, the teaching of English at elementary school becomes more important recently to facilitate formal education in English for the Indonesian young learners.

However, there is a contradictory opinion among the educational people concerning with the establishment of teaching English at elementary school. On one hand, the teaching of English at elementary school is important to be applied. On the other hand, it needs some consideration. As quoted by Widyantoro (1999) that the teaching of English at elementary school has a strategic and anticipatory significance. The result of the English teaching at elementary school in the present time will affect the quality of the Indonesian human resource in the early of the 21st century. On the contrary, the teaching of English in elementary school, becomes a problem in its implementation. Not all elementary schools can apply the English teaching at their schools. Not all elementary schools are ready to teach English to their students, because not all of them have the same condition. As found by Nurcahyani and Basri (1997), that there some problems faced by the elementary school that applies English as local content. The problems to be solved are concerning with the availability of teachers, teacher's competence, suitable teaching techniques and variety of teaching aids. Therefore, such a problem should be thought more deeply by providing qualified teachers.

The availability of the teachers is the most important aspect that should be considered. IKIP (Institute of Teacher Training and Education), FKIP (Faculty of Teacher Training and Education) and STKIP are well known as credible institutions to provide the need of teachers from elementary school up to senior high school. Unfortunately, less attention has been given to the provision of the elementary English teachers than Junior and Senior high school teachers. As a consequence, the teaching of English at elementary school has not been prepared professionally compared to Junior High School (SMP) and Senior High School (SMU).

Ideally we need qualified teachers in implementing English teaching at elementary school. One indicator of the quality is educational background of the teachers. Fadil and Fitriyah (1999: 25-26) indicate that most of the elementary

English teachers are non-English graduates. In other words, they are not qualified as elementary English teachers. Meanwhile, the teacher's ability is very important in teaching learning process. Kasbollah (1993:44) says that teacher's competence is the main factor to get success in teaching English. Considering this point, to have a qualified teacher is important in implementing the teaching of English at the elementary schools. Therefore, Istikhomah (2000) notes that the best English teachers of elementary schools are those who have background in English education.

In terms of promoting the teaching of English at elementary schools, vocabulary as one component of English takes an important role in language learning. In line with this, Prayogo (1997 declares that vocabulary obviously takes crucial role on one's language mastery, proficiency, and learning. Someone will find it easier to learn language if he/she has good vocabulary. Adequate vocabularies also help one master a language. In addition, Widja (1997) points out that without supporting sufficient vocabulary one cannot master the four language skills of English i.e.: writing, reading, listening and speaking although he a good mastery Indonesia the English grammatical and the structure. Therefore, vocabulary is the fundamental aspect of language if one wants to make any progress in language learning (Meras, 1962:147). Besides, Tarigan (1984:2) asserts that the quality of one's language skills depends on the quantity and the quality of his/her vocabulary. Moreover, vocabulary has close correlation to the intelligence (Widja, 1997). Therefore, Knight as quoted by Prayogo (1997) says that many people consider vocabulary acquisition as the important aspect of foreign language learning. Referring to the description above it can be pointed out that vocabulary is the basic aspect that must be owned in language learning.

Considering the importance of vocabulary, it is necessary for English teachers to teach vocabulary to young learners. As the beginners, to learn English words is required for young learners. It will make them familiar with the sound of the English words that different with their mother tongue. After familiar with the English words, they will learn the next step easier. As suggested by Tarigan

(1993:2) that in order to enable students master language, it is important to teach vocabulary systematically early in the school.

However, teaching vocabulary is not easy. Related to the difficulties of teaching vocabulary, Meras (1962:147) notes that one of the most difficult phases of language learning is teaching vocabulary. Vocabulary of the languages is different one another. The difficulties of each level of proficiency are also different. Therefore, many different methods have to be employed at various stages and proficiency. Consequently, teachers have to master some techniques of teaching vocabulary when teaching. Moreover, when they teach the elementary school students. The problem in teaching vocabulary in the elementary school becomes more and more complex, because English is learnt as a foreign language for them.

Elementary school students are categorized into young learners. According to Fisher and Terry (1977:27), young learners are different from adult ones. Therefore, we should consider their cognitive development, their thinking and reasoning abilities in teaching the elementary school students. In fact, Indonesian elementary school English teachers often use adult frame in teaching, as they are not well prepared to teach young learners. They never got the knowledge about the children's psychology and the theory of teaching English for young learners (Alwasilah, in Republika, 1999). Based on the preliminary study conducted by the researcher in research area, it was found that the English teacher had no English qualification. This problem, of course, makes teaching learning process (TLP) does not run effectively and thus the target language cannot be achieved. Referring to this phenomenon, the writer is interested to conduct the research entitled " *A Descriptive Study on The Vocabulary Teaching for the Fifth Year Students of SDN III/78 Buduan in the 2002/2003 Academic Year* "

1.2 Research Problem

The research problems were divided into general problem and specific problems. Based on the research background the problems of this research were formulated as follows:

1.2.1 General Problem

How does the elementary school English teacher conduct the process of teaching vocabulary for the fifth year of SDN III/78 Buduan ?

1.2.2 Specific Problems

1. How does the English teacher apply the skill of giving set induction in teaching vocabulary for the fifth year students of SDN III/78 Buduan?
2. How does the English teacher apply the skill of explaining the vocabulary materials for the fifth year of SDN III/78 Buduan?
3. How does the English teacher apply the skill of asking questions in teaching vocabulary for the fifth year of SDN Buduan III/78 ?
4. How does the teacher apply the skill of giving stimulus variation in teaching vocabulary for the fifth year of SDN Buduan III/78 ?
5. How does the teacher apply the skill of giving reinforcement in teaching vocabulary for the fifth year of SDN Buduan III/78 ?
6. How does the teacher apply the skill of class management in teaching vocabulary for the fifth year of SDN Buduan III/78 ?
7. How does the teacher apply the skill of closing the lesson in teaching vocabulary for the fifth year of SDN Buduan III/78 ?

1.3 Operational Definitions

To avoid different perception between the reader and the writer, the operational definition of the terms that is used in this research is required. The terms are a descriptive study, the process of teaching vocabulary, and the elementary English teacher

1.3.1 A Descriptive study

A descriptive study means a detail description about certain phenomenon by describing the facts occurred in the field (Suryabrata, 1991:18). In this research, the researcher describe the process of vocabulary teaching learning in detail conducted by the English teacher in the fifth year of SDN III/78 Buduan.

1.3.2 Vocabulary Teaching

Vocabulary teaching is the process of teaching vocabulary that focuses on the integrated skills of teaching vocabulary (the skills of giving set induction, explaining the material, asking, giving stimulus variation, reinforcement, managing the class and closing the lesson) (Guidance book of micro teaching, 1998:34) conducted by the English teacher in the first term of the fifth year students of SDN III/78 Buduan in the 2002/2003 academic Year.

1.3.3 The elementary English teacher

The elementary English teacher here means the teacher who teaches English vocabulary in SDN III/78 Buduan.

1.4 Objective of the study

Based on the research problem, the objectives of the study were formulated into two, the major objective and the specific ones.

1.4.1 The Major Objective

The objective of this study is to describe the process of teaching English, especially vocabulary conducted by the elementary English teacher at the fifth year students of SDN III/78 Buduan, Kecamatan Suboh, Kabupaten Situbondo.

1.4.2 The Specific Objectives

1. To describe how the English teacher applies the skill of giving set induction in teaching vocabulary for the fifth year students of SDN III/78 Buduan.
2. To describe how the English teacher applies the skill of explaining the vocabulary materials for the fifth year students of SDN III/78 Buduan.
3. To describe how the English teacher applies the skill of asking questions in teaching vocabulary for the fifth year students of SDN III/78 Buduan.
4. To describe how the English teacher applies the skill of giving stimulus variations in teaching vocabulary for the fifth year students of SDN III/78 Buduan.

5. To describe how the English teacher applies the skill of giving reinforcements in teaching vocabulary for the fifth year students of SDN III/78 Buduan.

6. To describe how the English teacher applies the skill of class management in teaching vocabulary for the fifth year students of SDN III/78 Buduan.

7. To describe how the English teacher applies the skill of closing the lesson in teaching vocabulary for the fifth year students of SDN III/78 Buduan.

1.5. Research Significances

The research findings are expected to be useful for the principal of the school, the government, the researcher, and the other researchers.

1.5.1 The Principal of the school

The result of the research, can be used for the principle to give recommendation to the English teacher. She can recommend the English teacher to get the English qualification to improve her ability in teaching English.

1.5.2 The Government

The result of the research can give information to the government. In this case, hopefully the government pay more attention and decide the solution of the problem concerning with teachers who have not got English qualification and the facilities for English teaching learning.

1.5.3 The researcher

As a teacher to be, the result of the research hopefully can be used as a reference in teaching English in the future. The researcher can learn from the teacher and can also find the solution of the problem faced by the teacher.

1.5.4 Other researchers

The results of this research hopefully be useful for other researchers as information or input to conduct further researches. The different designs of research (e.g experimental) to find out another different point of views are suggested to be conducted

II. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topic of the study. They are the considerations in the teaching of English at elementary school, the teaching of English at elementary school and the teaching of vocabulary at elementary school.

2.1 The Considerations in the Teaching of English at Elementary School

English teaching at elementary school becomes more important recently. In this case, the teaching as a local content is based on the decree of the Minister of the Education and Cultural number 060/U/1993. Then, it is followed up by the decree of the chief of the East Java Educational and Cultural Department, number 1702/104/4/94 SK (Fadil and Fitriyah, 1999:8)

The purpose of teaching English at Elementary school is to introduce English as a foreign language to students. In addition, it is intended to enable the students to have the basic knowledge about English to facilitate to study English for higher levels (Depdikbud, 1994:1)

To realize this purpose, there are many considerations to be noticed by the decision makers. According to Kasbollah (1993), there are three factors that should be prepared, they are: the syllabus, the materials, and the qualified teacher. Those factors will be explained in more detail in the following parts.

2.1.1 The Syllabus

A syllabus is a written statement about the content, procedures and requirements of a practical course (Burden and Byrd, 1999:42). Meanwhile, Robinson (1991:34) states that a syllabus functions as a guideline and context for class content. Huda (1999:107) also says that a syllabus is the plan that is applied by a teacher into classroom activities. Hence, the establishment of the syllabus is viewed as the control in learning process. Therefore, there are four aspects, which should be considered in designing a syllabus, namely:

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1. The goals to be achieved in learning English
2. The learning experiences transferred/ given to reach the goals
3. The effective design of those learning experiences
4. The evaluation of the achievement of those goals (Cahyono, 1997:137).

2.1.2 The Materials

In language learning, materials have a crucial role. As a local content the materials at elementary school should be based on the goal of learning, the need of the learner and the local situation (Cahyono, 1997:137). Based on the learner's characteristic it is better to give students the suitable materials on their interests. Helaly (1998) points out that the material used for teaching children should be drawn from their world and should also be compatible with their maturity level. The world in which they have been familiar will make the learner interested in learning. Concerning with this, Helaly (1998) notes that the children are familiar with their home and their schools where they spend most of their times. It means that the materials given should be related to everything concerning with these places.

In addition, the topic taught must be closely linked to the interests and experiences of the children, and it should be easily grasped by them. Furthermore, it should be presented by the teacher within the framework of similar situations using appropriate language function (Helaly, 1998). As the children love to play and to have fun, the materials that are completed with pictures, games, songs or stories will be more interesting for them. In conclusion, to motivate the students to learn, the materials should be chosen based on the children's interests, their world, and their experiences. Besides, the way the teacher presents the materials will influence the students' attitude towards the lesson.

2.1.3 The Qualified Teacher

Teacher is one of the factors to be considered in applying English at elementary school. The teacher is the key in succeeding the teaching of English. Kasbollah (1993) quotes that teacher is one of the factors that determine whether

the teaching will be successful or not. The teacher is the most influential person in the classroom that manages all of the activities in the classroom.

Teaching elementary school students is quite different from teaching adults, because elementary school students cannot be forced to learn something in the same way as adults. In this case, a teacher is demanded to plan and to create a good atmosphere, variety of learning activities and to use the materials effectively to motivate students in learning. In other words, a teacher should have the ability of how to conduct the process of teaching English well. Hence, a qualified teacher is needed in teaching English for elementary schools. To be a qualified teacher, according to Asworth in Herlinawati (1999:15), there are four characteristics to be fulfilled. The characteristics are knowledge, personal qualities, professionalism and skills.

The first point to be noticed is knowledge. An ideal English teacher must have in-depth knowledge of subjects field. He has to master everything concerning with his subjects field. A teacher is the source from whom students get knowledge in the classroom. He will be the person to whom students will ask everything. He has to realize that students' needs always develop as well as the students' development. Therefore, to have in depth knowledge is an urgent aspect for a teacher.

The next characteristic is personal qualities. To be a good English teacher, the attitude of the teacher towards the children is important to be noticed. The English teachers should have good personality. As the elementary students are less motivated to learn, the EFL teachers should be patient, helpful, encouraging, creative, fond of children and able to adjust themselves with children world. Those personal qualities will be very helpful in the process of teaching learning.

In addition, a professional teacher should always develop his ability by joining any activities that improve the quality of teaching and that enhance his/her profession. Some of the activities are: joining in-service program, workshop/ training, and taking part in teacher's organization.

The last characteristic is the skills. An ideal teacher has to master the integrated skills of teaching in succeeding the teaching learning process. The

skills include the skills of giving set induction and closure, the skill of explaining the material, the skill of asking question, the skill of giving stimulus variation, the skill of giving reinforcement and the skill of classroom management. Those skills will be explained separately in other Section.

Furthermore, there are also other factors that influence the English teaching as written by Kasbollah (1993:44) in his book " Teaching Learning Strategy I". The factors are the student's motivation and the supporting environments.

2.1.4 Students' Motivation

One of the factors that influence the success of English teaching is students' motivation. Burden and Byrd (1998:276) confirm that motivation has very important role in classroom activities. If the teacher can motivate students, they participate in the classroom. Furthermore, Smith as quoted by Kasbollah (1993: 48) saysthat if some one as a feel of need to learn foreign language he will success in learning, except if the culture totally obscure to do it.

About motivation itself, Burden and Byrd (1998: 276) categorize into two kinds. The first is intrinsic motivation. It is a response to the need that exist within the students, such as curiosity, the need to know, or feelings of competence on growth. The second is extrinsic motivation. This motivation come from out side the learner and has to do with external rewards for computation of a task. The examples are reinforcement from the teacher, the support from the parents, or higher grade in the school.

In teaching learning, intrinsic motivation has to be owned by the students as well as the extrinsic one given by the teacher or parents. In teaching elementary students, especially, the teacher has a big job to motivate the students as they not well motivated from themselves. In other words, the elementary students have less intrinsic motivation.

2.1.5 Supporting Environments.

Support to learn English for young learners may come from parents or society. The supporting parents that encourage students to learn English is needed by the students. It is important because the home and family are the first place where the students get knowledge.

It is known that both parents and children exist in family structure in which there is a tight and close relationship among the members. From the early years, the children's life is influenced by the family environment. Viesta and Thompson (1970:70) note that home environment influences in molding psychological growth and behavior during the early years of children's life. That is why children, ideally, need support from their parents to help them learn English foreign language. In addition, Viesta and Thompson (1970:70), explain that from the very beginning of life and throughout the dependency period children need the emotional support of stable parental affection and concern.

Furthermore, Slameto (1995:60) asserts that family factors that influence the student's learning process are the way how parents treat or educate them, the relationship among the family members, home situation, and family socio-economic condition. In learning English, parents may support the student by providing sufficient facilities such as books, dictionaries or cassettes and supporting attitude when their children have attempt to learn English. Showing attention when the children are watching English films, reading English books or listening to English music will be a good support for the students in learning English. The parents should also reinforce when their children get both high and low English mark.

The second environment that influences the English learning is society. The society is the second place where the students interact with other people. We need language because we live in a society. Therefore, we need language in interaction among the people (Pateda, 1987:11). In Indonesia, English is learnt as a foreign language. Klein (1995: 19) uses the term foreign language to denote to a language acquired in a milieu where it is normally not in use, and where acquired is not used by the learner in routine situations. This status causes a problem for

young learners in learning English. The status of the language in which the language is not used in informal situation makes the learner find difficulties. The learner will acquired target language easily if he stay where the language is used in daily conversations. On the contrary, they feel it is difficult to learn English when the society do not use English. In other words, the society is not conducive for the learner to learn English.

2.1.6 The Skills of Teaching

The first skill, which has to be mastered by the teacher in teaching, is set induction. Usman (1995:81) defines set induction as the efforts or activities done by a teacher to create pre-condition, so that the students are ready to learn. Furthermore, Muth and Alverman (1992 in Burden and Byrd, 1999:67) say that it is the initial activity in the beginning of the lesson that is used to induce students to a state of wanting to learn. In this step, students' are able to concentrate mentally to what is being learned. Set induction can be done by the activities such as stating the aim to be achieved, attracting the students' attention, giving leading questions, and making relation between the previous material and the material that will be taught.

On the other hand, Muth and Alverman (in Burden and Byrd, 1999:67) define closure as the activities designed to provide a summary of lesson's content. Closure is done to give global description on what has been learned by students. The teacher's activities in closure are:

1. Making a summary to review the lesson
2. Evaluating. The evaluation can be given both in oral or written forms. The teacher can ask students to explore their idea concerning with the lesson that has been learned (Usman, 1995:81).

The second important skill is the skill of explaining the materials. The skill of explaining material also takes an important role in teaching learning process. Explaining the material is the process of transferring information orally to the children. This presentation is organized systematically in order to make students

easily understand. On the other hand, this presentation is one way of interaction between the teacher and the students (Usman, 1995:81).

The next skill is skill of asking questions. Asking question is important to be noticed. Asking questions plays an important role in teaching learning process. Systematic question and a good technique in asking question will give positive effect to the students (Usman, 1995:66). It will force students' mind to be active. When using questions, Burden and Byrd (1998:92) remind the teacher to consider the level of questions, the use of convergent and divergent questions, the type of questions and the ways to frame a question. First, According to Burden and Byrd (1998:92) the questions can be developed into the level of cognitive domain namely: knowledge, comprehension application, analysis, synthesis and evaluation.

Specifically, Usman (1995:69) defines those 6 levels of questions as follows : Knowledge questions are the questions aimed to recall or check the students' memory. These questions are usually use what, where, where or who question words. Comprehension questions are those that expect the students to comprehend the material by answering the questions using their own words. Application questions are the questions that require the answer as an application of the information or knowledge got before. Analysis questions are those that force the students to identify, find the evidence and draw the conclusions. Synthesis questions are the questions that require more than one answers and force the students to predict, solve the problems and look for the information. Evaluation questions are the questions that ask the students to evaluate or give a comment to an issue given. Referring to Burden and Byrd (1998:92-93) opinion, the first three levels are considered to require low-level questions because they emphasize primarily to recall and moderate use of the information. The upper three cognitive domain require high level questions that go beyond memory and partial recall. They deal with abstract and complex thinking.

Furthermore, Usman (1995:67) also classifies the questions based on the meaning of the questions. Those questions are compliance, rhetorical, prompting and probing questions. Compliance questions are the command/order in questions

form, for instance "*Could keep silent for a while when explain the materials*". Rhetorical questions are the questions that do not need an answer, but will be answered by the teacher. Prompting questions use hints and clues to aids students in answering the questions or to assist them correcting an initial response. A students may not answer the questions completely. In this case, the teacher may stay with the same student by asking one or more probing questions. Probing questions are intended to seek clarification and to guide students to more complete answer (i.e. What do you mean by that?, could you explain that more fully?, What are your reasons for that?) (Usman, 1995:67)

Second, in using convergent and divergent questions we need to know the type of answer that is required. Convergent questions tend to have one correct or best answer (what is the English word of mangga?). These question may be phrased to require either low or high level thinking. Divergent questions are often open ended and usually have many appropriate, different answers Burden and Byrd, 1998:92-93).

Third, determine the type of questions that is appropriate for a given situation. The teacher should determine whether the students need focusing questions, prompting or probing questions. Focusing questions are used to focus students' attention on day's lesson have learned Burden and Byrd, 1998:92-93). It is used both in the beginning of the lesson or the end of the lesson.

The last is framing the questions. The three steps of framing question proposed by Burden and Byrd (1995:92-93) are : a) ask the students, b) pause (use wait time), and c)call on a student. By not calling on any particular student when asking questions, all students get the idea that any students in the class might be called upon for a response. The pause or the use of wait time, allow the students time to think about a response.

The fourth skill need to be noticed is the skill of giving stimulus variation. It is undoubted that the skill of giving stimulus variation is the important skill in teaching elementary students. Usman (1995:76) declares that the skill of giving stimulus variation is teacher's activities in order to overcome the boredom of the students in learning. By doing such kind of the activity, hopefully the students

will learn enthusiastically, participate and get in touch with the learning process. In applying this skill, the teacher should consider some principles. They are:

1. Variation to suit with the goal to be achieved.

2. The variations are applied continuously.

3. It is well planned (stated in the lesson plan).

(Usman, 1995:76)

Meanwhile, there are three components of stimulus variation ie. variation in style of teaching, variation in the use of media and the instructional material, and variation in the way of interaction between teacher and students. Variation in style of teaching covers; teacher's voice, focusing, teacher's silence, eyes and contact movement, mime and gesture, and teacher movement. Variation in the use of media and the instructional material including variation of visual aids, audio, audiovisual and something that can be touched or smelt (Usman, 1995:77-79). Considering the importance of giving stimulus variation in teaching elementary school students, the skills have to be owned by a teacher.

The skill of giving reinforcement is the sixth skill which has to be owned by the elementary English teacher. It is as important as the previous skills. Reinforcement for students' participation is always needed in order to maintain the student's motivation and interest in learning. Usman (1995:73) clarifies that reinforcement is the teacher's responses on the efforts that have been done by the students in order to inform, to correct or to give feedback to students. By giving reinforcement the teacher expects students to do the same action. The aims of giving reinforcement are:

1. To increase the students' attention to the lesson.

2. To increase the students' motivation in learning.

3. To increase the learning activity and maintain the students' positive attitude.

(Usman, 1995:73).

The reinforcement comes both in verbal and in non-verbal form. The verbal reinforcement is commonly given in the form of complement such as "good", "excellent", "clever student", "smart", "good answer". Meanwhile the non-verbal one can be applied by:

a. Miming or gesturing such as, smiling, nodding.

b. Contacting such as touching, shaking hand or raising the students' hand.

c. Interesting activities, such as game or song.

d. Giving something/ real things to the students or symbol, such as candy, drawing card picture or giving comment in the students' book (Usman, 1995:74-75).

In addition, to make the reinforcement meaningful for the students, Usman (1995:74-75) says that the teacher should consider the following principles:

1. Warm and enthusiastic.

2. Meaningful. The reinforcement given is appropriate with the student's attitude or achievement.

3. Avoidance from any negative response that can make the students less motivated to continue the learning process

The last skill is classroom management. Classroom management also influences the success of teaching learning process. It becomes the requirement in succeeding the process of teaching learning. In accordance with this idea, Usman (1995:89) defines that Classroom management is the effort to create and to maintain the optimal atmosphere for the teaching learning process in the classroom. The optimum condition will be created if the teacher manages the class well. Hence, the components of class management according to Usman (1995:89) are as follows:

1. Distribution of attention. Make all students feel that they get the same attention.

2. Attention. The teacher has to pay attention to the students.

3. Giving reinforcement for the student's participation. It will make them motivated to learn.

4. Giving a warning, especially to the students who disturb the process of teaching learning.

5. Responsible delegation.

6. Focusing on the group attention.

In addition to the descriptions above, an English teacher should understand children's characteristics. By understanding them, the teacher can select and

determine the suitable teaching techniques and appropriate teaching materials for the children. Accordingly, to have those skills above, the ideal English teachers for Elementary school are those who have graduated from University majoring in English education. From those characteristics above, the research is focused on the second characteristic only (Skills of the teacher).

2.2 The Teaching of English at Elementary School

Ideally, the teaching of English at elementary school can be applied in all elementary schools in Indonesia. However, it should be realized that teaching English to elementary school students is not as easy as teaching English to adults. Therefore, we should pay attention to the factors that influence the succes of teaching of English at elementary school. We should provide qualified teachers who understand young learners with their unique characteristics and also provide sufficient facilities to facilitate the teachers and students in teaching learning process. In fact, the implementation of English at elementary school is not as good as the expectation. It is implemented based on the condition and the school's need. Some schools that apply the English teaching, however, still get some difficulties related to the teacher's qualification, the students and the facilities (Nurcahyani and Basri, without year).

2.2.1 The Teacher

The teaching of English at elementary school has been established since 1994, but the qualified English teachers have not been prepared properly. Commonly, the English educational institutions tend to prepare their students to teach at Junior or Senior high school. There are only small numbers of graduates who teach at elementary school. Therefore, English elementary school teachers are not qualifying in English. The study conducted by Fadil and Fitriyah (1999:25) shows that most of the English Elementary teachers are graduations from SPG (Senior High School of Teacher Education) and only a few who have English educational background. The SPG graduates teachers teach English with a minimum capability. Consequently, the results of English teaching at elementary

school is not satisfied. The unqualified teachers will not gain a good result as expected by the curriculum. In other word, the requirement stated in the curriculum cannot be fulfilled well.

Another study conducted by Zuliati, et al (1994:23) also found that English teachers of SDN Percobaan Malang still found many difficulties in looking for the appropriate techniques for elementary Students. Besides, the research conducted by Patricia showed that the material for SDK Karang Claket was inappropiate with the students of Elementary School. In addition, there was not qualified teacher in that school. They could not present the English material in various kinds of activities (In Hartini, 1999:1). In fact, teaching Elementary students needs special skills suited with their needs and interests. In this case, the teachers take an important role. They have to create many activities that motivate students to learn. How the teacher conducts the teaching process will be also the key for success of learning. Hence, qualified teachers are required in teaching English at elementary school.

2.2.2 The Students

The success of teaching learning process is partly dependent on the existence of the students. Elementary school students who are basically young learners with their special characteristics should be treated differently from adults. Concerning with their characteristics, Fisher and Terry (1977:26) describe as follows:

1. They like to be active rather than passive.
2. They need a rich language environment
3. They require abundance of concrete materials and experiences
4. They have individual interest. The interest is not the same as the adults' interest
5. They are socially aware of others.

Those characteristics above commonly imply to the process of teaching Learning. The implication is that if they do not involve all of characteristics the teaching learning process will not run successfully. Therefore, the involvement of all characteristics is important.

To make all of the characteistics are involved, Scott and Yteberg (1990:5-6) give the following three suggestions. The first point is that words are not enough. It is suggested not only to rely on the spoken word. Most activities for elementary students should cover movement and involve the sense. Therefore, the teacher needs to have plenty of objects and pictures of the surroundings. The second is the play with the language. For instance by making up rhymes, singing a song, or telling stories. The activties make the students interest and enjoy the learning process. The last is Variety in the classroom. Since concentration and attention spans of the students are short, variety is a must in the classroom. This variety will overcome the boredom of the children. Those varieties are variety of activity, variety of pace, variety of organization, and variety of voice.

2.2.3 The Facilities

Among the factors of teaching English, facilities are important factor that support the success of teaching learning. Facilities as media are helpful in teaching learning process. Using good facilities will result in better teaching learning process. Good facilities will help both the teacher and the students. It will help the teacher present the material to students. It also helps students comprehend material/lesson presented by the teacher.

However, not all elementary schools provide sufficient facilities to support the teaching of English. According to Fadil and Fitriyah (1999:27), most of the elementary schools in the rural areas face technical problems in dealing with facilities. The facilities are not available for many reasons. The first problem is socio-economic condition. As most of the students live in insufficient socio-economic condition, they find it difficult to pay the school fee. As a result, the facilities as the supporting component in teaching learning process cannot be provided well in the school. The second is the attention from the government. It seems that there is no proper attention from the government concerning with this problem. The government does not provide sufficient facilities.

2.3 The Teaching Vocabulary in Elementary School

This part discusses the topic related to the teaching vocabulary in the elementary school. They are included the importance of teaching vocabulary at elementary school, the problem in teaching vocabulary and the techniques of teaching vocabulary. Each of them will be presented respectively as follows.

2.3.1 The Importance of Teaching Vocabulary at Elementary School

In Indonesia, English is taught as a Foreign Language. It is taught in Junior High school (SMP) up to University as a compulsory subject. However, since 1994, based on the 1994 curriculum, English has been established as a local content at elementary school. The purpose of teaching English at elementary school is to give opportunity to the elementary schools students in getting knowledge and in developing English in order to anticipate the development of science and technology (Depdikbud, 1994:1). At the end of the study, the elementary school students are expected to have the skills of reading, listening, writing and speaking in simple pattern based on their vocabulary achievement level about 500 words.

Based on the purpose above, it is clear that vocabulary acquisition is required to support the mastery of the four skills of English. According to Cameron (1994), words are basic level category in learning language and learning about language. In line with Cameron, Widja (1997) says that sufficient vocabulary is one of important aspects in language learning. Having sufficient vocabulary one can share ideas and understand well what they hear/listen and read. Furthermore, lack of vocabulary will be a problem for further learning. West (in Nation, 1982) find out that teachers and researchers have seen that lack of vocabulary is one of the main obstacles in progressing the skills of English. In other words, to have rich vocabulary is an important element for being successful in learning language. Hence, many experts consider vocabulary acquisition as the most important aspect of foreign language (Prayogo, 1997).

From the description above, it can be pointed out that the earlier the students learn, the better the result will be gained. It is based on the assumption

that the young learners are better language learners than adults, especially in remembering and pronouncing the new words (Brown, 2000:8). So, by mastering more words, it is expected that the students will be ready in studying English for further level. The richer one's vocabulary, the easier the process of learning.

2.3.2 The Problems in Teaching Vocabulary

As one of the important language component that helps the learner master the four language skills, vocabulary is necessary to be taught in elementary school. However, teaching vocabulary to elementary students is not easy. Meras (1954:147) notes that teaching vocabulary is the most difficult phases in language teaching. Therefore, different method must be employed at various stage of proficiency.

For the elementary school students, the problems rise because English is learnt as a foreign language. Understanding English words is not as easy as understanding Indonesian words since it is pronounced in different way. Besides, there is no exact rule to pronounce that makes the students find difficulties in learning vocabulary. Experiments done by Nation (1982) showed that vocabulary might be difficult as a result of its pronunceability, its form class of speech, its similarity to known words and the learner's level of proficiency. Furthermore, Lado (1979:120) says that the chief sources of difficulty in learning vocabulary are in phonology (spelling and pronouncing) and grammar (usage words).

In dealing with the problems of words, Notion (1982) explains that foreign words which are similar in form and meaning to native language are easier to be learned than those, which have no formal similarity, such as book, pen, and pencil. In addition, Henning (In Notion, 1982) finds that the learners in the beginning stage of language learning stored many words in their memory based on the sound of the words. This means that the learners are easy to memorize words which are similar in sound.

When talking about the learner's level of proficiency, it means that we talk about the elementary school students themselves. The elementary school students are categorized into young learners. They will also influence the process

of teaching and learning. Allen (1983:8) reveals that the students have already had satisfactory words in their own language for everything in their surrounding. It means that young learners have already known the name of many words in their mother tongue. Therefore, most of them feel it is not necessary to learn other words for everything they have known. As a result, they are less motivated to learn foreign language. From the student's point of view, such words seem unnecessary because words in their mother tongue serve all practical purposes. Hence, the English teacher has a challenging task of finding ways to motivate them. He/she has to be creative in applying various techniques of teaching vocabulary to make students interested in learning.

In conclusion, teaching vocabulary to elementary school students in Indonesia is not easy. The difficulties in learning vocabulary basically related to the different way in the English spelling, pronouncing, and words form. In addition, the lack of motivation of the students to learn makes it more difficult to conduct teaching vocabulary to elementary school students.

2.3.3 The Techniques Of Teaching Vocabulary

It has been stated previously in . section 2.3.2 that teaching vocabulary for young learners is not as easy as we think. Elementary school students have unique characteristics. Therefore, the difficulties of teaching vocabulary at elementary school become more complex. In this case, the teacher has a challenging task in finding and applying suitable techniques for them.

In dealing with the problem above, Lado (1979:121) proposes three steps of teaching. Firstly, hearing words is the most important step. Let the students hear words to make them familiar with their pronouncation. Secondly is pronouncing the words. After the students are familiar with the sound of the words, let them try to pronounce it, even their aim in learning is only reading or listening. Pronouncing the words helps the students memorize them longer and identify the words more easily. The last step is grasping the meaning of the words. Let them know the meaning of the words after they can pronounce the words well

Furthermore, Doff (2000:1) promotes some techniques of teaching vocabulary as follows:

1. Say the words clearly and write it on the blackboard.
2. Get the class to repeat the words in chorus
3. Translate the words into the students own language
4. Ask the students to translate the words
5. Draw a picture to show the meaning of the words
6. Give an English example to show how the words are used
7. Ask questions using the new words.

More specifically, there are other techniques that can be used by teachers. Those techniques are categorized into verbal techniques, non-verbal techniques and translation (Gairns and Redman, 1998). The verbal techniques include using self defining context, using definitions, opposite and synonim. Self defining context is one way of making the definition clear by giving such context or situation to explain the meaning of a word (Lado, 1979:121). This way will help students get the meaning of the word. Meanwhile, definition is the way of teacher in teaching vocabulary by defining the words in the target language (Lado, 1979:122). It is needed to make the students understand the meaning of the words. In addition, opposite can be used when one member of opposites is known by the students. The same thing happen to synonym. According to Lado (1979:123), a synonym can be used to approximate the meaning if the synonym is better than the words being taught.

The second interesting techniques offered by Gairns and Redman are the non-verbal techniques. These techniques are not a teacher-centered, but they tend to make students active in the classroom. In this case, the teacher can use teaching aids and interesting activities. Teaching aids are everything that help the teacher presents material. They include real objects and pictures. Real objects can be used to make the student understand deeply the material given by the teacher. Connel, et al (1962:230) quote that concrete materials such as actual objects, models and specimens give realism to oral instruction and help to link the classroom with the outside world. Scott and Yteberg (1990:5) also suggest that teachers have to posses plenty of objects and pictures to work with and to make the students close to the surroundings. Furthermore, Lado (1979:125) argues that

real objects or models of real objects are effective in showing the meaning of the words. From the decription above, it can be summed up that using real objects and pictures can be choosen as a good alternative in teaching vocabulary to children.

In addition to teaching aids, interesting activities can be apllied to teach vocbulary. As we know, children like to be active and to have fun. Therefore, the techniques that involve the students and that give them pleasure will be very interesting (Scott and Yteberg, 1990:5). By having interesting activities, the students learn by doing. They will learn uncounsiously while they are playing. Furthermore, Fisher and Terry (1977:94) say that all types of vocabularies develop by involving the students in direct and concrete experiences. In this case, game, drama, poem and song, and storry telling can be employed.

Many researches show that game, poem and song, story telling, and drama give positive effect towards the vocabulary teaching. Sulistyorini (2000), for example, finds that word games are effective for teaching vocabulary to young learners. The result of her research indicates that by using word games the students' vocabulary achivement is good. In dealing with the story telling, the studies conducted by Leastariwati (1999), Kurniawati (2001) and Utami (2002) show that story telling is really important to be applied in elementary school to increase the students' vocabulary achivement. Hatchet (1956:97) also notes that students grow their vocabularies trough story telling and sharing story.

In addition, by conducting a research in SDN Tanggul Wetan Wahyuni (2000) describes that poem and song give significant effect to vocabulary achivement. It is also supported by Abdurrahman (1998) who finds that the students vocabulary achievement increase trough song. Another enjoyable activitiy that can be applied is drama. Lado (1979:24) notes that children enjoy drama from which they can also learn.

The last technique that is still needed to be employed by teacher is translation. Although the teacher has explained the words in the target language, but there are always some words that cannot be understood by students in a foreign language. Sometimes, the definition in the target language still makes the students confused. Therefore, the translation into the students' native language is

required. Lado, Baldwin and Loba (In Notion, 1982) note that the translation of the meaning into native language is consistently superior to presentation through the foreign language. Supporting this idea, Mishima (in Notion, 1982) points out that a translation in a native language will be more meaningful because it will have many more associates for the learner than a known synonymous word in the foreign language.

To sum up, teaching vocabulary to Elementary students is not easy, therefore, the teacher is demanded to find suitable techniques of teaching. These techniques have to be created based on the children characteristics, in order to motivate and to overcome the boredom of the children. The teacher can use verbal, non verbal techiques or translation. However, the most important point that needs to be noticed by the teacher is that the students are interested and attracted to the interesting activities which can make them happy. The interesting and enjoyable activities will motivate them to learn English.

III. RESEARCH METHOD

This chapter presents some aspects of the research method. They include research design, research area, research participants, data collection method, and data analysis method. Each of them is explained in the following sections.

3.1 Research design

Before conducting a research, a researcher should make a research design. Arikunto (1993:41) clarifies research design as a plan or a design made by a researcher as an estimated activity that will be done in the research. The statement above means that a research design is needed as guidance before conducting a research.

In this research, the researcher investigated a small setting stated in the problem formulation, that is the process of vocabulary teaching. This research was a qualitative research and designed as a case study. Suryabrata (1991:22) says that a case study is provided to learn intensively the of the factual phenomenon and social interaction of an individual, group, institution and society. Hence, the research provides an in-depth understanding and detail descriptions and analysis about the phenomenon This research was aimed to describe the condition and also investigate the background and the factors influence the phenomenon of English vocabulary teaching in SDN III/78 Buduan. This research was concerned with qualitative data, which reflect what actually happened in the area of case study.

The fundamental steps applied in this research were as follows. Considering that the researcher needs an area in particular case, the research area was determined purposively. Then, to get the qualitative data to answer the research problems, the participants were also chosen purposively. The primary data were obtained from the teacher. They were collected from observation and interview. Meanwhile, the secondary data were obtained from the students by interviewing them and also from the document provided. Therefore, the data collection method used in this research were observation, interview and documentation. Next, to get the valid data triangulation was applied. It was used

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to check the accuracy of data from different methods and sources. In this case, the interview to the students was used to crosscheck the data obtained from the teacher. Finally, concerning with the data in which they were in qualitative form, the qualitative method was used to analyze the data.

3.2 Research Area

In this research SDN III/78 Buduan District of Suboh, Situbondo regency was chosen as the research area. This school was chosen purposively for several reasons. The first reason was that SDN II/78 Buduan was one of the elementary schools in Situbondo that applies English teaching as a local content. Secondly, there has not been any researches conducted here. The third, the researcher was interested on the teacher's educational background. In this case, the teacher has not English qualification but she has to teach English. The last was the permission from the principal. The researcher had got permission to conduct a research in this school.

3.3 Research Participants

The term "*participants*" used in this research referred to Mc.Millan (1992:217) who explains that the individuals who are investigated in a qualitative studies are called participants rather than subjects. Whatever the term used, however, the main point is that both subjects and participants are the people from whom the researcher obtains the data. In dealing with the participants, to provide an in-depth understanding of the phenomenon being studied, Mc.Millan (1992:217) suggests to select the participants through purposive sampling. Further he says that purposive sampling is used to select the individuals who will be more informative.

The participants of this research were the English teacher and also the students of the fifth year of SDN III/78 Buduan in the academic year 2002/2003. The teacher was the main participant from whom the primary data obtained. Meanwhile, from the students, the researcher took the supporting data to crosscheck the data from the teacher. The students' as the secondary participants

were chosen purposively based on the saturation of the data required. In this case, the researcher used the snowball sampling technique. Therefore, the number of participants from the students could not be decided before the research had been done.

3.4 Data collection Method

In obtaining the data, the researcher applied some methods. It was used to crosscheck the data from different method and source. By doing so, the researcher got the accurate data. Mc.Millan (1992:223) suggests to use different methods in gathering or collecting data with different samples, at different times, or in different places to get the accuracy of the data. According to him, the methods used to collect the qualitative data include observation, interview, and document analysis (Mc.Millan, 1992:218). Therefore, those methods were used to obtain data for this research.

3.4.1 Observation

Arikunto (1996:145) declares that observation includes a concentration activity on an object/phenomenon by using all human senses. Furthermore, Arikunto (1996:146) divides observation into two parts. They are non-systematic observation and systematic observation. Non systematic observation is conducted without having any instruments, while systematic observation is conducted by using guidance as observation instruments. In this research, a systematic observation was employed to collect the primary data dealing with the process of teaching vocabulary in the elementary school conducted by the teacher. The activities of the teacher were observed in detailed as well as the students' activities in the classroom during the vocabulary teaching learning process. The observation was done 3 times, once a week. In doing the class observation, the researcher used guidance of observation that covered the indicators of the research being investigated (the observation guide can be seen in Appendix 2). In addition, the condition of the school and the facilities provided were also observed.

3.4.2 Interview

Arikunto (1996:144) states that interview is a dialogue conducted by interviewer to get information from interviewee. It can be restated that interview is the way of getting data through face to face conversation between the interviewer and interviewee. This research applied the structured and semi-structured interview. The interview was addressed to the English teacher to investigate the teacher's perception about English, especially English for young learners, to know the teacher's strategies in teaching vocabulary, the difficulties faced by the teacher in teaching English, especially vocabulary and how she solved the problems. During the interview the researcher used a tape recorder to record the teacher' responses. The recorded data in the tape recorder were transcribed (The interview guide can be seen in Appendix 3).

In addition, the researcher interviewed the students. The interview topics were about the students' interest toward English, the teacher's ways in teaching and the students' difficulties in learning English. It was intended to crosscheck the information from the teacher. However, not all students were interviewed. In this case, the snowball sampling technique was applied. Therefore, the researcher could not decide the number of the students being interviewed. They were chosen based on the saturation of the data. The interview was stopped if the data obtained were considered enough. The data from the selected students became the supporting data to crosscheck the data from the teacher.

3.4.3 Documentation

Documentation method is used to find out the data from written documents, such as daily notes, transcripts, books, newspapers (Arikunto, 1996:148). In this research, documentation was also needed to get the supporting data dealing with the teacher' educational background, the books used by the teacher, the names of respondents and facilities provided in SDN III/78 Buduan.

The details of how the methods of data collection were applied are provided in the following table.

Table 1.The Data Collection Method

No	Methods	Type	Techniques
1	Interview	Structured and semi structured	-Individually -Tape recording -Note taking
2	Observation	Direct observation, a systematic observation	-Field note taking
3	Documentation		-Note taking -Photo copying

3.5 Data Analysis

Data analysis is considered as the process to arrange the results the interview, observation, documentation and other materials collected systematically by the researcher (Bogdan and Biklen, 1992:153). In this research, a non-statistical method was employed. The main data collected from the observation in the classroom. The source of this data was the English teacher. Meanwhile, the results of the interview and documentation become the supporting data. A descriptive qualitative method was used to analyze the data, because the data obtained were in form of qualitative data.
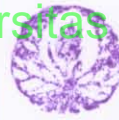
IV. RESULTS AND DISSCUSSION

This chapter reports the results of the research and discussion. The results of the research and discussion cover the data obtained from the observation, interview and documentation.

4.1 The Results of Observation

The observation was applied to get the data about the teaching learning process in the classroom. Specifically, the researcher observed how the teacher applied the skills of teaching (set induction and closure, explaining the material, asking questions, giving stimulus variation, reinforcement and class management). In addition, the observation was done to get the data about the condition of the school and facilities provided in this school.

At SDN III/78 Buduan, English was taught as a local content. It has been given from grade 4 to grade 6. There is only one female teacher teaching this subject. The teacher teaches three classes once a week on Friday and Saturday. The fourth and the fifth grades are on Friday, while on Saturday, the teaching is provided for the sixth grade.

For the fifth grade, especially, the English teaching was conducted from 09.30- 10.30. on Friday. From the observations done in the classroom every Friday, from 20th December 2002 up to 4th January 2003 (See Appendix 2), it was found that vocabulary was taught integratedly and separately. The teacher almost never gave apperception to the students before beginning the English lesson. She also never attracted the students' attention by showing picture, asking something related to the materials, or gave a clue to the students. In addition, she did not state the teaching objective. Instead of it, she began the lesson by reminding the students to the last lesson and sometimes connected it to the new lesson. Then, the teacher directly wrote the new lesson on the blackboard without saying anything. She did not say, *"Today we are going to learn this and this"*. Having finished writing, she explained the new material. Subsequently, she gave

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the students some exercises. She sat in front of the class while the students were doing the exercises.

Referring to teaching technique, the teacher taught new vocabulary by lecturing, questions - answers, translating, repeating the new words several times and asking the students to memorize the new words by giving them questions such as " *what is the English words for ayah, kuda, bebek, etc*". She explained the materials clearly. Sometimes, she also gave an illustration when the students got difficulties in understanding certain words. For instance, when the students asked the meaning of "umbrella", the teacher did not directly give the answer, instead of it she said, " What is the thing you are wearing when the rain is coming?" (Seen on Appendix 2, the second observation)

The teacher asked questions clearly to the students. She also distributed the questions to all students in the class and gave the students the same chance to answer. The questions were often given in the beginning of the lesson when the teacher reviewed the previous lessons. Those questions were in *"what questions"* form such as, what are the English words of *Apel, Ayah, Ibu, Jeruk, Mangga*, etc. Other questions were given in *order form* to do something, for instance to do exercises. Those questions such as,"*Isilah titik-titik di bawah ini dengan......*", "*Gantilah kata-kata dalam kurung dengan....*", "*Kerjakan seperti contoh*, "*Terjemahkan ke dalam bahasa Inggris/Indonesia*". Besides, there were kinds of questions that were delivered as a request or a command. The examples of the questions were: " *Dapatkah kalian diam sejenak agar suara saya dapat di dengar*" or "*Bisakah kalian tenang selama saya menerangkan*". However, in this skill of asking questions, the teacher never used the students' answer as a feedback.

Unfortunately, the used of the stimulus variation could not be found during the process of teaching learning. During the observation, one point found by the researcher was methods variation. The methods used by the teacher were the combination of several methods that were suited with the materials given and the students' condition. The methods were lecturing, question – answer, repeating,

and imitating. However, during the observations, she never gave the students enjoyable activities, such as game, song, drama or story telling.

Reinforcements in non-verbal forms were given during the teaching learning process. In this case, the teacher used smiling and gesturing. Sometimes, the teacher also touched the student warmly. After the students finished doing exercises, the teacher gave mark (e.g.; 100, 80, 90, etc) on the students' book. The teacher never used various media in teaching. She only used the things provided in the classroom, such as, tables, chairs, blackboard, books, pencils, pens, cupboard or bags. She never brought pictures or real things except those things in the classroom. In addition, the researcher did not find pictures, flower or other media that were used in teaching vocabulary. For example, the picture of flower, animal, fruits or family.

In managing the class, it seemed that the teacher was used to be familiar with the characteristic and the habits of her students. She could control the class well. She gave the same attention to all students. She also actively responded to everything that happened in the class during the process of teaching learning. For example, when there was a student disturb the teaching learning process she warned him not to do the same action. If not she pleased the student to left the class. In addition, the teacher gave the students a responsibility, for instance, doing the exercises, the assignments or homework. Besides, she always focused the students' attention to the lesson when she was explaining the materials.

When the time was up, the teacher closed the lesson by giving homework to the students. And she said, *"Don't forget to do it. It will be collected next week"* She did not say *" study hard at home"* or anything. The homework was used as an evaluation. Finally, the teacher closed the class without greeting the students, by saying *"see you", " bye-bye"* or others closing complement (For The observations results, see appendix 2).

The following was an example of activities in the classroom. It was taken on Friday, 27 [th] December 2002. The topic was " there is" and "there are". The activities were as follows:

1. The teacher reviewed the last week's lessons.
2. She asked the students to mention the names of animals, fruits and family (Ayah, Ibu, Kakak)

   The teacher   : Apakah bahasa Inggrisnya, *pisang* ?

   The students   : Banana (several students answered, several just kept silent, some had correct answers , some had the wrong ones)

3. Then, the teacher gave the correct answers. Afterward, the teacher wrote the use of *"there is"* and *"there are"* on the blackboard.
4. The teacher explained it orally in details.
6. She wrote the exercises on the blackboard, then asked the students to do it.
7. Waiting for the students to finish doing the exercises, the teacher sat on the chair and sometimes gave explanation.
8. The teacher had students' exercises books collected and checked it.
9. She discussed the exercises together with the students.
10. The teacher asked the students to translate the exercises into Indonesian.
11. Discussed the answers together.
12. The teacher gave students homework and saying " *it is collected next week*"

Other observations were dealing with the number of students and the condition of the school. The fifth year of SDN III/78 Baduan consisted of 18 students. There were 10 males students and 8 females students. The size of the class was about 6m x 7m. The students were sitting in pairs each table. The classroom was completed with the tables and chairs,a blackboard and one cupboard to keep the teaching equipments. The tables were completed with the selves to store the students' bags and books. There were some pictures of heroic persons hung on the wall. There were no other things that could be used as media in teaching vocabulary. That was why the teacher rarely used media except the things provided in the classroom.

4.2 The Results of the Interview

Interview was used to complete the data collected from observation. Besides, it was used to crosscheck the data obtained before. The interview was

dealing with the teacher's opinion about vocabulary teaching, teacher's preparation and the implementation in the classroom.

Based on the interview, it was known that English was not taught at every elementary school in District of Suboh, Situbondo Regency, an area in east Java.. At SDN Buduan III English had been taught since two years ago. Concerning with the teacher's opinion, she said that actually English teaching at elementary school was important to prepare the students in mastering the international language, which would be very important for the students' future. However, the school did not provide certain syllabus for English teaching. The school had not prepared the curriculum yet. So, the teacher tried to get it from her friends in Jember and someone from other towns (See Appendix 3).

In teaching English, the teacher used the book published by *Yudhistira*. However, this book were only possessed by the teacher and not by students. Some of the students had the pictured dictionary to help them find the meaning of the new English vocabularies.

As teaching English to elementary students was not easy, the teacher said that the most important things were the patience and the ability of the teacher in mastering and applying the suitable techniques for the students. In addition, the sensitivity of the teacher in knowing the students' interest would make the students motivated to learn. Besides, according to the teacher, the skill in mastering materials and evaluating the materials given were considered as important aspects (see Appendix 3.1)

Concerning with the techniques implemented in the classroom, the teacher informed that she used translation, games, song, drama and asked the students to imitated her in teaching vocabulary. In applying the drama, firstly, the students were told the drama in Indonesia. The students were also told the pronunciation of each word used in the drama. Then, they played the drama in English. However, up to now the teacher still find difficulties when she wants to apply it in the classroom. The difficulties were concerning with the students themselves.

Furthermore, according to the teacher, the students were lazy to memorize the words that had been taught. For this reason, she had not applied game, drama or story telling in the classroom. She only gave easy song suited with the materials taught. For example, "*this is a window, that is a door*". Meanwhile, from the 8 students being observed, all of them said that actually they liked English, but they found difficulties because the English words were difficult to pronounce. They have adjusted with Indonesian and Madurese words in their daily life. Therefore, they felt it was difficult to be familiar with the English words. Moreover, they rarely watched television on English program or heard the songs for children in English. The students clarified that the song "*this is a window, that is a door*", for instance had been taught when they were at the fourth year.

In dealing with the materials taught, the teacher explained that the materials given were chosen based on the condition and the students' ability in mastering the materials. So, not all materials stated in the text book or syllabus were taught to the students. The materials were, such as the names of animals, the name fruits, kinds of profession question words such as, what, why and how, and how to use it in sentences or conversations, etc.

In teaching vocabulary, sometimes the teacher found some difficulties. The main difficulty came from the students themselves. Furthermore, she added that the students were lazy to memorize the words which had been taught. Therefore, she forced the students to repeat and memorize the words as an effort to solve the problems. Another difficulty was dealt with the facilities. She confirmed that the school did not provide sufficient facilities to support the English teaching. The headmaster gave the teacher books, but other facilities, such as Cassettes, pictures, or video-television had not been fulfilled. This problem was also related with the condition of the students' parents Most of the students' parents were from low to middle socio economic status. Most of them are sailors, farmers, and pedicab (becak) drivers.

In evaluating the students' achievement, the teacher gave oral and written exercises. She made the exercises by herself and sometimes took from the book. She asked the students to drill and memorize some words and also the spelling

and sometimes do the written exercises. The evaluation was given in the end of every lesson (The results of the interview can be seen in Appendices 3.1 and 3.2).

4.3 The Result of Documentations

Documentation method was used to collect the data about the teacher's educational background, the books used by the teacher, the names of respondents and the facilities provided in SDN III/78 Buduan.

From the documentation, it was found that, Sri Sukoco Rini, the English teacher graduated from SMAN I Suboh. She had been studied at D II PGSD, Jember University. The materials given were taken from the book published by Yudhistira (the examples of the materials were enclosed). The respondents of this research were the teacher herself and students of the fifth year. Actually, there were 18 students in this class, but only several students were taken as respondents to be interviewed. They were 8 students, 5 males and 3 females. The names of the respondents were listed on Appendix 4.

4.4 Discussion

Kasbollah (1995) says that syllabus, materials and qualified teachers are the important factors in succeeding the English teaching at elementary school. The English teaching has been stated as a local content and the government expects it can be applied at all elementary schools in Indonesia. In fact, this expectation cannot be fulfilled successfully. There are problems faced by the elementary schools in Indonesia. it happens because not all elementary schools in Indonesia have the same condition to apply English teaching at their schools. They different one another. One may be ready enough to apply it because the teacher and the syllabus are provided as well as the students are ready to be taught. In addition, the facilities to support the teaching learning process are also provided in sufficient number. On the other hand, some schools, as stated by Nurcahyani and Basri (1997) do not fulfill those requirements. They do not have English syllabus, lack of facilities and do not prepare English teacher. Lack of facilities, especially faced by some schools in the rural areas (Fadil and Fitriyah, 1999:8).

Disregarding these problems, there are also many schools that try to apply English as a local content to help students get knowledge about English, SDN III/78 Buduan, in Situbondo for instance.

SDN III/78 SDN III Buduan did not prepare the English teacher who have English educational background. According to Istikhomah (2000:16),Ideally, the best English teachers for elementary school are those who have background in English education. Furthermore, Usman (1995:7) supports that they are who have competency in their educational field will have better capability in conducting the teaching learning process, so a good result is achieved. However, from the observation and documentation, it was found that actually the English teacher was not majoring in English subject. She graduated from SMU, but she was willing to teach English because she thought that it was very important for the students' future. Being interviewed dealing with the importance of English, the teacher expressed her point of view, "*Menurut saya, belajar bahasa Inggris pada usia muda itu penting untuk mempersiapkan mereka (Siswa SD) menguasai bahasa internasional. Apalagi bahasa Inggris akan menjadi bahasa keseharian di masa yang akan datang*" (In my opinion, learning English in the young age was important to prepare them mastered the international language. Moreover, English would be the daily language in the future) (Interview transcript can be seen on Appendix 3.1). Therefore, she thought that it was important to give the elementary students English subject. She taught the students although there was no syllabus in this school. She tried looking for it. Concerning with the material she explained "*Materi yang saya ajarkan adalah kosa kata. Bisa nama binatang, nama buah, kata Tanya, seperti how, why dan what, membuat kalimat dan menterjemahkan*" (The materials taught were vocabularies, covered the names of fruits, the names animals, question words such as, how, why and what, making sentences, and translating). Furthermore, dealing with the considerations in choosing the materials, she said " *Saya memilih materi-materi tersebut berdasarkan intelegensi dan kemampuan siswa dalam menyerap pelajaran tersebut*" (I choose the materials based on the students' intelligence and ability in comprehending the materials) (Interview Transcript can be seen on Appendix 3.1).   So, she selected

the materials based on the students' intelligence and ability in comprehending the materials. However, actually, the availability of syllabus for certain educational institution is very essential. Syllabus can be used as guidance for the teacher and at the same time, it can also be used to control the quality of the program. For this reason, ideally, an English language teacher should have and develop an appropriate syllabus containing clear objectives, teaching learning strategies, and instructional evaluation (Kasbolah, 1993:4).

Furthermore, dealing with the preparation, as long as the teacher taught English, she never made any lesson plan for the English teaching. Being interviewed, she said " *saya tidak pernah membuat lesson plan. Tetapi saya rasa itu penting*". (I never made a lesson plan, but I thought, it was important). (See Interview Transcript, Appendix 3.1). As a result, the teaching learning process looked monotonous. The teacher introduced new vocabularies with the same way or the same techniques. Ideally, a teacher should prepare the lesson plan before teaching. It is needed not only by the novice teachers but also the experienced teachers. Lesson plan is obviously important because through the lesson plan teachers may present the teaching steps or activities better. The teacher can vary her teaching techniques in every meeting. By doing so, the teaching learning process run effectively and efficiently. To comment this point, David (in Suryosobroto, 1996:28) states that to facilitate the students' learning, the teacher is expected to design and deliver instruction. Furthermore, supporting the idea above Burden and Byrd (1999:19) explains that a plan that is designed carefully and comprehensive will have a positive effect on the students' learning.

In addition, this school was lack of facilities, especially the facilities for English teaching learning. From the observation, interview and documentation it was obtained that, the school prepared only the general facilities such as, cupboards, tables, chairs, playground and other school equipments. There were no special facilities and media for English teaching. The teacher said "*Di sekolah saya tidak ada fasilitas untuk bahasa Inggris sama sekali*" (there were no facilities for English teaching in my school) (interview transcript, Appendix 3). Therefore, the media used in English teaching learning were not varied. The

teacher only used the real objects provided in the classroom such as, tables, chairs, rulers, books, pencils or bags to attract the students' attention. There were also no supporting facilities such as, video, television or cassette to train students' pronunciation and listening skill. There was no textbook provided for the students. From the interview, as said by the teacher (interview transcript, Appendix 3) *"saya pernah meminta buku pada kepala sekolah dan itu diberikan. Tetapi untuk fasilitas yang lain masih belum bisa, karena di daerah saya jarang sekali ada SD yang memberikan mata pelajaran bahasa Inggris"*, it was known that the headmaster could only provide the textbook for the teacher. The school could not fulfill the other facilities to help both the teacher and students in teaching learning process, because of the school's condition.

Actually, media of instruction or teaching aids are important things to help students comprehend the materials. It also helps the teacher in presenting the materials. As quoted by Connel, et al (1962) that the use of suitable teaching aids makes education more concrete, tends to arise curiosity and interest and adds variety to classroom teaching. However, when the condition does not allow to provide all of them, it does not mean the teaching learning process will be stopped. The teacher can seek for other alternatives. For the media, actually everything can be the media for the teaching and learning activities. We can use pictures taken from magazine, pictures from calendars, or we can ask the students to bring the used things from their homes such as, vegetables, fruits or the others. Asking the students to go out and pointing some objects outside the classroom will be interesting activities for the students, too. The nature itself become the media. The children will get more fun than studying in the classroom without any media created by the teacher. The teacher can also use the simple media provided in the classroom or she can make it herself. By having those alternatives, the English teaching learning process run well.

The same thing happened, when the teacher tried to apply certain technique in the classroom. Commonly, children are active and like to have fun. Therefore, Scott and Ytreberg (1990:5) suggest to use the techniques that involve the students and give the students pleasure in the classroom. From the interview

and observation, the teacher had given the students simple song, namely *"this is a window, that is a door"* when the students were at the fourth year. She said *" selama ini yang sudah saya terapkan yaitu lagu yang mudah, seperti, this is a window that is a door"* (I only gave the students the easy songs such as, this is a window that is a door) (The interview transcripts can be seen on Appendix 3.1). As confirmed by the teacher that actually she wanted to give the students more, but she found some difficulties concerning with the students themselves. She said *" Kesulitan itu sebenarnya dari murid-murid sendiri. Mereka malas untuk menghafal".* According to her, the students were lazy to memorize the words. Meanwhile the students clarified that they got difficulties in pronouncing and spelling the English words. Ibnu Hisyam (Appendix 3.2, B) commented *" Saya mengalami kesulitan karena kosa kata bahasa Inggris itu tulisan dan ucapannya berbeda".* Furthermore, Yuliantin Pitaloka (Appendix 3.2, G) added by saying *" kesulitan bahasa Inggris itu terletak pada pengucaparnya. Kosakatanya sulit diucapkan.* Because of those reasons above, therefore, the teacher could not apply other techniques, such as drama, or story telling in teaching vocabulary. Instead of it, she tended to use translation, question-answer, imitation, and repeatition in teaching. It can be said that a good technique is not appropriate when it is applied in unsuitable condition. In others words, not all techniques and methods are appropriate with every condition. It depend on, when and where the techniques and methods will be applied. Here, again, the role of the teacher to find the best methods and techniques is required.

The last discussion is about the application of the skills of teaching. From the observation, it was found that in doing set induction the teacher never gave the students apperception, she also never stated the objectives of the teaching. Instead of it, she began to attract the students' attention by reviewing the previous lessons. Ideally, set induction includes the apperception and the stating of the teaching objectives were needed to give the students clear description about the lesson learnt. Usman (1995:84), says that set induction is done to create pre-condition, so that the students are mentally ready to learn the new lesson.

In explaining the materials, the teacher explained the materials clearly. Sometimes, she also gave an illustration when the students got difficulties in understanding certain words. For instance, when the students asked the meaning of "umbrella", the teacher did not directly give the answer, instead of it she said, " *What is the thing you are wearing when rain is coming?*". She used question-answer, translation, repeating and lecturing. Here, some techniques offered by Doff (200:1)were adopted. Firstly, the teacher wrote the English vocabularies and the meaning in Indonesian on the blackboard. Then, she said it clearly. Afterward, she had the class repeat in chorus. Further, she gave examples how to use them. To reinforce the students, sometimes the teacher gave the students a song, but there was only one song given, namely, *"this is a window that is a door"*.

When giving questions, the teacher ask the clear questions and distributed the questions to all of the students. Refers to Usman (1995:67), the questions such as, *"Bisakah kalian tenag selama saya menerangkan"* or " *Dapatkah kalian diam sejenak agar suara saya dapat di dengar"* are categorized into *compliance questions*. Meanwhile, based the Bloom's taxonomy, the questions such as, *What are the English words of Apel, Ayah, Ibu, Jeruk, or Mangga* belong to knowledge questions. As quoted by Usman (1995:68) knowledge questions are defined as questions that tend to make the students recall the knowledge or to check the students' memory. These questions are usually use What, where, where and who words questions. According to Burden and Byrd (1999:92-93) those questions can also be classified into convergent questions that tend to have one correct answer or best answer. In addition, based on the Bloom's Classification, the questions in the form order such as, *"Kerjakan seperti contoh"*, *"Isilah titik-titik di bawah ini dengan..."*, *"Gantilah kata-kata dalam kurung dengan....."* or *"Terjemahkan ke dalam Bahasa Inggris/Indonesia"* fall into application questions. Application Questions are the questions that require the answers as an application of information or knowledge got before (Usman, 1995:68). Unfortunately, the teacher never used the students' answer as a feedback, though, actually these answers could be used to help the students got the answer.

In stimulus variation the teacher varied the methods by using the lecturing, asking-answering, translating, repeating and memorizing. She never varied the media. She only used the real objects provided in the classroom. Actually, the teacher can use other media such as pictures that can be taken easily from magazines, newspapers or calendars. The teacher can also ask the students to bring everything as media. In addition, the teacher can apply other activities as a variation to avoid the students' boredom. As suggested by Scott and Ytreberg (1995:4) that young learners like to have fun and to be active, hence the teacher should create any activities that involve and make the students happy in the classroom. Those activities can be songs, games, or stories. The teacher can also bring the students to learn outside the class to get the knowledge more than what they got in the classroom. Those activities are required not only to present the materials but they can also be used as the non-verbal reinforcement. From the observation, it was obtained that the teacher reinforced the students non-verbally by smiling, gesturing and touching. The teacher also gave a mark on the students' book after the students finished doing the exercises or homework. According to Usman (1995:73), reinforcement is important aspect. It can be used to increase the students' attention to the lesson, to increase the students' motivation in learning and to maintain the students' positive attitude (Usman, 1995:73).

In spite of the problems above, it seemed that the teacher could manage the class well. She gave the same attention to the students. She also, focused the students' attention to the lesson when she was explaining the materials and also gave the students responsibility. In addition she, always actively responded the cases happened in the classroom that might disturbed the process of teaching learning. In closure, the teacher never closed the lesson by making a summary of the lesson. She also never said a leave taking such as, good bye, see you next week or other greetings. Besides, she did not support the students to study hard at home. Before leaving the class, the teacher gave the students homework. She asked the students to collect it next week.

From the discussions above, the point that can be taken into account is that, the teacher's educational background influences the teaching learning

process in the classroom. Everything happens in the classroom is depend on the teacher's ability in conducting the teaching learning process. Because the teacher has no English educational background, she can not fulfill some of the requirements in the teaching learning process. For instance, she never makes any lesson plan, she cannot vary the teaching techniques and she also never uses media to help the students comprehend the materials.

V. CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions and suggestions. The conclusions are taken from the discussion in Chapter IV. The suggestions are recommended for the English teacher, the Headmaster, the other elementary schools, the government of Indonesian, and the other researchers.

5.1 Conclusions

English is important to be taught at elementary school to prepare the students in mastering the international language. It will be very important for the students' future. Considering this, SDN Buduan III tries to include the English teaching as a local content. The program has been held for about 2 years, although the condition is not so conducive for the teaching of English. However, this program has been running.

English has been applied at SDN Buduan III for about 2 years. The English teaching is begun from the fourth year up to the sixth year. However, the English teacher has not been prepared yet. There is a female English teacher taught here. She is not majoring in English, but she is willing to teach English. Therefore, this teacher's educational background, is result to the vocabulary teaching learning process.

SDN Buduan III has no sufficient facilities to support the English teaching. The school has only the general facilities such as tables; chairs, cupboards, blackboard, playground and others school equipment. There are no additional facilities that can be used as media of English teaching. Most of the students are from low up to the middle economic status.

At SDN Buduan III, the syllabus of English teaching are not available. The teacher chooses materials based on the students' intelligence and ability. The materials were taken from the book that is published by Yudhistira. The materials are the English vocabularies. At the fourth year, the teacher forces students to master vocabularies as much as possible. However, not all materials stated in the book can be taught. The materials include the names of animals, the names of

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fruits, kinds of professions and the things around the students. Because of lack of facilities, the teacher uses limited media in teaching learning process. She rarely uses any media, but sometimes if the topic learned is related to the things in the classroom she uses the real objects provided in the classroom. They are tables, chairs, bags, books, cupboards, blackboard, pencils or pens.

In the beginning of the lesson, the teacher rarely gives the students apperception or attracts the students' attention by showing any pictures or asking something related to the topic. She also never states the teaching objectives. In the beginning the teacher, only reviews the previous lessons by asking and reminding the students.

In teaching, the teacher uses lecturing, translating, question-answer and repeating the vocabularies several times. She also asked the students to memorize the vocabularies. The teacher never uses enjoyable activities such as story telling or drama because she finds difficulties to apply it. The difficulties come from the students themselves. They are lazy to memorize the vocabularies because the pronunciation and spelling of the English vocabularies are difficult. Therefore, the teacher introduces the students only the simple and popular song *"this is a window, that is a door"*.

The teacher explains the materials clearly by lecturing, translating and repeating the English vocabularies several times. Sometimes, she explains by illustrating the words so the students understand what are the meaning of the words. When asking questions, she distributes the questions to all students. All students have the same chance to answer those questions. Unfortunately, she never uses the students' answers as a feedback.

In addition, the teacher can manage the class well. To avoid the students' boredom, she will keep silent for a while and gives chance to students to enjoy what they want to do. Then, she will continue the lesson. Non -verbal reinforcements are given to the students to support the students to learn. She also gives mark on the students' book. In closure, the teacher does not make a summary. She gives the students homework before leaving the class. Finally, she leaves the class without greeting the students.

5.2 Suggestions.

Some suggestions are considerably need to be proposed to the persons an institutions in the educational field, such the English teacher, the headmaster, the government, the other schools and the other researchers.

For the teacher it is suggested to improve the ability in teaching vocabulary, especially in making the preparations before teaching and in using the techniques of teaching. By having good preparations, the teaching learning process will run well. To make English class, especially vocabulary runs smoothly, the teacher should make a lesson plan. Lesson plan is obviously important because through the lesson plan, teachers may present the steps or activities of teaching better. The teacher can avoid the use of the same technique in every meeting. Considering that young learners like to be active and to have fun, the teacher must be able to create and to select activities that involve the students and make them happy. These activities should be varied to overcome the students' boredom in learning. In addition, the use of various media also contributes great help and attracts the students' attention. At the same time, it helps both the teacher and the students. The teacher can present materials easier, while the students can comprehend the materials faster.

It is also suggested to the headmaster to provide facilities for English teaching. These facilities will be very helpful. She should also ask the teacher to join any training dealing with the teaching English for young learners. Furthermore, the government should hold the training of English for young learners to teachers in order to develop the teachers' knowledge about English teaching. Besides, the government has to be responsive to the problem related to the English teaching in its region.

For other elementary schools, it is suggested to introduce teaching English at their schools. By introducing it, the students will be ready studying English at higher levels. However, it must be noticed that the implementation of English teaching is not just for pride, without any considerations. Before applying the English teaching, the schools should make any preparations. The preparations cover, the syllabus, selected materials appropriate with the students' ability and

interest, sufficient teaching aids and the qualified teachers, for instance, those who are graduated from D1, D2, D3 or S1 English department. In addition, they should have basic knowledge about teaching English for young learners. With good preparation, it is expected, that the objectives of the program will be achieved.

Finally, the results of this research cannot be generalized to other elementary schools. Therefore, the researcher hopes that there will be other researchers conduct the same research at other elementary schools. In addition, a new different design of research in this school is required as a follow up.

Appendix 1

RESEARCH MATRIX

TITTLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING FOR THE FIFTH YEAR STUDENTS OF SDN III/78 BUDUAN IN THE 2002/2003 ACADEMIC YEAR	**General Problem :** How does the Elementary English teacher conduct the teaching Learning Process on vocabulary ? **Specific problem :** - How does the teacher apply the skill of giving set induction in teaching vocabulary for the fifth year of SDN III/78 Buduan ? - How does the English teacher apply the skill of explaining the vocabulary materials for the fifth year of SDN III/78 Buduan? - How does the English teacher apply the skill of asking question in teaching vocabulary at the fifth year of SDN III/78 Buduan? - How does the English teacher apply the skill giving stimulus variation in teaching vocabulary at the fifth year of SDN III/78 Buduan? - How does the English teacher apply the skill of giving reinforcement in teaching vocabulary at the fifth year of SDN III/78 Buduan? - How does the English teacher apply the skill of class management in teaching vocabulary at the fifth year of SDN III/7? - How does the English teacher closing the lesson in teaching vocabulary at the fifth year of SDN III/7?	- The process of teaching vocabulary	1. Set induction 2. Explanation 3. Asking question 4. Stimulus variation 5. Reinforcement 6. Classroom management 7. Closure	**Participants:** • The English teacher of SDN III/78 Buduan - Students of the fifth Year SDN III/78 Buduan • Document	**Research Design :** Case Study, Descriptive, Qualitative method **Area Determination:** Purposively **Respondent determination method:** Purposive sampling **Data collection method** 1. Direct observation 2. Interview 3. Documentation **Data analisys method:** Descriptive qualitative method

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No	Techniques	explanation
1.	Set induction a. apperception b. effort of attracting the students, attention. c. Stating the teaching objectives	
2.	Explanation a. The use of method b. The use of example/illustration c. organization of materials	
3.	Asking Question: **a. The questions based on the meaning:** a.1. Compliance questions a.2. Rhetorical questions a.3. Prompting questions a.4. Probing questions **b. The questions based on the cognitive domain:** b.1. Knowledge questions b.2. Comprehension b.3. Application b.4. Analysis b.5. Synthesis b.6. Evaluation	
4.	Stimulus Variation a. variation of movement b. variation of the sound c. Variation of methods d. variation of Media e. variation of interaction	
5.	Reinforcement **a. Verbal (complements)** **b. Non verbal** 1. Miming and gesturing 2. contacting/touching 3. symbol/real thing	
6.	Classroom management a. Attention distribution b. Focusing attention c. Sensitivity d. responsibility delegation	
7.	Closure a. Summarizing the lesson b. evaluating c. encourage the students to the next acquiring	

(Taken from guidfance book of micro teaching (1993:35), modified based on the need)

Appendix 2
Panduan Observasi

No	Komponen ketrampilan	Hasil	
1	Ketrampilan membuka pelajaran a. .Apersepsi b. Usaha menarik perhatian a. Mengemukakan tujuan pengajaran		
2	Ketrampilan Menjelaskan a. Ketepatan menggunakan metode b .Ketepatan menggunakan istilah c. Ketepatan penggunaan contoh/ilustrasi d. Pengorganisasian materi pelajaran		
3	Ketrampilan Bertanya a. Kejelasan pertanyaan b. Pertanyaan menggali c. Distribusi pertanyaan d. Variasi pertanyaan e. Penggunaan jawaban siswa sebagai balikan		
4	Ketrampilan Variasi Stimulus a. Variasi gerak b. Variasi suara c. Variasi metode d. Variasi media e. Variasi interaksi		
5	Ketrampilan Memberi Penguatan a. Penguatan verbal b. Penguatan non-verbal		
6	Ketrampilan Mengelola Kelas a. Pendistribusian perhatian b. Pemusatan perhatian Bersikap tangggap c. Pendelagisian tanggung jawab		
7	Ketrampilan menutup pelajaran a. Merangkum pelajaran b. Mengevaluasi c. Mendorong penguasaan lebih lanjut		

(Diambil dari Buku Panduan Microteaching, 1998:35, dimodifikasi sesuai dengan kebutuhan)

Observation Guide
The vocabulary teaching learning process

No	Skills Component	Observation Result	Notes
1.	Set Induction a. apperception b. effort of attracting the students' attention c. stating teaching objective		
2.	Explanation a. the exact use of method b. the exact use of term c. the exact use of example/illustration d. organization of material		
3.	Asking Question a. the clear question b. observe question c. the distribution of question d. question variation e. the use of students' answer as feedback		
4.	Stimulus Variation a. the variation of the movement b. the sound variation c. method variation d. media variation e. variation of interaction		
5.	Reinforcement a. verbal b. non-verbal		
6.	Classroom Management a. the distribution of attention b. focusing attention c. sensitivity d. responsibility delegation		
7.	Closure a. summarizing the lesson b. evaluating c. encouraging the students to the next acquiring		

(Adapted from the Micro Teaching Guidance Book, 1998:35, modified based on the need)

Appendix 2

Hasil Observasi
Proses pengajaran vocabulary
Observasi ke : 1
Tanggal : **20 Desember 2002**
Materi : **Profesi**

No	Komponen ketrampilan	Hasil	keterangan
1.	Ketrampilan membuka pelajaran a. Apersepsi b. Usaha menarik perhatian c. Mengemukakan tujuan pengajaran	√ √ —	Guru menanyakan dan mengulang pelajaran-pelajaran terdahulu. Guru menanyakan kosa-kata bahasa Inggris yang telah di peroleh siswa. Misalnya : Bahasa Inggrisnya kucing, anjing, bebek, sapu, penghapus, tas apa? (Beberapa murid bisa menjawab, bebetrapa tidak hafal)
2.	Ketrampilan Menjelaskan a. Ketepatan menggunakan metode b. Ketepatan menggunakan istilah c. Ketepatan penggunaan contoh/ilustrasi d. Pengorganisasian materi pelajaran	√ √ √ √	- Guru menjelaskan dengan Tanya -jawab, menterjemahkan, meminta murid untuk menirukan dan mengulang kosa kata berulang kali sehinggga murid dapat mengucapkan dengan benar - Guru memberikan illustrasi untuk kosakata yang sulit dimengerti oleh murid. Misal, saat murid bertanya tentang "sailor", dia menjelaskan bahwa sailor itu seseorang yang bekerja di laut. - Pada saat menerangkan, banyak murid yang ramai dan berbicara sendiri. Guru memerintahkan mereka untuk diam dan berkata" Dapatkah kalian diam sejenak agar suara saya dapat didengar?"
3.	Ketrampilan Bertanya a. Kejelasan pertanyaan b. Pertanyaan menggali c. Distribusi pertanyaan d. Variasi pertanyaan e. Penggunaan jawaban siswa sebagai balikan	√ √ √ √ √	Guru mendistribusikan pertanyaan secara merata kepada semua murid. Dia juga memberi kesempatan yang sama kepada setiap murid untuk menjawab. Dalam mengerjakan tugas guru meminta murid untuk menjawab dengan kalimat perintah. Misalnya :- Carilah artinya dalam bahasa Inggris. - Gantilah kata dalam kurung dengan this atau that

No	Ketrampilan		Keterangan
4	Ketrampilan Variasi Stimulus a. Variasi gerak b. Variasi suara c. Variasi metode d. Variasi media e. Variasi interaksi	√ √	- Guru tidak menggunakan media apapun untuk memperjelas apa yang dimaksud, maupun untuk menarik perhatian siswa. Dia hanya menjelaskan semua secara lisan. - Guru menggunakan metode yang sama yaitu, menterjemahkan, menirukan dan mengulang kosakata beberapa kali serta Tanya jawab
5.	Ketrampilan Memberi Penguatan a. Penguatan verbal b. Penguatan non-verbal	√	- Setelah siswa selesai mengerjakan latihan, guru memberi nilai pada buku siswa - Guru menerapkan penguatan non-verbal dengan sentuhan, senyuman atau anggukan. Kadang Dia mendekati siswa untuk memberi perhatian.
6.	Ketrampilan Mengelola Kelas a. Pendistribusian perhatian b. Pemusatan perhatian c. Bersikap tangggap d. Pendelagisian tanggung jawab	√ √ √ √	- Guru memberikan perhatian yang sama kepada setiap murid - Guru memberikan peringatan kepada murid yang mengganggu jalannya proses belajar mengajar.
7.	Ketrampilan menutup pelajaran a. Merangkum pelajaran b. Mengevaluasi c. Mendorong penguasaan lebih lanjut		- Guru memberi pekerjaan rumah dan berkata" kumpulkan minggu depan ya " dan meninggalkan kelas tanpa mengucapkan salam perpisahan. Misal *good bye, see you* atau yang lain.

(Di ambil dari: Buku pedoman pelaksanaan pengajaran Mikro, 1998:35 diubah sesuai dengan kebutuhan)

Hasil Observasi
Proses pengajaran vocabulary
Observasi ke : 2
Tanggal   : 27 Desember 2002
Materi   : "There is" dan "There are"

No	Komponen ketrampilan	Hasil	keterangan
1.	Ketrampilan membuka pelajaran a. Apersepsi b. Usaha menarik perhatian c. Mengemukakan tujuan pengajaran	√ − −	Guru mereview pelajaran yang telah lalu. Guru mengajukan beberapa pertanyaan. Misalnya: Apa bahasa Inggrisnya : Ayah. Ibu, Mangga, Jeruk. Apa pekerjaaan Ayah mu?
2.	Ketrampilan Menjelaskan a. Ketepatan menggunakan metode b. Ketepatan menggunakan istilah c. Ketepatan penggunaan contoh/ilustrasi d. Pengorganisasian materi pelajaran	− − √ √	- Guru menjelaskan materi dengan tanya jawab, menirukan menterjemahkan dan meminta murid untuk menirukan kosa kata beberapa kali hingga benar. - Guru memberi illustrasi, misal saat murid menanyakan Umbrella itu apa bu?. Sebelum menjawab umbrella itu apa dia menggambarkan bahwa umbrella adalah sesuatu yang digunakan bila kita kehujanan
3.	Ketrampilan Bertanya a. Kejelasan pertanyaan b. Pertanyaan menggali c. Distribusi pertanyaan d. Variasi pertanyaan e. Penggunaan jawaban siswa sebagai balikan	√ √ √ √ −	- Guru mendistribusikan pertanyaan kepada semua murid. - Guru memberi kesempatan yang sama kepada setiap murid untuk menjawab pertanyaan. - Guru memberikan pertanyaan dalam bentuk perintah . Misalnya ;- Isilah dengan "there is" atau "there are". - Kerjakan seperti contoh !. 1.a). Dedi is a sailor b). He is a Sailor - Guru tidak pernah menggunakan jawaban siswa sebagai balikan
4.	Ketrampilan Variasi Stimulus a. Variasi gerak b. Variasi suara c. Variasi metode d. Variasi media e. Variasi interaksi	√ − √ − √	- Tidak ada media yang digunakan, kecuali benda-benda yang ada di dalam kelas. Misa; saat mengatakan " there is a book on the table". maka guru menunjuk ke pada buku dan meja yang da d dalamkelas. - metode yang digunakan adalah gabungan dari beberapa metode, misai Tanya jawab, menirukan, mengulang dan menterjemahkan kosakata bahasa inggris ke dalam bahasa Indonesia.

5.	Ketrampilan Memberi Penguatan a. Penguatan verbal b. Penguatan non-verbal	✓ ✓	- Guru memberikan penguatan nonverbal dengan senyuman, anggukan atau sentuhan dan guru juga memberikan nilai pada buku siswanya setelah mereka selesai mengerjakan latihan atau Pekejaan rumahnya.
6.	Ketrampilan Mengelola Kelas a. Pendistribusian perhatian b. Pemusatan perhatian c. Bersikap tangggap d. Pendelagisian tanggung jawab	✓ ✓ ✓ ✓	- Guru memberikan perhatian yang sama kepada semua siswa. - Guru memberikan peringatan kepada siswa yang mengganggu proses belajar mengajar. Bila masih bandel, dia menjewer atau memukul siswa tersebut. - Guru juga berusaha memusatkan perhatian siswa pada apa yang dia sampaikan saat Ia menerangkan.
7.	Ketrampilan menutup pelajaran a. Merangkum pelajaran b. Mengevaluasi c. Mendorong penguasaan lebih lanjut	✓ ✓ ✓	- Guru memberikan PR sebelum pulang dan berkata "kumpulkan minggu depan, ya" dan meninggalkan kelas tanpa mengucapkan salam perpisahan.

Hasil Observasi
Proses pengajaran vocabulary
Observasi ke : 3
Tanggal : 4 January 2003
Materi : Kata Sifat

No	Komponen ketrampilan	Hasil	keterangan
1.	Ketrampilan membuka pelajaran a. Apersepsi b. Usaha menarik perhatian c. Mengemukakan tujuan pengajaran	✓ ✓ ✓	Guru menanyakan kosakata pada materi materi terdahulu, kemudian mereview sebentar. Apa yang telah di dapatkan murid pada pelajaran-pelajaran terdahulu di tanyakan lagi sebagai maksud untuk mengingatkan. Pertanyaan-pertanyaan yang muncul misalnya : " Coba apa bahasa Inggrisnya ular, kuda, bangku, pensil " atau dengan pertanyaan Duck itu apa?, desk itu bahasa indonesianya apa?, bag itu artinya apa? Pencilcase itu apa?
2.	Ketrampilan Menjelaskan a. Ketepatan menggunakan metode b. Ketepatan menggunakan istilah c. Ketepatan penggunaan contoh/illustrasi d. Pengorganisasian materi pelajaran	✓ ✓ ✓ ✓	- Guru menjelaskan dengan tanya jawab, menirukan, menterjemahkan dan mengulang kosaka kata beberapa kali hingga siswa bisa mengucapkan sendiri tanpa bantuan guru. - Guru memberikan illustrasi untuk kata tertentu yang sulit dimengerti. Misal : hungry, adalah kondisi dimana kita perlu makan. - Pada saat menerangkan banyak siswa yang ribut. Guru memeerintahkan untuk diam (Tolong, bisakah kalian tenang selama saya menerangkan?)

No.	Ketrampilan	√	Keterangan
3.	Ketrampilan Bertanya a. Kejelasan pertanyaan b. Pertanyaan menggali c. Distribusi pertanyaan d. Variasi pertanyaan e. Penggunaan jawaban siswa sebagai balikan	√ √ √ √ I	- Guru mendistribusikan pertanyaan kepada semua murid. - Guru memberi kesempatan yang sama kepada setiap murid untuk menjawab pertanyaan. - Guru tidak pernah menggunakan jawaban siswa sebagai balikan - Guru memberikan perintah untuk menterjemahkan kalimat yang ada di papan ("terjemahkan ke dalam Bahasa Indonesia") - Guru menyuruh siswa untuk mencari arti kosa kata yang ditulis di papan. (Carilah kata-kata sifat berikut dalam bahasa Indonesia)
4.	Ketrampilan Variasi Stimulus a. Variasi gerak b. Variasi suara c. Variasi metode d. Variasi media e. Variasi interaksi	I I) I √	- Guru hanya menggunakan media yang ada di kelas, itu pun bila media tersebut sesua idengan materi yang disampaikan .Karena untuk topik ini tidak ada media maka guru tidak menggunakan media apapun. Dia hanya menjelaskan ssmua kosa kata dengan penjelasan lisan. - metode yang digunakan juga masih sama dengan yang dulu. Yaitu Tanya jawab, menterjemahkan, mengulang dan menirukan. Tidak diberikan kegiatan yang menarik untuk menarik minat siswa.
5.	Ketrampilan Memberi Penguatan a. Penguatan verbal b. Penguatan non-verbal	I √	- Guru tidak memberikan penguatan verbal tetapi nonverbal . Dia hanya menilai pekerjaan muridnya dengan angka tanpa berkomentar. Guru memberikan senyu dan anggukan dan gelengan kepala untuk menegur siswa dan memberikan jawaban siswa kepada semua siswa.
6.	Ketrampilan Mengelola Kelas a. Pendistribusian perhatian b. Pemusatan perhatian c. Bersikap tanggap d. Pendelagisian tanggung jawab	√ √ √ √	- Guru memberikan perhatian yang sama kepada semua siswa. - Guru membetikan peringatan kepada siswa yang mengganggu proses belajar mengajar. Bila masih bandel, dia1 menjewer atau memukul siswa tersebut. Guru juga memberikan tanggung jawab kepada siswa dalam mengerjakan tugasyna atau untuk memperhatika temanya bila temannya mejawab.
7.	Ketrampilan menutup pelajaran a. Merangkum pelajaran b. Mengevaluasi c. Mendorong penguasaan lebih lanjut	I I I	- Guru memberikan FR sebelum pulang dan berkata "kumpulkan minggu depan, ya" dan meninggalkan kelas tanpa mengucapkan salam perpisahan.

Appendix 3

Panduan Wawancara

1. Informan: Guru Bahasa Inggris

A. Opini/pemahaman dasar
1. Apa yang Anda ketahui tentang Bahasa Inggris untuk pembelajar usia muda?
2. Apakah Anda pernah mendapatkan pelajaran tersebut selama sekolah ?
3. Menurut Anda bagaimana cara terbaik untuk mengajar anak SD?
4. Menurut Anda ketrampilan apa yang harus dimiliki oeh seorang guru dalam mengajar, khususnya Bahasa Inggris?

B. Persiapan
1. Apakah ada sylabus pengajaran Bahasa Inggris di Sekolah Anda?
2. Buku apa yang anda gunakan dalam mengajar?
3. Materi apa yang anda ajarkan kepada anak didik?
4. Pertimbangan yang Anda gunakan dalam memilih materi tersebut ?

C. Implementasi
1. Anda mengajar vocabulary secara terpisah atau terintregasi?
2. Dalam mengajar vocabulary Anda menggunakan tehnik apa?
3. Selama ini strategi apa yang Anda terapkan dalam mengajar vocabulary?
4. Bagaimana tanggapan siswa terhadap strategi yang anda terapkan?
5. Jika murid anda bosan apa yang anda lakukan?
6. Apakah anda menggunakan alat bantu dalam mengajar vocabulary?
7. Jika "Ya" alat bantu apa yang Anda gunakan?
8. Selama mengajar kesulitan apa yang Anda hadapi?
9. Usaha apa yang anda lakukan untuk mengatasi masalah-masalah tersebut?
10. Apakah anda menemukan kesulitan berkaitan dengan fasilitas?
11. Jika "Ya", apakah ada perhatian pemerintah berkaitan dengan hal ini?
12. Bagaimanakah anda mengevaluasi perkembangan siswa?
13. Bagaimana bentuk evaluasi tersebut dan kapan evaluasi tersebut dilakukan?

2. Informan: murid SD
a. Apakah kamu suka pelajaran Bahasa Inggris?
b. Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
c. Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
d. Apakah gurumu sering mengadakan kegiatan yang menyenangkan (misalnya permainan, laku, atau drama) dalam mengajar bahasa Inggris?
e. Apakah kamu mengalami kesulitan dalam belajar Bahasa Inggris?
f. Kesulitan apa yang kamu hadapi.

The Guide of Interview

1. Informant: the English teacher
A. Opinion
1.   What do you know about English for young learners?
2.   Have you ever got this material during your study?
3.   In your opinion what is the best way in teaching elementary school students?
4.   In your opinion what are the skills have to be mastered by the teacher ?

B. The Preparation
1.   Does your school has English syllabus?
2.   What kind of books do you use in teaching?
3.   What are the materials taught to your students?
4.   What are your considerations in choosing the materials?

C. The Implementation?
1.   How do you teach vocabulary ? You teach vocabulary separately or integratedly?
2.   What are the techniques do you apply in teaching vocabulary?
3   What are your strategies applied in the classroom so far?
4.   How does the students' respond the strategies applied?
5.   What are your efforts in solving the students' boredom ?
6.   Do you always use teaching aids in teaching vocabulary?
7.   If "yes", what are they?
8.   Do you find any difficulties in teaching?
9.   What are your efforts in solving the problems?
10. Do you find any difficulties dealing with facilities?
11. If "yes", does the government pay attention to this problem?
12. How do you evaluate your students' development?
13. What kinds of evaluation do you apply and when you conduct it?

2. Informant: the students
a.   Do you like English?
b.   How does your English teacher teach you?
c.   Does your teacher use media (i.e. pictures, real objects) in teaching vocabulary?
d.   Does your English teacher apply enjoyable activities (i.e. songs, drama or game) in teaching?
e.   In your opinion how does the ideal English teacher?
f.   Do you find any difficulties in studying English ?
g.   What are the difficulties ?

Appendix 3·1
Interview Transcript
Informant : The English teacher
Date : December 21, 2002

A. Opini/ pemahaman dasar

1. R : Apa yang Anda ketahui tentang Bahasa inggris untuk pemebelajar usia muda?

   I : Menurut saya, belajar bahasa inggris pada usia muda itu penting untuk mempersiapkan mereka (murid)menguasai bahasa international . Apalagi bahasa inggris akan menjadi bahasa keseharian di masa yang akan datang.

2. R : Apakah Anda pernah mendapatkan pelajaran tersebut selama sekolah ?

   I : Pernah

3. R : Menurut Anda bagaimana cara terbaik untuk mengajar anak SD ?

   I : Pada kebanyakan anak usia SD untuk mengajarkan semua mata pelajaran, teruatama bahasa inggris dibutuhkan ketelatenan dan tehnik-tehnik tertentu dan apa yang mereka senangi sehingga mereka tertarik untuk belajar bahasa asing.

   R : Tadi anda mengatakan menggunakan tehnik-tehnik tertentu, tehnik apa saja yang baik menurut anda ?

   I : Menirukan, game atau drama. Kita beritahukan dulu dramanya dalam versi Indonesia, juga pengucapannya lalu mereka memainkan dalam bahasa Indonesia.

4. R : Menurut Anda ketrampilan apa yang ahrus dimiliki oeh seorang guru dalam mengajar, khususnya Bahasa Inggris?

   I : Ketrampilan dalam menguasai kelas, menguasai materi, dan ketrampilan mengevaluasi materi, apakah tujuannya sudah tercapai ?. Jika belum maka perlu diadakan pengulangan.

B. Persiapan

1. R : Apakah ada sylabus pengajaran Bahasa Inggris di Sekolah Anda?

   I : Ada, tetapi itu tidak disediakan oleh sekolah. Saya berinisiatif mencari GBPP dengan meminjam kepda teman-teman saya.

2. R : Materi apa yang anda ajarkan kepada anak didik?

   I : kosa kata, misalnya. Bias nama-nama binatang, nama buah, kata Tanya seperti, how, why dan what, membuat kalimat dan menterjemahkan.

3. R : Pertimbangan yang Anda gunakan dalam memilih materi tersebut ?

   I : kemampuan siswa dalam menguasai materi pelajaran.

4. R : Buku apa yang anda gunakan unti menunjang proses belajar mengajar mengajar?

   I : Buku terbitan dari Yudhistira.

5. R : Apakah anda membuat lesson plan sebelum mengajar ?

   I : Tidak pernah.

𝕭 Implementasi

1. R : Anda mengajar vocabulary secara terpisah atau terintregasi?
   I : kedua-duanya. Sesekali terpisah dan sesekli terintregasi.
2. R : Dalam mengajar vocabulary Anda menggunakan tehnik apa?
   I : Selama ini yang sudah saya terapkan yaitu lagu yang mudah seperti, "This is a window that is a door".
3. R : Bagaimana tanggapan siswa terhadap strategi yang anda terapkan?
   I : Kadang senang, kadang mereka bosan dan minta cepat pulang
4. R : Jika murid anda bosan apa yang anda lakukan?
   I : Saya diamkan sejenak, sekitar 5-10 menit untuk istirahat dalam kelas dan melakukan apapun yang mereka senangi.
5. R : Apakah anda menggunakan alat bantu dalam mengajar vocabulary?
   I : Ya, tetapi hanya benda-benda yang ada di sekitar mereka. Missal, meja kursi. Untuk yang lain tidak pernah menggunakan.
6. R : Selama mengajar kesulitan apa yang Anda hadapi?
   I : Kesulitan itu sebenarnya dari murid-murid sendiri. Mereka malas untuk menghafal.
7. R : Usaha apa yang anda lakukan untuk mengatasi masalah-masalah tersebut?
   I : Memberikan penguatan. Kalau perlu di paksa.
8. R : Apakah anda menemukan kesulitan berkaitan dengan fasilitas?
   I : Tentu. Karena di sekolah saya tidak ada fasilitas untuk bahasa inggris sama sekali.
9. R : Apakah ada perhatian pemerintah berkaitan dengan hal ini, atau setidaknya kepala sekolah?
   I : Saya pernah minta buku, dan itu dibelikan, tetapi untuk fasilitas yang lain masih belum bias karena di daerah say jarang ada SD yang mengajarkan bahasa Inggris.
10. R : Bagaimanakah anda mengevaluasi perkembangan siswa?
    I : saya mengevalusi secara lisan maupun tulis, dengan menghafalkan kosakata dan mengucapkannya dengan benar
11. R : Bagaimana bentuk evaluasi tersebut dan kapan evaluasi tersebut dilakukan?
    I : evaluasi tersebut saya berikan setiap habis penyampaian materi.
12. R : Sudah berapa lama bahasa Inggris diajarkan disekolah ini ?
    I : Dua tahun

Appendix 3.2
Interview Transcript

A   **Informan**   : **Yulianti**
     Status   : **Murid**
1.   R   : Apakah kamu suka pelajaran Bahasa Inggris?
     I   : Ya, suka. Tapi sulit
2.   R   : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
     I   : Ya biasa, dengan arti kosa kata bahasa Inggris ke dalam Bahasa Ind onesia., misalnya : Ruler = penggaris. Kemudian mengulang kata-kata tersebut berulangkali dan kami menirukannya.
3   R   : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
     I   : Tidak pernah menggunakan gambar, tetapi pernah menggunakan buku, tas, pensil atau pen.
4.   R   : Apakah kamu kesulitan dalam belajar bahasa Inggris ?
     I   : Ya.Saya mengalami kesulitan
5.   R   : Bagaimana sulitnya ?
     I   : Sulitnya karena bahasa Inggris iti kata-katanya susah diucapkan.

B   **Informan**   : **Ibnu Hisyam t**
     Status   : **Murid**
1.   R   : Apakah kamu suka pelajaran Bahasa Inggris?
     I   : Ya
2.   R   : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
     I   : menerangkan artinya dengan menterjemahkan, kemudian menirukan dan mengulang kata-kata tersebut berulangkali.
3   R   : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
     I   : kalau gambar tidak pernah, tetapi, kadang-kadang menggunakan benda yang ada di kelas, misal : penggaris, tas, buku, atau pensil
4.   R   : Apakah kamu kesulitan dalam belajar bahasa Inggris ?
     I   : Ya.
5.   R   : Kesulitan itu terletak pada apa ?
     I   : Bahasa Inggris itu susah. Tulisan dan ucapannya berbeda.

C   **Informan**   : **Wawan Setiawan**
     Status   : **Murid**
1.   R   : Apakah kamu suka pelajaran Bahasa Inggris?
     I   : Suka sih.
2.   R   : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
     I   : Menuliskan kosakata bahasa Inggris di papan tulis. Kemudian, mengulang kata-kata tersebut berulangkali dan kami menirukan, kemudian menjelaskan artinya dalam bahasa Indonesia.
3   R   : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?

    I   : Tidak pernah menggunakan gambar, tetapi pernah menggunakan buku, tas, pensil atau pen.

4.   R   : Apakah kamu kesulitan dalam belajar bahasa Inggris ?

    I   : Ya.

5.   R   : Kesulitan itu terletak pada apa ?

    I   : Karena sulit diucapkan.

D   **Informan**   **: Siti khotijah**

        Status   **: Murid**

1.   R   : Apakah kamu suka pelajaran Bahasa Inggris?

    I   : Suka

2.   R   : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?

    I   : kosakatanya Bahasa Inggris diterangkan artinya dengan menterjemahkan, kemudian beliau mengulang kata-kata tersebut berulangkali dan kami menirukan sampai benar.

3   R   : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?

    I   : Tidak pernah menggunakan gambar, tetapi pernah menggunakan barang yang ada di kelas misalnya meja, kursi, lemari, atau pen.

4.   R   : Apakah kamu kesulitan dalam belajar bahasa Inggris ?

    I   : Ya.

5.   R   : Kesulitan itu terletak pada apa ?

    I   : Karena susah diucapkan, tidak seperti bahasa Indonesia.

E   **Informan**   **: Dedi yanto**

        Status   **: Murid**

1.   R   : Apakah kamu suka pelajaran Bahasa Inggris?

    I   : Ya

2.   R   : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?

    I   : Biasanya kata-kata bahasa Inggrisnya ditulis di papan tulis dengan artinya lalu dia mengulang kata-kata tersebut dan menirukan.

3   R   : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?

    I   : Tidak pernah mengajar dengan gambar, tetapi kadang dia menerangkan dengan menggunakan benda yang kami kenal, misalnya buku, tas, kotak pensil atau penggaris.

4.   R   : Apakah kamu kesulitan dalam belajar bahasa Inggris ?

    I   : Ya.

5.   R   : Kesulitan itu terletak pada apa ?

    I   : Karena sulit diucapkan.

F   **Informan**   **: Abdul Rosyid**

        Status   **: Murid**

1.   R   : Apakah kamu suka pelajaran Bahasa Inggris?

    I   : Ya

2.   R   : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?

The Guide of Interview

1. Informant: the English teacher

A. Opinion
  1. What do you know about English for young learners?
  2. Have you ever got this material during your study?
  3. In your opinion what is the best way in teaching elementary school students?
  4. In your opinion what are the skills have to be mastered by the teacher ?

B. The Preparation
  1. Does your school has English syllabus?
  2. What kind of books do you use in teaching?
  3. What are the materials taught to your students?
  4. What are your considerations in choosing the materials?

C. The Implementation?
  1. How do you teach vocabulary ? You teach vocabulary separately or integratedly?
  2. What are the techniques do you apply in teaching vocabulary?
  3. What are your strategies applied in the classroom so far?
  4. How does the students' respond the strategies applied?
  5. What are your efforts in solving the students' boredom ?
  6. Do you always use teaching aids in teaching vocabulary?
  7. If "yes", what are they?
  8. Do you find any difficulties in teaching?
  9. What are your efforts in solving the problems?
  10. Do you find any difficulties dealing with facilities?
  11. If "yes", does the government pay attention to this problem?
  12. How do you evaluate your students' development?
  13. What kinds of evaluation do you apply and when you conduct it?

2. Informant: the students
  a. Do you like English?
  b. How does your English teacher teach you?
  c. Does your teacher use media (i.e. pictures, real objects) in teaching vocabulary?
  d. Does your English teacher apply enjoyable activities (i.e. songs, drama or game) in teaching?
  e. In your opinion how does the ideal English teacher?
  f. Do you find any difficulties in studying English ?
  g. What are the difficulties ?

Appendix 3

Panduan Wawancara

1. Informan: Guru Bahasa Inggris

A. Opini/pemahaman dasar
   1. Apa yang Anda ketahui tentang Bahasa Inggris untuk pembelajar usia muda?
   2. Apakah Anda pernah mendapatkan pelajaran tersebut selama sekolah ?
   3. Menurut Anda bagaimana cara terbaik untuk mengajar anak SD?
   4. Menurut Anda ketrampilan apa yang harus dimiliki oeh seorang guru dalam mengajar, khususnya Bahasa Inggris?

B. Persiapan
   1. Apakah ada sylabus pengajaran Bahasa Inggris di Sekolah Anda?
   2. Buku apa yang anda gunakan dalam mengajar?
   3. Materi apa yang anda ajarkan kepada anak didik?
   4. Pertimbangan yang Anda gunakan dalam memilih materi tersebut ?

C. Implementasi
   1. Anda mengajar vocabulary secara terpisah atau terintregasi?
   2. Dalam mengajar vocabulary Anda menggunakan tehnik apa?
   3. Selama ini strategi apa yang Anda terapkan dalam mengajar vocabulary?
   4. Bagaimana tanggapan siswa terhadap strategi yang anda terapkan?
   5. Jika murid anda bosan apa yang anda lakukan?
   6. Apakah anda menggunakan alat bantu dalam mengajar vocabulary?
   7. Jika "Ya" alat bantu apa yang Anda gunakan?
   8. Selama mengajar kesulitan apa yang Anda hadapi?
   9. Usaha apa yang anda lakukan untuk mengatasi masalah-masalah tersebut?
   10. Apakah anda menemukan kesulitan berkaitan dengan fasilitas?
   11. Jika "Ya", apakah ada perhatian pemerintah berkaitan dengan hal ini?
   12. Bagaimanakah anda mengevaluasi perkembangan siswa?
   13. Bagaimana bentuk evaluasi tersebut dan kapan evaluasi tersebut dilakukan?

2. **Informan: murid SD**
   a. Apakah kamu suka pelajaran Bahasa Inggris?
   b. Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
   c. Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
   d. Apakah gurumu sering mengadakan kegiatan yang menyenangkan (misalnya permainan, laku, atau drama) dalam mengajar bahasa Inggris?
   e. Apakah kamu mengalami kesulitan dalam belajar Bahasa Inggris?
   f. Kesulitan apa yang kamu hadapi.

Appendix 3·1
Interview Transcript
Informant   : The English teacher
Date   : December 21, 2002

A. Opini/ pemahaman dasar
1. R : Apa yang Anda ketahui tentang Bahasa inggris untuk pemebelajar usia muda?
   I : Menurut saya, belajar bahasa inggris pada usia muda itu penting untuk mempersiapkan mereka (murid)menguasai bahasa international . Apalagi bahasa inggris akan menjadi bahasa keseharian di masa yang akan datang.
2. R : Apakah Anda pernah mendapatkan pelajaran tersebut selama sekolah ?
   I : Pernah
3. R : Menurut Anda bagaimana cara terbaik untuk mengajar anak SD ?
   I : Pada kebanyakan anak usia SD untuk mengajarkan semua mata pelajaran, teruatama bahasa inggris dibutuhkan ketelatenan dan tehnik-tehnik tertentu dan apa yang mereka senangi sehingga mereka tertarik untuk belajar bahasa asing.
   R : Tadi anda mengatakan menggunakan tehnik-tehnik tertentu, tehnik apa saja yang baik menurut anda ?
   I : Menirukan, game atau drama. Kita beritahukan dulu dramanya dalam versi Indonesia, juga pengucapannya lalu mereka memainkan dalam bahasa Indonesia.
4. R : Menurut Anda ketrampilan apa yang ahrus dimiliki oeh seorang guru dalam mengajar, khususnya Bahasa Inggris?
   I : Ketrampilan dalam menguasai kelas, menguasai materi, dan ketrampilan mengevaluasi materi, apakah tujuannya sudah tercapai ?. Jika belum maka perlu diadakan pengulangan.

B. Persiapan
1. R : Apakah ada sylabus pengajaran Bahasa Inggris di Sekolah Anda?
   I : Ada, tetapi itu tidak disediakan oleh sekolah. Saya berinisiatif mencari GBPP dengan meminjam kepda teman-teman saya.
2. R : Materi apa yang anda ajarkan kepada anak didik?
   I : kosa kata, misalnya. Bias nama-nama binatang, nama buah, kata Tanya seperti, how, why dan what, membuat kalimat dan menterjemahkan.
3. R : Pertimbangan yang Anda gunakan dalam memilih materi tersebut ?
   I : kemampuan siswa dalam menguasai materi pelajaran.
4. R : Buku apa yang anda gunakan unti menunjang proses belajar mengajar mengajar?
   I : Buku terbitan dari Yudhistira.
5. R : Apakah anda membuat lesson plan sebelum mengajar ?
   I : Tidak pernah.

B. Implementasi

1. R : Anda mengajar vocabulary secara terpisah atau terintregasi?
   I : kedua-duanya. Sesekali terpisah dan sesekli terintregasi.
2. R : Dalam mengajar vocabulary Anda menggunakan tehnik apa?
   I : Selama ini yang sudah saya terapkan yaitu lagu yang mudah seperti, "This is a window that is a door".
3. R : Bagaimana tanggapan siswa terhadap strategi yang anda terapkan?
   I : Kadang senang, kadang mereka bosan dan minta cepat pulang
4. R : Jika murid anda bosan apa yang anda lakukan?
   I : Saya diamkan sejenak, sekitar 5-10 menit untuk istirahat dalam kelas dan melakukan apapun yang mereka senangi.
5. R : Apakah anda menggunakan alat bantu dalam mengajar vocabulary?
   I : Ya, tetapi hanya benda-benda yang ada di sekitar mereka. Missal, meja kursi. Untuk yang lain tidak pernah menggunakan.
6. R : Selama mengajar kesulitan apa yang Anda hadapi?
   I : Kesulitan itu sebenarnya dari murid-murid sendiri. Mereka malas untuk menghafal.
7. R : Usaha apa yang anda lakukan untuk mengatasi masalah-masalah tersebut?
   I : Memberikan penguatan. Kalau perlu di paksa.
8. R : Apakah anda menemukan kesulitan berkaitan dengan fasilitas?
   I : Tentu. Karena di sekolah saya tidak ada fasilitas untuk bahasa inggris sama sekali.
9. R : Apakah ada perhatian pemerintah berkaitan dengan hal ini, atau setidaknya kepala sekolah?
   I : Saya pernah minta buku, dan itu dibelikan, tetapi untuk fasilitas yang lain masih belum bias karena di daerah say jarang ada SD yang mengajarkan bahasa Inggris.
10. R : Bagaimanakah anda mengevaluasi perkembangan siswa?
    I : saya mengevalusi secara lisan maupun tulis, dengan menghafalkan kosakata dan mengucapkannya dengan benar
11. R : Bagaimana bentuk evaluasi tersebut dan kapan evaluasi tersebut dilakukan?
    I : evaluasi tersebut saya berikan setiap habis penyampaian materi.
12. R : Sudah berapa lama bahasa Inggris diajarkan disekolah ini ?
    I : Dua tahun

Appendix 3.2
Interview Transcript

A Informan : Yulianti
  Status   : Murid

1. R : Apakah kamu suka pelajaran Bahasa Inggris?
  I : Ya, suka. Tapi sulit
2. R : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
  I : Ya biasa, dengan arti kosa kata bahasa Inggris ke dalam Bahasa Ind onesia., misalnya : Ruler = penggaris. Kemudian mengulang kata-kata tersebut berulangkali dan kami menirukannya.
3 R : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
  I : Tidak pernah menggunakan gambar, tetapi pernah menggunakan buku, tas, pensil atau pen.
4. R : Apakah kamu kesulitan dalam belajar bahasa Inggris ?
  I : Ya.Saya mengalami kesulitan
5. R : Bagaimana sulitnya ?
  I : Sulitnya karena bahasa Inggris iti kata-katanya susah diucapkan.

B Informan : Ibnu Hisyam t
  Status   : Murid

1. R : Apakah kamu suka pelajaran Bahasa Inggris?
  I : Ya
2. R : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
  I : menerangkan artinya dengan menterjemahkan, kemudian menirukan dan mengulang kata-kata tersebut berulangkali.
3 R : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
  I : kalau gambar tidak pernah, tetapi, kadang-kadang menggunakan benda yang ada di kelas, misal : penggaris, tas, buku, atau pensil
4. R : Apakah kamu kesulitan dalam belajar bahasa Inggris ?
  I : Ya.
5. R : Kesulitan itu terletak pada apa ?
  I : Bahasa Inggris itu susah. Tulisan dan ucapannya berbeda.

C Informan : Wawan Setiawan
  Status   : Murid

1. R : Apakah kamu suka pelajaran Bahasa Inggris?
  I : Suka sih.
2. R : Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
  I : Menuliskan kosakata bahasa Inggris di papan tulis. Kemudian, mengulang kata-kata tersebut berulangkali dan kami menirukan, kemudian menjelaskan artinya dalam bahasa Indonesia.
3 R : Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?

	I	: Tidak pernah menggunakan gambar, tetapi pernah menggunakan buku, tas, pensil atau pen.
4.	R	: Apakah kamu kesulitan dalam belajar bahasa Inggris ?
	I	: Ya.
5.	R	: Kesulitan itu terletak pada apa ?
	I	: Karena sulit diucapkan.

D **Informan** **: Siti khotijah**
      Status   **: Murid**

1.	R	: Apakah kamu suka pelajaran Bahasa Inggris?
	I	: Suka
2.	R	: Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
	I	: kosakatanya Bahasa Inggris diterangkan artinya dengan menterjemahkan, kemudian beliau mengulang kata-kata tersebut berulangkali dan kami menirukan sampai benar.
3	R	: Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
	I	: Tidak pernah menggunakan gambar, tetapi pernah menggunakan barang yang ada di kelas misalnya meja, kursi, lemari, atau pen.
4.	R	: Apakah kamu kesulitan dalam belajar bahasa Inggris ?
	I	: Ya.
5.	R	: Kesulitan itu terletak pada apa ?
	I	: Karena susah diucapkan, tidak seperti bahasa Indonesia.

E **Informan** **: Dedi yanto**
      Status   **: Murid**

1.	R	: Apakah kamu suka pelajaran Bahasa Inggris?
	I	: Ya
2.	R	: Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
	I	: Biasanya kata-kata bahasa Inggrisnya ditulis di papan tulis dengan artinya lalu dia mengulang kata-kata tersebut dan menirukan.
3	R	: Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
	I	: Tidak pernah mengajar dengan gambar, tetapi kadang dia menerangkan dengan menggunakan benda yang kami kenal, misalnya buku, tas, kotak pensil atau penggaris.
4.	R	: Apakah kamu kesulitan dalam belajar bahasa Inggris ?
	I	: Ya.
5.	R	: Kesulitan itu terletak pada apa ?
	I	: Karena sulit diucapkan.

F **Informan** **: Abdul Rosyid**
      Status   **: Murid**

1.	R	: Apakah kamu suka pelajaran Bahasa Inggris?
	I	: Ya
2.	R	: Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?

	I	: menerangkan artinya dengan menterjemahkan, kemudian menirukan dan mengulang kata-kata tersebut berulangkali.
3	R	: Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
	I	: Tidak pernah menggunakan gambar, tetapi pernah menggunakan buku, tas, pensil atau pen.
4.	R	: Apakah kamu kesulitan dalam belajar bahasa Inggris ?
	I	: Ya.
5.	R	: Kesulitan itu terletak pada apa ?
	I	: Karena sulit diucapkan.

G   **Informan**   **: Yuliantin Pitaloka**
       Status   **: Murid**

1.	R	: Apakah kamu suka pelajaran Bahasa Inggris?
	I	: suka
2.	R	: Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
	I	: memberikan daftar kosakata bahasa inggris beserta artinya. Lalu kata tersdebut diucapkan berulangkali dan muridnya disuruh menirukan.
3	R	: Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
	I	: Tidak pernah menggunakan gambar, tetapi pernah menggunakan buku, penggaris, sepatu atau lemari.
4.	R	: Apakah kamu kesulitan dalam belajar bahasa Inggris ?
	I	: Ya.
5.	R	: Kesulitan itu terletak pada apa ?
	I	: Pada pengucapannya. sulit diucapkan.

H   **Informan**   **: Fathor Rozi**
       Status   **: Murid**

1.	R	: Apakah kamu suka pelajaran Bahasa Inggris?
	I	: Ya
2.	R	: Bagaimana Guru Bahasa Inggris di sekolah mu mengajar?
	I	: menerangkan artinya dengan menterjemahkan, kemudian menirukan dan mengulang kata-kata tersebut berulangkali.
3	R	: Apakah gurumu meggunakan media (misalnya gambar, barang-barang atau yang lain) dalam mengajar?
	I	: Kami tidak pernah diajar dengan menggunakan gambar, tetapi kalau sepatu, ballpoint atau penghapus pernah digunakan.
4.	R	: Apakah kamu kesulitan dalam belajar bahasa Inggris ?
	I	: Ya.
5.	R	: Kesulitan itu terletak pada apa ?
	I	: Pada tulisan dan ucapannya. Tulisanya begini (mother) tapi membacanya berbeda

Appendix 4

The Documentation Guide

No	Supporting data taken	Data resources
1.	1. Teacher's certificate 2. The books used by the teacher 3. The syllabus	English teacher
2	The provided facilities	Document/The principal
3	The names of participants	Document
4	The condition of the school	Document

No. 04 OB oe 0066214

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

SURAT TANDA TAMAT BELAJAR

SEKOLAH MENENGAH UMUM TINGKAT ATAS
(S M A)

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Umum
Tingkat Atas _NEGERI 1 SUBOH_
di _SUBOH KABUPATEN SITUBONDO_
menerangkan bahwa

SRI SUKOCORINI

lahir pada tanggal _16 OKTOBER 1977_
di _TULUNGAGUNG_
anak _SUPARNI al. RIEN SUKOTJO_ telah

berhasil

dalam evaluasi belajar tahap akhir guna memperoleh Surat Tanda Tamat Belajar
Sekolah Menengah Umum Tingkat Atas, yang diselenggarakan berdasarkan
Keputusan Kepala Kantor Wilayah Departemen Pendidikan dan Kebudayaan
Propinsi _JAWA TIMUR_
Nomor _8764/I04/M/95/SK_ Tanggal _10 PEBRUARI 1995_
(vide Keputusan Direktur Jenderal Pendidikan Dasar dan Menengah
Nomor 297/C/Kep/I/1994 Tanggal 20 September 1994), sehingga yang bersangkutan
dinyatakan tamat belajar sekolah menengah umum tingkat atas.

Pemegang Surat Tanda Tamat Belajar ini terakhir tercatat sebagai siswa
pada Sekolah Menengah Umum Tingkat Atas _NEGERI 1 SUBOH_
di _SUBOH KABUPATEN_
SITUBONDO, dengan Nomor Induk _1604_

SUBOH 24 MEI 1995
Kepala Sekolah,

Drs. HARTONO
NIP 130 341 129.

Jenderal Pendidikan Dasar dan Menengah
/1994 Tanggal 1 Oktober 1994.

Daftar nilai tertera di balik ini.

Penggunaan Bahasa, Unsur Bahasa, dan Kegiatan Pembelajaran

Keterampilan Fungsional	Unsur Bahasa Pendukung	Contoh Kegiatan Pembelajaran
Caturwulan 1 (14 Jam)		
	Waktu	
Memahami dan mengungkapkan waktu.	What time is it? It's three o'clock. It's ten past three. It is quarter to four.	Mengidentifikasi gambar yang menunjukkan waktu seperti yang disebut dalam wacana lisan. Menyusun hari sesuai dengan urutannya.
Memahami dan mengungkapkan hari sesuai dengan urutannya.	What day is today? Today is Wednesday. What day was yesterday? What day is tomorrow?	Mengidentifikasi hari sesuai dengan yang diucapkan. Menyusun bulan sesuai dengan urutannya.
Memahami dan mengungkapkan bulan sesuai dengan urutannya dalam satu tahun.	This month is July. What month is next month?	Mengidentifikasi bulan sesuai dengan yang diucapkan. Mengisi daftar isian berdasarkan hasil wawancara. Wawancara. Mengisi tabel berdasarkan wawancara.
Memahami dan mengungkapkan kegiatan sehari-hari.	What time do you usually get up?	
Caturwulan 2 (14 Jam)		
	Tubuh Kita	
Memahami dan mengungkapkan bagian-bagian tubuh.	This is my nose.	Tanya jawab. Mengidentifikasi bagian tubuh dengan menunjukkan gambar yang sesuai.
Memahami dan mengungkapkan kepemilikan.	My eyes.	Bernyanyi sambil menyentuh bagian tubuh yang dimaksud.

Garis-Garis Besar Program Pengajaran Muatan Lokal 1994

Mata Pelajaran : Bahasa Inggris
Jenjang : Sekolah Dasar
Kelas : V

1. Tujuan

Dengan kemampuan kosakata lebih kurang 100 kata baru pada tingkatan kosakata lebih kurang 300 dan tata bahasa yang sesuai, siswa dapat memiliki keterampilan berbahasa sebagai berikut.

a. Berbicara
Siswa dapat:
1) bertanya dan mengungkapkan tentang waktu;
2) menyebutkan nama-nama hari dan bulan sesuai dengan urutannya;
3) menyebutkan nama-nama organ tubuh (seperti eye, ear, nose, mouth);
4) mendeskripsikan bentuk (seperti tall, short);
5) mengungkapkan kegiatan sehari-hari.

b. Menyimak
Siswa dapat:
1) mengidentifikasi kata yang disebutkan oleh guru atau yang diperdengarkan;
2) melakukan petunjuk atau perintah lisan sederhana.

c. Membaca
Siswa dapat:
1) mengidentifikasi kata yang telah dipelajari;
2) mendemonstrasikan pemahamannya atas tanda/ petunjuk yang terdapat pada tempat-tempat umum.

d. Menulis
Siswa dapat:
1) menuliskan kata-kata sederhana yang telah dipelajari yang diperdengarkan;
2) melengkapi kalimat dengan kata-kata kunci yang telah dipelajari;
3) menulis paragraf pendek tentang teman-temannya.

2. Daftar Topik
Waktu
Tubuh kita
Keluarga
Petunjuk di tempat-tempat umum

DAFTAR ISI

Memahami dan mengungkapkan keadaan.	I'm sleepy.	Menjodohkan gambar yang sesuai dengan keadaan diri.
Memahami dan mendiskripsikan seseorang secara fisik.	Tina is fat. I have long and curly hair.	Mengidentifikasi bentuk dengan menunjukkan gambar yang sesuai. Pantomim

Caturwulan 3 (12 Jam Pelajaran)

Keluarga

Memahami dan mengungkapkan anggota keluarga.	This is my mother.	Memperkenalkan anggota keluarga melalui foto. Wawancara.
Memahami dan mengungkapkan jumlah saudara.	How many brothers do you have? I have two brothers. I don't have any sisters.	Wawancara.

Petunjuk di Tempat Umum

Memahami dan mengungkapkan petunjuk / tanda yang ada ditempat umum		Menjodohkan gambar dengan tulisan yang sesuai. Mengidentifikasi gambar yang sesuai dengan wacana lisan.

C. Read the following words after your teacher.

happy	sad
hot	cold
fresh	tired
satisfied ○	hungry
patient ○	angry
unsleepy	sleepy
sick	fine

D. Look at the pictures and fill in the blanks with the right condition.
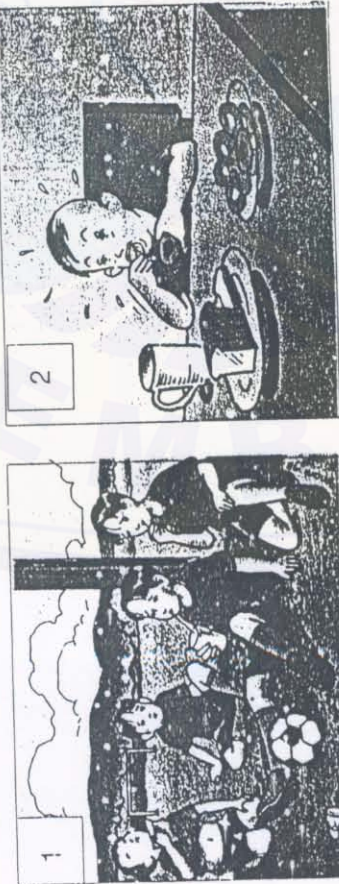
1

2

They are ....

Rudi is ....
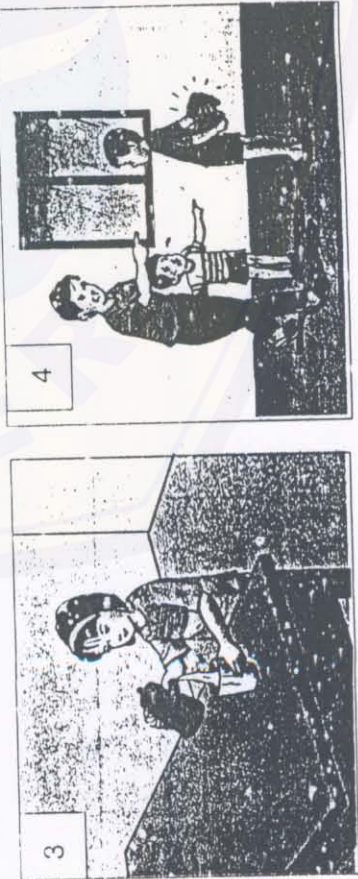
3

4

Novi is ....

Mr. Ali is ....

5

6

Yanto is ....

Diana is ....

7

8
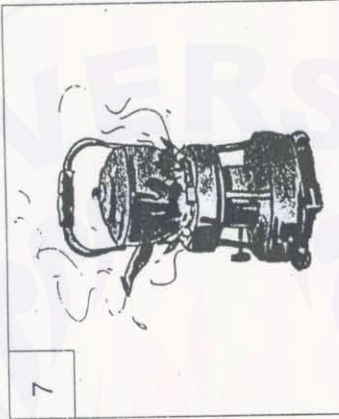
The water is ....
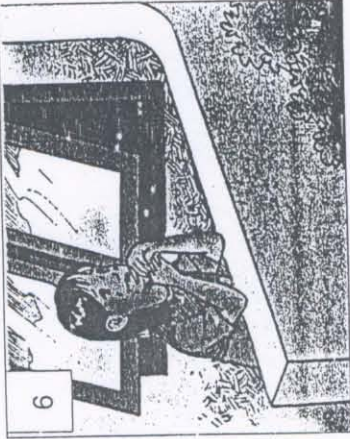
The ice is ....

E. Read and substitute.

He	
She	is
It	

They	
We	are
You	

ringular
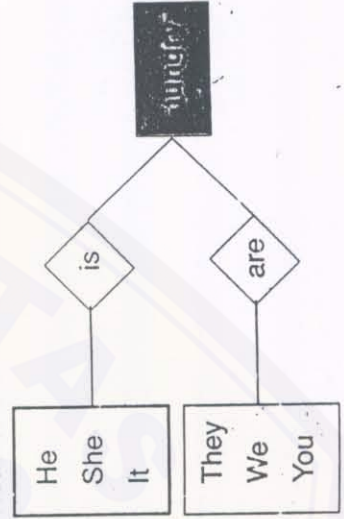
F. Answer the questions with 'Yes' or 'No'. Look at the example.

Example: Is our father angry?
Yes, he is.
Is our father happy?
No, he is not.
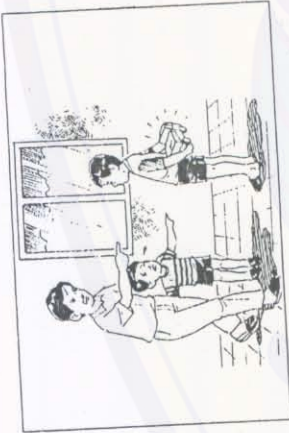
1. Is she tired?

Is she happy?
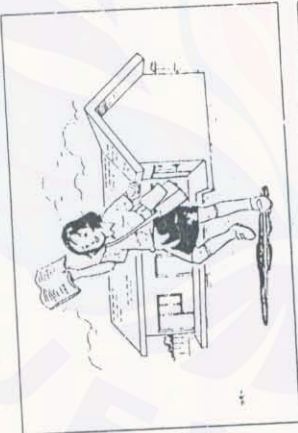
2. Are they sleepy?

Are they sad?

3. Are they happy?

Are they sad?
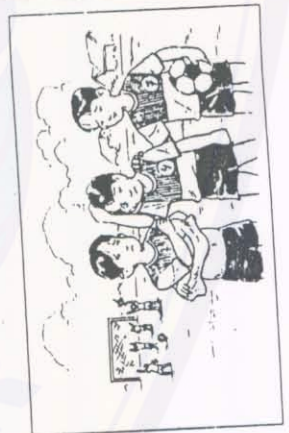
4. Is she thirsty?

Is she hungry?
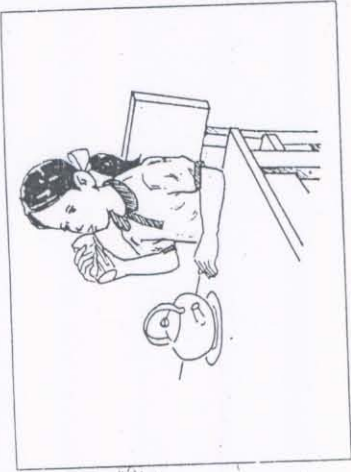
5. Are they happy?

Are they sad?

G. Read and substitute.

| she / he / it | is | sad? / hungry? / cold? | → | Yes, she is / No, she is not. Yes, she is / No, she is not. Yes, it is. / No, it is not. |

| Are | you / they / we | sad? / tired? / happy? | → | Yes, I am. / No, I am not. Yes, they are / No, they are not. Yes, we are. / No, we are not. |

adjsok

1. a there is a ball in the basket
   (Ada sebuah bola di dalam keranjang)
   b there are two balls in the basket
   (Ada dua buah bola di dalam keRanjang)

2. a there is an orange on the plate
   (Ada sebuah jeruk di atas Piring)
   b there are five oranges on the plate
   (Ada lima buah jeruk di Atas PiRing)

3. a there is a water melon under the table
   (Ada sebuah melon di bawah meja)
   b there are three water melons under the table
   (Ada tiga buah semangka di bawah meja)

kata "there" Pada kalimat di Atas berarti Ada
"There is" diikuti oleh/dengan kata benda tunggal
(jumlahnya satu)
"There are diikuti dengan kata benda jamak (lebih dari
satu)

(silah dengan "there is" Atau "there are!
1. there is a bird on the wood
2. there are two balls in the basket
3. there are a desk in the classroom
4. there is a balloon in my Room
5. there are five flowers in the Path

---

isilah dengan "there is Atau "there are" !

1. there are two candles on the table
2. there is a cat on the house
3. there are three Pencils in the Pensilcase
4. there is an umbrella in Box

1. Ada 2 telor di atas meja
2. Ada sechor kucing di atas Rumah
3. Ada 3 Pensil di dalam kotak Pensil
4. Ada sebuah payung di dalam kotak

she   is   kata ganti Percakapan
He   is   dia laki 2
I   am   saya
they are anak
we   are kami
you   are kamu

1. a) dedi is a sailer
   b) He is a sailer
2. a) Rosid And Faisal are students
   b) they are student
3. a) I and you are brothers
   b) we and you are brothers
4. a) Evan is a student
   b) He is a student

Soal Gantilah kata dalam kurung dg 'that' / 'this'

1. (that) is a tiger
2. (this) is a chicken
3. (that) is a teacher
4. (this) is a student
5. (that) is a drink

1. (I) am a student
2. (He) is a tailor
3. (She) is a singer
4. (They) are rubber
5. (We) are Pilots.

1. my father is a (policeman)
2. my mother is a (tailor)
3. my aunt is a (chef)
4. my uncle is a (lawyer)

1 Pilot = Pilot
2 Petani = farmer
3 Nelayan = fisherman
4 Perawat = Nurse
5 Tukang Pos = Postman

6 tentara = soldier
7 Guru = teacher
8 Penyany = Singer
9 Dokter = doctor
10 Aktor = actor

Penggunaan kata 'that' dan 'this'
that artinya itu. Dan this artinya ini.
Digunakan untuk menunjukkan benda
Contoh
that is a book

this is a ruler

kata kerja bantu

(Am, is, ARE)

Am di Pasangkan dg I

is di Pasang kan dg she, he, Nama orang/benda Tunggal

ARE di Pasang kan dg they, we, Nama orang/
benda jamak (lebih dari satu)

Contoh:

I Am a student

He is a Doctor

she is a nurse

they are lubbers

We are tailors

PR

1. I .... a nurse

2. .... intelligent

3. mother .... at tailor

4. Amit and ibu ....

5. they .... Rubbers

---

1. (she) is a student

2. He is a farmer

3. They are ... teachers

4. we are students

5. He is a Pilot

my

my digunakan untuk menyatakan milik

Misalnya: Anjingku = My dog

kucingku = My cat

SOAL

1. bukuku = my book   6. pensilku = my pencil

2. mejaku = my table   7. Papan tulisku = my blac
                                kboard

3. kursiku = my ...   8. Pintuku = my door

4. penku = my ball point   9. jendelaku = my windo
                                w

5. Tasku = my bag   10. lemariku = my cupbo
                                ard

kuda = horse

The Bedroom
(Kamar Tidur)

1 Bed = Ranjang (Bed)

2 Pillow = bantal (Paillau)

3 Cupboard = lemari (kabed)

4 Quran = Al-Quran (quran)

5 Bag = tas (beg)

6 mirror = kaca (mirer)

7 curtain = colden (ketein)

8 Book = buku (buk)

9 Calender = kalender (kalenda)

10 Blanket = selimut (blenkit)

11 cassette = kaset (kaeset)

12 mattress = kasur (matris)

13 clock = jam (klok)

14 Ruler = penggaris (rule)

15 Lamp = lampu (laemp)

16 Desk = meja (des)

17 sandal = sandal (saendel)

18 Ball Point = bulpen (bolpein)

19 Radio = Radio (rediou)

20 book case = Rak buku (bukkris)

---

1 ayah = father

2 Paman = uncle

3 hijau = green

4 kaset = cassette

5 Kuda = horse

6 selimut = Blanket

7 Penggaris = Ruler

8 kulpen = Ball point

9 Rak Buku = book case

10 mirah = red
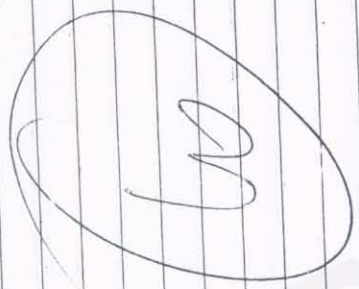
CONTOH:

DAFTAR LAPORAN BULAN : 200 3
SEKOLAH DASAR NEGERI / SWASTA *)

D
SS : SD Negeri 3 Buduan

1	0	1	0	5	2	3	0	3	0	0	3

Desa/Kelurahan : Buduan Kecamatan : SUBOH Kabupaten : Situbondo PROPINSI DAERAH TINGKAT I JAWA TIMUR

BANYAKNYA PESERTA DIDIK

Kewarga Negaraan	Kelas I			Kelas II			Kelas III			Kelas IV			Kelas V			Kelas VI			Jumlah Semua	
	L	P	Jml	L	P	Jml	L	P	Jml	L	P	Jml	L	P	Jml	L	P	Jml	L	P
Awal	11	5	16	7	4	11	9	5	14	13	9	22	8	10	18	11	16	27	58	50
Masuk																				
Keluar																				
Akhir	11	5	16	7	4	11	9	5	14	13	9	22	8	10	18	11	16	27	58	50
Jumlah			16			11			14			22			18			27		108

AGAMA

	Kelas I			Kelas II			Kelas III			Kelas IV			Kelas V			Kelas VI			Jumlah Semua	
	L	P	Jml	L	P	Jml	L	P	Jml	L	P	Jml	L	P	Jml	L	P	Jml	L	P
Islam	11	5	16	7	4	11	9	5	14	13	9	22	8	10	18	11	16	27	58	50
Katolik																				
Protestan																				
Hindu																				
Budha																				
Jumlah			16			11			14			22			18			27		108

A. Banyaknya Ruang
- a. Hak Milik — 9 ruang
- b. Sewa — .... ruang
- c. Pinjam — .... ruang

B. Banyaknya Kelas/Rombongan belajar
- Kelas I — 1 buah
- Kelas II — 1 buah
- Kelas IIII — 1 buah
- Kelas VI — 1 buah
- Kelas V — 1 buah
- Kelas VI — 1 buah
- Jumlah — 6 buah

C. Banyaknya Guru :
- 1. Guru Kelas — 7 orang
- 2. Guru Penjas — 1 orang
- 3. Guru Agama — 1 orang
- Jumlah — 9 orang

D. Banyaknya Penjaga SD:
- 1. PNS / Capeg — .... orang
- 2. Sukwan — 1 orang

E. Banyaknya hari sekolah
- Efektif — 14 hari

F. Absesnsi peserta didik :
- a. Sakit — 6
- b. Izin — 4
- c. Alpha — 6
- Jumlah — 16 = ... % **)

G. Sarana Pendidikan

Bangku untuk 1 Peserta didik	....	Globe	....
Bangku untuk 2 Peserta didik	120	Gamelan	....
Lemari	7	Kulintang	....
Kursi	10	Angklung	....
Rak Buku	....	Gitar	....
Papan Tulis	11	Samroh	....
Rak Perpustakaan	....	Bola Voli	1
Rak Besi	....	Bola Sepak	....
Mesin Tik	1	Bola Sepak Takraw	1
Mesin Jahit	....	Raket	....
Alat I P A	5	Tape Recorder	1
Kerangka manusia	1	H. Lain - lain	....
Alat I P S	5	Proyektor	1 (rusak)
Atlas	5	Sepeda Pedal	1

KETERANGAN

*) Coret yang tidak perlu
**) Dihitung dengan mempergunakan rumus :

Banyaknya absen X 100 / Banyaknya peserta didik x hari sekolah x %

apabila jumlah absen lebih dari 5 % supaya dijelaskan sebabnya, dengan maksud utk. dilaksanakan langkah pemecahan.

NO Urut	Nama Tempat dan Tgl.Lahir NIP Pangkat.Golongan	L/P	Ijazah Tertinggi	Jabatan di Sekolah ini	Status Kepegawaian	Tanggal Mulai Diangkat	Tanggal mulai kerja disekolah ini	Tanggal dan Nomor SK terakhir	Masa Kerja golongan	S	I	A	Ch	Cd	Ds	Catatan
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	SETIANINGSIH, S Pd. Bandung, 26-06-1951 NIP. 130 450 782	P	S. 1	Ka. SD	P N	01/02/75	01/02/93	29/06/2002 823.3/2092/431 001.5/2002	22 Th 01 bln IV/A	(	/	(	(	(	/	
2	SITI NURSIYAH Tulungagung, 06-06-1957 NIP. 130 584 136	P	D II	Guru Kls VI	P N	01/03/77	01/03/77	12/03/2001 11-13-13/50001/ KEP/IV/2001/T	19 Th 01bln III/D	/	/	/	/	/	/	
3	SRI LESTARI Semarang, 09-05-1954 NIP. 130 403 199	P	S P G	Guru Kls II	P N	01/03/77	01/03/79	27/01/2000 11-13-13/50012/ KEP/IV/2000/T	16 Th 01 bln III/C	/	/	/	/	/	/	
4	ENIK MISNIATUN, S Pd. Ponorogo, 01-07-1956 NIP. 130 584 264	P	S. 1	Guru Kls. I	P N	01/03/77	01/08/96	12/03/01 11-13-13/5001/ Kep /IV/2001/T	19 Th 09 bln II/D	(	(	/	(	'	/	
5	MOKH. ICHSAN Jember, 04-04-1950 NIP. 130 458 355	L	D II	Guru Kls IV	P N	01/02/75	16/07/01	31/03/99 11-13-13/50005/ Kep/ X/991/T	19 Th 08 bln III/D	J	(	(	(	(	/	
6	J U P R I Ponorogo, 18-07-1952 NIP. 131 086 885	L	D II.	Guru Agama	P N	01.01.82	01/11/98	29/06/02 823.3/2092/431 001.5/2002	15 Th 0 bln III/C	(	(	(	(	(	/	
7	AGUS PRIYANTO, S Pd. Malang, 21-05-1964 NIP. 131 520 610 ,	L	S. 1	Guru Kls. III	P N	01.03.87	01/11/96	16/01/02 823.3/551/437 0001-5/2002	09 Th 0 bln III/B	/	/	/	/	/	/	
8	ABD. H A N A N Situbondo, 28-02-1953 NIP.131 331 744	L	S G O	Guru Penjas	P N	01.07.85		27/04/00 11-13-13/50013/ Kep/IV/200/T	10 TH 0 bln III/B	(	(	(	(	, /	/	
9	ASI PUHASI Situbondo, 10-08-1955 NIP. 131 932 027	P	S P G	Guru Kls. V	P N			16/01/02 823.3/551/437 001.5/2002	05 Th 06 bln III/A	—	(	(	(	' (	/	

Keterangan :
S = Sakit
A = Alpha
Ch = Cuti Hamil
Cd = Cuti Dokter
Ds = Dispensasi

Mengetahui
Kepala Cabang Dinas Pendidikan
Kecamatan Suboh

Drs. H. SAMSUL ARIFIN
NIP. 130 748 743

Suboh, ... 200 2.
Kepala Sekolah

SETIANINGSIH Spd
130 450 782

DATA GURU DAN PENJAGA SEKOLAH DASAR

Nama Tempat dan Tgl.Lahir / NIP / Pangkat, Golongan	L / P	Ijazah Tertinggi	Jabatan di Sekolah ini	Status Kepegawaian	Tanggal Mulai Diangkat	Tanggal mulai kerja disekolah ini	Tanggal dan Nomor SK terakhir	masa kerja golongan	Tidak hadiran S	I	A	Ch	Cd	Ds	Catatan
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
SRI SUKOCO RINI Tulungagung, 16 - 10 - 77	P	SLTA	Sukwan						⌐	⌐	-	⌐	⌐	⌐	GTT
Endi Situbondo, 02 - 12 - 57	L		Sukwan						⌐	⌐	⌐	⌐	⌐	⌐	PTT

Mengetahui
Kepala Cabang Dinas Pendidikan
Kecamatan Suboh

Drs. H. SAMSUL ARIFIN
NIP. 130 748 743

Suboh, Januari 2003
Kepala Sekolah

SEMANINGSIH Spd
130 450 782

APPENDIX V
The names of the respondent

No	Names of respondents	Sex	Status
1.	Fathor Rozi	Male	Student
2.	Yuliantin Pitaloka	Female	Student
3.	Abdul Rosyid	Male	Student
4.	Dedi yanto	Male	Student
5.	Siti khotijah	Female	Student
6.	Yulianti	Female	Student
7.	Ibnu hisyam	Male	Student
8.	Wawan Setiawan	Male	Student
9.	Sri Sukoco Rini	Female	English teacher

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./Fax (0331) 334988 Jember 68121

Nomor : 0258 /J25.1.5/PL5/2002   Jember, ...,2002
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. **Kepala SDN Buduan III**

.... **Suboh- Situbondo**

di. - **Situbondo**

....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerang-

kan bahwa Mahasiswa tersebut di bawah ini :

N a m a   : **Yuli Hastuti**

N i m   : **980210401098**

Jurusan/Program : **PBS/Pendidikan Bahasa Inggris**

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud

melaksanakan penelitian dilembaga saudara dengan Judul :

" DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING AT THE FIFTH YEAR

OF SDN BUDUAN III IN THE 2002/2003 ACADEMIC YEAR "

....

....

....

....

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar

memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. H. MISNO AL, M.Pd
NIP. 130 937 191

Irul-SP

PEMERINTAH KABUPATEN SITUBONDO

DINAS PENDIDIKAN

SEKOLAH DASAR NEGERI III/78 BUDUAN

Jl. Bondowoso no 03, Buduan

Suboh -Situbondo

SURAT KETERANGAN

Nomor: 896/115/431.203.7.5/2003

Yang bertanda tangan di bawah ini, Kepala Sekolah Dasar Negeri III/78 Buduan, Suboh, Situbondo menerangkan dengan sebenarnya bahwa:
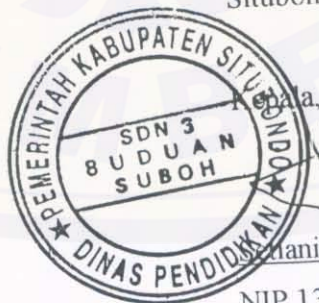
Nama : YULI HASTUTI

Tanggal/Tanggal lahir : Ponorogo, 06 Maret 1977

NIM : 980210401098

Pekerjaan : Mahasiswa Universitas Jember

Jurusan/Program : PBS/Pendidikan Bahasa Inggris

Telah mengadakan penelitian pada tanggal 20 Desember 2002 s/d 4 Januari 2003 untuk penyusunan skripsi dengan judul:

"*A DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING AT THE FIFTH YEAR OF SDN III/78 BUDUAN IN THE 2002/2003 ACADEMIC YEAR*"

Demikian, surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Situbondo, 27 Januari 2003

Kepala,

Maningsih, S.Pd

NIP 130450782

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Yuli Hastuti

NIM/Angkatan : 980210401098 /1998

Jurusan/Program Studi : PBS / PENDIDIKAN BAHASA DAN INGGRIS

Judul Skripsi : A DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING AT THE FIFTH YEAR STUDENTS OF SDN III / 28 BUDUAN IN THE 2002/2003 ACADEMIC YEAR

Pembimbing I : Drs. BAMBANG SUHARDITO M.Ed

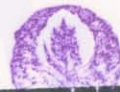Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis /4 April 2002	Judul	
2.	Rabu /10 APRIL 2002	Acc Judul + MATRIKS	
3.	Rabu /24 April 2002	BAB I	
4.	Selasa /7 Mei 2002	BAB I	
5.	Kamis /16 Mei 2002	Revisi Bab I	
6.	Kamis /25 Juli 2002	Menyerahkan Bab II dan III	
7.	Kamis /8 Agst 2002	Revisi Bab II & III	
8.	Kamis /15 Agst '02	Bab II & III	
9.	Senin, 26 Agst '02	Bab II & III dan Instrument	
10.	Selasa, 26 Nov '02	Bab I, II, III dan Instrument (Acc seminar)	
11.	Jumat, 31 Jan 03	Revisi Seminar	
12.	Kamis, 6 feb '03	Revisi seminar, Bab 4 + 5	
13.	Kamis, 13 feb '03	III, IV dan V + Abstrak	
14.	Sabtu, 1 Maret '03	Acc ujian	
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : YULI HASTUTI

NIM/Angkatan : 980210401098

Jurusan/Program Studi : P.B.S / PENDIDIKAN BAHASA INGGRIS

Judul Skripsi : A DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING AT THE FIFTH YEAR STUDENTS OF SDN III/178 BUDUAN IN THE 2002/2003 ACADEMIC YEAR

Pembimbing I : Drs. BAMBANG ARYA, WD

Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa, 16 April 2002	JUDUL + MATRIKS	
2.	Rabu, 17 April 2002	BAB I	
3.	20 Mei 2002	Bab I	
4.	19 Agust 2002	Revisi Bab I, menyerahkan Bab 2×3	
5.	21 Agust 2002	Bab II dan III.	
6.	7 Sept 2002	Bab II dan III (Revisi)	
7.	23 Sept 2002	Bab II dan III.	
8.	Senin, 30 Sept 2002	Revisi Bab I	
9.	Jumat, 11 Okt 2002	Revisi Bab II	
10.	Sabtu, 26 Okt 2002	Revisi Bab II	
11.	Sabtu, 9 Nov 2002	Revisi Bab II + I	
12.	Senin 25 Nov 2002	Acc I, II dan III (e Seminar)	
13.	6 Feb '03	Revisi seminar, Bab IV + V.	
14.	24 Feb '03	Revisi Bab IV dan V.	
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi