# DEVELOPING A MODEL OF TEACHING ENGLISH VOCABULARY USING COMMUNICATIVE APPROACH FOR THE FOURTH – YEAR STUDENTS AT MADRASAH IBTIDAIYAH MANBAUL ULUM MOJOPUROGEDE BUNGAH GRESIK IN THE ACADEMIC YEAR 2002/2003

THESIS

Proposed as One of the Requirements to Obtain the S-I Degree at the English Education Program of the Language and Arts Department of the Faculty of Teacher Training and Education, Jember University
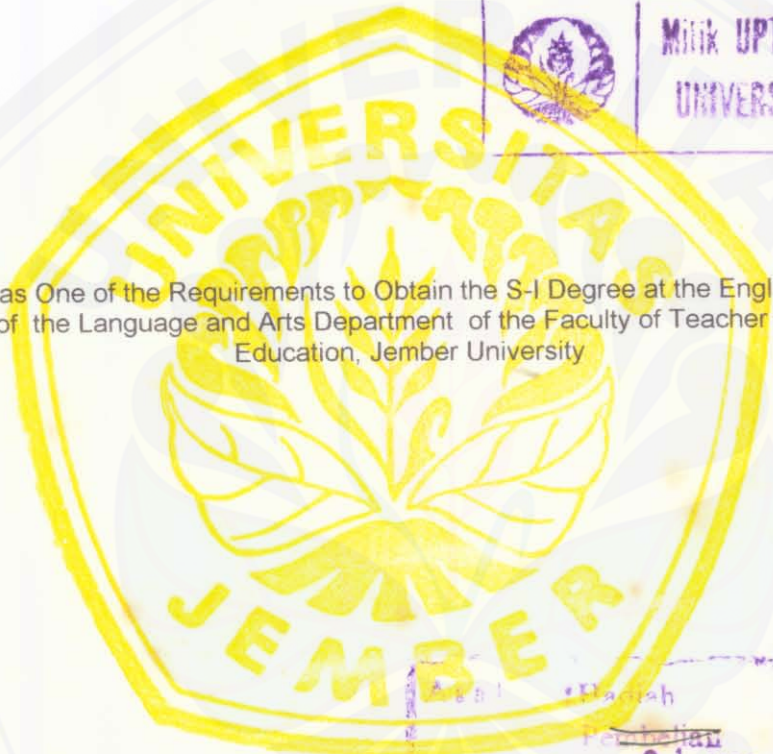
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**FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
JANUARY, 2003**

MOTTO

"والذين جاهدوا فينا لنهد ينهم سبلنا"

And Those who strive hard for Us, We will certainly guide them in

Our ways" (The Holy Qur'an, Al Ankabut: 69)

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DEDICATION

- ♥ My dearly beloved father, *M. Yazid,* and mother *Syukriyah,* I am quite grateful for your advice, care, affection, support that you have given to me. I love you.

- ♥ My old brother and sister, *Abdul Salam Fanani* and his wife *(Ma'rifatul Islamiyah)* and *Muawiyah, SS.* and her husband *(Masrukhin)* I am thankful for your affection, support, and your understanding. I love you all so much.

- ♥ My cute young brothers, *M. Fathoni Fikri* and *Saiful Islam* and My niece, *Vina Afrina Fitri* be optimistic in facing your life.

- ♥ My Almamater

APPROVAL OF CONSULTANTS' SHEET

DEVELOPING A MODEL OF TEACHING ENGLISH VOCABULARY USING COMMUNICATIVE APPROACH FOR THE FOURTH-YEAR STUDENTS AT MI MANBAUL ULUM MOJOPUROGEDE BUNGAH GRESIK IN THE ACADEMIC YEAR 2002/2003

Thesis

Proposed as One of the Requirements to Obtain the S 1 Degree at the English Education Program of the Language and Arts Department of the Faculty of Teacher Training and Education, Jember University.
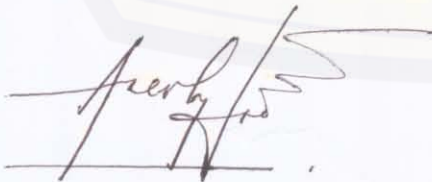
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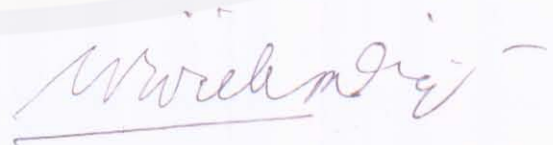|	
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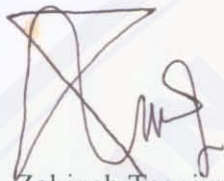
Date : January 31st 2003

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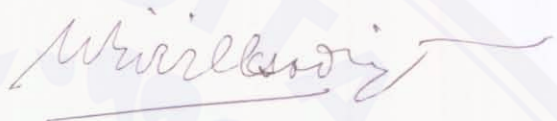
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ABSTRACT

Shofiyah. 2003. *Developing a Model of Teaching English Vocabulary using Communicative Approach for the Fourth-Year Students at Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik in the Academic Year 2002/2003*

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

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Key Words: Model of teaching English Vocabulary, Elementary School Students, Communicative Approach.

This research is descriptive on developing a model of teaching English vocabulary that was conducted at Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003. To be more specific, it concerns with the students of the fourth grade. In determining this research area, a purposive method was applied with the following consideration: (1) the fourth-year students of Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik is taught the English subject in the first time. Therefore, they need an interesting experience about studying English which can grow their interest and motivation to learn English; (2) based on the students' need and interest of MI Manbaul Ulum showed that they interested in playing games. This model was rarely done by the teacher. Because the teacher found difficulties in developing a model of teaching using games. Therefore, this research tried to develop a model of teaching that hopefully helped the teacher to conduct teaching learning process using games; and (3) it is possible to get permission to conduct the research at that school. The respondents of this research are the English teacher and the fourth-year students of Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik. The total number for the respondents is 43, one teacher and 42 students (16 males and 26 females). The data were collected by interviewing the teacher, observing the teaching learning process and documentation. Then, the data were analyzed non-statistically by applying descriptive-qualitative analysis that based on the data obtained from the interview, observation, and documentation. The obtained data was transcribed. The trascripts describe the result of interview and observation. Besides that the document report was also included. The result of data analysis showed that the teaching learning process that had been done was not suitable with the students' needs and interests and the English curriculum for elementary school as well. the analysis result of students' needs and interests indicates that the students' needs to have relaxed learning condition that gives nice experience in which they can play and learn altogether. Such condition could be set by giving learning activity with games which then became their favorite. Moreover, the product of this research is a model of teaching English vocabulary that consisting of some elements: unit title page, previewing the unit, presenting the unit, the alternative activities, and the alternative task (evaluation).

I. INTRODUCTION

In this chapter, some aspects underpinning the topic under study will be provided. These include the research background, the research problem, the research objective, the significance of the research, and the operational definitions of the term. They will be presented respectively.

1.1 The Research Background

In the 21st century English is a world language that is commonly used in daily communication either in written or oral form. It has become earth and also world language (McCrum, Cram and M. Neil in Ross, 1997:30). Moreover, Naisbitt (in Hadi, 1997: 6) states that English becomes global and universal language and it becomes the second language after mother tongue. Supporting Naisbitt's statement, Crystal (2000:108) mentions that English has become the only global language that is used all over the world nowadays. Furthermore, Toolan (1997:8) estimates that English becomes mother tongue or first language for about 400 million speakers and becomes the second language for about 250 million speakers and about 1 billion speakers use English as a foreign language, totally at about 1/3 people in the world use and master English in various level. Hence, it is unquestionable that English is important in acquiring world information and communication.

Regarding with English teaching in Indonesia, English has become a local content subject taught at elementary schools based on the decree Minister of Education and Culture number 060/U/1993 which was issued on February 23rd 1993. It is about the new curriculum for elementary education. Nowadays, English is not only taught for junior and senior high school students but also for elementary school students. However, as a local content subject, English has not been taught in all the Indonesian elementary schools. It depends on the region potential (Depdikbud Jatim, 1994), which means that English will be taught only when it is necessary and suitable with the special characteristics of the region (Su'ud, 1996).

According to this local content curriculum, the fourth year students are a level where the students of elementary schools get English Subject at the first time yet at some elementary schools, English has been taught since the first year, However, it is suggested that English can be given at the fourth year students (Depdikbud Jatim, 1994). Therefore, students need an interesting experience about studying English, especially those who learn it for the first time. So, it can grow students' interest and motivation to learn English. In connection with this issue, Slameto (1995) states that students' interest and motivation are very important in a teaching learning process, especially learning foreign language, in this case English. Without interest and motivation to learn English, it is impossible for the students to be interested and then practice the language. As a result, it is believed that interest and motivation are two positive factors that can succeed students' learning process. In this case, the students are the elementary students of the fourth grade who are considered as young learners.

Young learners in the way they learn English have a specific way that is different from adults'. According to Norton (without year: 27), the way young learners learn language (English) is learning by doing. Learning by doing is a kind of one technique, which can be used in teaching children. It means that the technique to present the material can be delivered by interesting activities such as games, songs, story telling, etc. Those techniques are useful in teaching English, especially, teaching vocabulary for young learners. Vocabulary is one important part of all teaching and learning factors. It is because mastering the four language skills: reading, writing, speaking and listening must be supported by mastering the vocabulary. Moreover, in teaching English as a foreign language to young learners, it is rather difficult for the young learners to understand sentences directly before they understand the meanings of sufficient words.

According to Corder (1971:64) and Richards (1977:4) a good teaching learning process must be able to create an equal situation with the situation of language acquisition where the interaction continuously happens where the teacher gives more attention to the communicated meaning rather than only to the structure. So, the teacher is not the only master in the class, but a resource and

learning guide. One of the approaches that is appropriate with this principle is communicative based-approach. This approach involved the students as active participants in teaching learning process, since they are the subject in the teaching learning process. In this issued, Tomlinson (1988:3) states that communicative based- approach is an approach to classroom teaching and learning which put the emphasis on improving the learners' ability and activity to communicate in language via motivating activities involving exposure and use. In other words, it is an approach in which learners are asked to be active and use the target language in a meaningful and purposeful way, since they learn these language by doing it. Here, the students' motivation and interest are concerned.

From the preliminary study, it is known that the model of English vocabulary teaching in Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik using structured- based book. The English teacher taught the students based on the materials was stated in the books. The English teacher gave some new vocabularies by writing them on the black board and sometimes the teachers use real things that brought in the classroom, than gave the meaning of them one by one, while the students just listened to his explanation. Furthermore, the students are asked to memorize the meaning of all new vocabularies. The use of English was still limited. The learners gave their passive response. They didn't ask any new vocabularies or expression since no stimulant on the lesson. Some of them talk to their friends. The teaching learning process was dominated by the teacher. In conclusion, the model of vocabulary teaching in MI Manbaul Ulum Mojopurogede Bungah Gresik using structure-based book. The application of this model was less suitable with the situation of an ideal teaching learning process. In ideal teaching learning process, the learners should be active and dominate most of the time and the teacher's role act as a facilitator. Therefore, this research try to develop a model of teaching English vocabulary that is expected to be able to enlive a teaching learning process in class, which then stimulates the students to become more active language learners.

Based on those reasons, there is a need to develop a model of teaching English as a guideline for English teachers in the form of manual book. Therefore,

a research on *"Developing a Model of Teaching English Vocabulary using Communicative Approach for the Fourth-Year Students at Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik in the Academic Year 2002/2003"* is significant to be conducted.

1.2 The Research Problem

Based on the background of the research above, the problem which needs to be discussed is 'How is a suitable model of teaching English vocabulary using Communicative Approach for the fourth-year students at Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003 developed?'

1.3 The Research Objective

The objective of this research is to develop a suitable model of teaching English vocabulary using Communicative Approach for the fourth-year students at Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003.

1.4 The Research Significance

The result of this research is hopefully to be beneficial for the English teachers in Elementary Schools, Elementary School Students, The Faculty of Teacher Training and Education, and the future researchers.

a. For English Teacher in Elementary Schools

The result of this research can be used as an input or a kind of motivation in order to develop similar models of teaching English vocabulary at elementary schools. It can help the teacher in conducting communicative teaching learning process;

b. For Elementary School Students

The result of this research will give model of learning English vocabulary that may be suitable for them. Therefore, they will be able to study English in a better condition;

c. For the Faculty of Teacher Training and Education

The result of this research will give positive contribution to prepare Elementary School Teachers who have good quality and are able to teach English vocabulary well using Communicative Approach; and

d. For Future Researchers

The result of this research could be used as an alternative model of conducting further researches, particularly about teaching English vocabulary at elementary schools.

1.5 The Operational Definitions of the Terms

To avoid misunderstanding between the researcher and the readers, it is necessary to present the definitions of the following terms clearly. They are:

a. Model of teaching English vocabulary

A model of teaching English vocabulary is in the form of a manual book for teaching English vocabulary created based on the researcher's concepts. Especially, the vocabulary that should be taught for the fourth-year elementary school students based on the English basic course outline of the 1994 Local Content Curriculum. The manual book consists of instructional activities that are accompanied by alternative activities, tasks, techniques, strategies, methods and evaluations;

b. Elementary School Students

Elementary School Students in this research is the Fourth-Year Students of MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003; and

c. Communicative Approach

Communicative Approach is an approach aiming at helping students to be active in a teaching learning process (Tomlinson, 1988:3).

II. REVIEW OF RELATED LITERATURE

A model of teaching is one factor affecting the accomplishment of a learning situation and outcome. Therefore, a development of a model in teaching English should be taken into account as a substantial point in order to be successful in carrying out a teaching-learning process, in this case English vocabulary teaching learning process. In this research, a discussion on the development of a model of teaching English Vocabulary in elementary school using Communicative Approach is substantiated by several relevant points. Particularly, this chapter is going to elaborate these relevant points. Those are Teaching Language to Elementary Schools, Vocabulary and Learning Language, Communicative Based-Approach, Developing a Model of Teaching English Vocabulary for Elementary School, and The Model of Vocabulary Teaching in MI Manbaul Ulum Mojopurogede Bungah Gresik.

2.1 Teaching Language at Elementary Schools

Elementary school students, especially the fourth-year students are about 10-11 years old. They are young learners. Norton (without year: 21) states that young learners, in the way they learn language, have specific characteristics which are different from adult's. Hence, it is important for the teachers of English to identify the characteristics of their students. Finding their students' interests and fulfilling their needs are two compulsory things need to do by the English teachers in order to be able to develop a model of teaching which is appropriate to the students' interest and needs so that the students can enjoy their learning situation. In addition, Illanas and Taylor (1980) point out that the success of teaching English to children is gained if they enjoy their learning situation. The development of a model of teaching should regard the students' interests and needs to gain conducive learning situation which can help they learn.

In accordance with Piaget's opinion (1959:39), children in primary or elementary school learn through hands-on experiences and through manipulation

of objects in the environment. They learn things by doing it. Consequently, when the elementary students learn a language, they need to be involved in learning activities to use the language meaningfully. The activities have tasks that require the children to use the language actively. In correlation with it, Norton (without year: 27) has stated that the way elementary school students learning is learning by doing. It means, the technique to present the material can be delivered through interesting activities such as games, songs, story telling etc.

Dealing with the materials and the process of elementary school student learning a language, there are important aspects to concern with. First, Tika (1999) mentions about the material. She suggests that the content of the materials should not be far from the elementary students' world. The materials are, for examples, about their own activities, hobbies, family and favor. Those topics can be used as the contents of material for the teaching learning giving to children. Second, Scott and Ytrebreg (1994:18) add that the process of elementary students learn the first language is the same with the second language. Further, they explain that by giving students ample opportunities to hear the same phrases several times, they can easily acquire a foreign language. The teacher should use the target language as intensive as possible in the teaching learning process. This is a kind of learning experience for the students.

Furthermore, Wilmer (1963) states that an experience is an important factor in acquiring language for elementary students and further he divides the three kinds of experiences in learning language. Firstly, the experience through the concrete objects that can be touched and smelled. Secondly, the experience through representatives objects that can be observed, including the teaching aids. Thirdly, the experience through the printed material. In line with it, the Russian psychologist, Lev Vygotsky (in Nurcahyani et al., 1997), adds that elementary students learn in social context, in groups where some group members know more than others. Elementary students need not only hands-on, or direct experience but also experience where they are interacting with and learning from both adults and other children. It can be said that there are four possible experiences, which can be given to help elementary school students learn a foreign language. Therefore,

experience becomes the important factor in students' language learning process, because through the real experience, will enable the students remember about everything that they have learned easier and even better.

Based on the arguments above, it can be said that the important thing to be considered in teaching learning English at the elementary school is the relevance between a model of teaching with the students' needs and interests. The relevance will positively creates enjoyable learning situation for students which then will help them achieve success in learning English. Consequently, the development of a model of teaching should also regard the students' interests and needs to gain conducive learning situation which can facilitate them to learn. For that reason, a teacher should be able to create teaching techniques which are appropriate to his/her students' needs and interest. However, in that case, the characteristics of the elementary school students should be taken into account. The following part is a brief discussion concerning with the issue.

2.1.1. The Characteristics of Elementary School Students

Spott and Ytreberg (1994:1) divide the children into two main groups in term of age in learning foreign language. First, the five to seven year olds and the second is eight to ten year olds. The former is assumed to be at level one or the beginning stage. The latter also be beginners or they may have been learning the foreign language for some time. The fourth year students of elementary schools are about eight to ten years old. So, they would be included in the latter group with the following characteristics.

a. Their basic concepts are formed. They have very decided views of the world;
b. They can tell the difference between fact and fiction;
c. They ask questions all the time;
d. They rely on the spoken word as well as the physical world to convey and understand meaning;
e. They are able to make some decisions about their own learning;
f. They have definite views about what they like and don't like doing;
g. They have a develop sense of fairness about what happens in the classroom and begin to question the teacher's decisions; and
h. They are able to work with others and learn from others.

(Scott and Ytreberg, 1994:3-4).

Piaget theory is also another consideration to bear in teacher's mind to teach language (1959: 38). He says those children from seven to about eleven or twelve are in the stage of concrete operations. It means that they learn through hands-on experience and through manipulation of object in the environment. They learn by doing. They also have attained the operation of reversibility, additive composition, associability, and identity, which enable them to begin to use the same words in different ways: to form different types of sentences; to spell and to compose original ideas in oral and written form of expression. these all examples and the many other language skills developed in the elementary schools must have concrete references for each child (Petersen, 1964). That's why, referring to this theory, it is better to teach elementary school students using concrete references, such as using real things, and picture etc. in order to help them understand the language easier.

In conclusion, it can be said that young learners have special characteristics that are different from adults'. Their basic characteristics consists of; have very decided views of the world; can tell the difference between fact and fiction; ask questions all the time; are able to make some decisions about their own learning; have definite views about what they like and don't like doing; have a develop sense of fairness about what happens in the classroom and begin to question the teacher's decisions; are able to work with others and learn from others; and in the stage of concrete operations.

2.1.2   The Interests of Elementary School Students

According to Slameto opinion's (1995:37) the elementary school students' interest deals with willingness to do activities or things without any force. Students' interest can be seen from students choice toward the activities or things they want. For instance, the students who are interested in a certain subject such as, animals, occupation, etc., tend to provide a strong interest in the subject by giving good attention and being active in teaching learning process.

Dealing with the subject materials and the activities, elementary school students will learn the interests subject of the field. First, Hatch and Brown

(1995:401) suggest some subject materials that are suitable with students' interest. The subject materials are, for example, about their family, friend, hobbies, daily activities, and food. Second, Halliwell (1992:3) adds some activities that make the students interested in teaching learning process. They are games, miming, writing, storytelling, and labeling with pictures. Based on those arguments, it can be said that there are some subject materials and activities that are appropriate with the students' interest to help them learn the foreign language, in this case English.

2.1.3 The Needs of Elementary School Students

According to Hudelson's opinion (in Nurcahyani et al., 1997:2), the elementary school students in language class need to be active rather than passive. They need to be engaged in activities of which language is a part: they need to be working on meaningful task and use language to accomplish those tasks. Language acquisition occurs through social interaction or through having to use language with others in authentic communication settings. The students need to talk with others and need to have language input from others, their interests are more restricted to themselves, their surroundings and friends. Therefore, teaching methods and techniques for elementary schools must be appropriate to the students' need.

Furthermore, Petersen (1964:94) confirms that there are three basic needs of children. *The first* is physiological needs. Of the physical needs demanded by the human body, rest and activity. Most children have excessive need for exercise and activity. The wise teacher will recognize the existence of these needs of all growing children and will make adequate provision for them in the daily program. *The second* is social needs. Every child are a social human being who need contact and interaction to others. Children are intensely interested in others and have a strong needs for social communication and group belongings. *The last* is emotional needs. Every child feel the need of love, need to be accepted by their peers, their teacher, and others. Every child also needs to experience the thrill of achievement, needs to feel adequate to the task that confront the inner satisfaction

that comes from having done and job well. Children in this case are elementary school students.

The students' needs mentioned above should be fulfilled by teachers in teaching learning activities, particularly in learning foreign language. Teachers should choose the appropriate approach, method, and techniques to fulfill the students' needs. So, students can enjoy their learning process, because their needs of knowing how to use the language in real communication are fulfilled.

2.2. Vocabulary and Learning Language

This part concerns about how vocabulary help student in learning language successfully. To be more specific, this section will discuss about the importance of vocabulary in learning language, kinds of vocabulary, vocabulary teaching, and vocabulary materials taught to the fourth year students at elementary schools in Gresik, based on the English basic course outline of local content curriculum.

2.2.1 The Importance of Vocabulary in Learning Language

Criscoe et al. (1984:17) state, "A word is a graphic symbol that represents meaningful thoughts, ideas, and feeling". Word is similar with vocabulary. It means that, thoughts, ideas, and feeling are delivered in vocabulary.

As one of the language components, vocabulary is important to be considered in learning English as a foreign language. Dealing with the importance of vocabulary, Tarigan (1984:2) says that the more someone owns vocabulary, the more chance he has to use it in a language. For example, the students who master many vocabularies will be more active in speaking, writing, and reading, than those who lact of. Furthermore, he also states that in general, success with words means success in many areas, particularly in academic achievement. It can be inferred that the success in vocabulary will determine the success of someone in learning English.

Based on the opinion above, it is an evidence that vocabulary is one of the language components that always exists in a language. It is a tool to represent

words, phrases, and sentences, that are used to express our thoughts, ideas, and feeling when a communication is carried on.

2.2.2 Kinds of Vocabulary

Johnson and Pearson, (1978, in Prayogo, 1997) state that vocabulary can be classified into two kinds: passive vocabulary and active vocabulary. The former is used receptively in either listening or reading. The latter is utilized productively either in speaking, or writing. However, vocabulary is used in listening is generally larger than vocabulary for speaking. Similarly, reading vocabulary is relatively larger than writing vocabulary.

Furthermore, William (1970:132) divides vocabulary into two parts, large vocabulary and small vocabulary. Large vocabulary is used in a large quantity that include all nouns, adjectives, verbs, and adverbs. Then, small vocabulary is vocabulary that has been stored for the litter used in a small number. It includes preposition, pronoun, conjunction, article, and interjection. The Vocabularies that will be developed as a model of teaching are noun, adjective, and article. It is based on the English basic course outline of Local Content for the fourth-year elementary school students (Depdikbud Jatim, 1994).

2.2.3 Model of Vocabulary Teaching

Children have listening vocabulary, which is developed earlier than speaking vocabulary. The number of words that children can respond appropriately is also larger than the number of words children use when they speak. When children learn to read, they add to their vocabulary many words they can understand while reading, but which they can not use the vocabulary in speaking. Finally, through spelling and composition activities, they learn to utilize a large number of words in their writing (Norton, without year:296).

According to Halliwell's opinion (1992:32), it has been known for long time that the vocabulary grows with maturity and experience. Any child can develop a rich vocabulary if he is guided through many constructive and challenging experiences with which he identifies himself and is given a chance to

express his feeling and ideas. Every new experience brings the child an understanding and an enrichment of his vocabulary collection. If the child becomes interested in words and if the teacher makes use of every opportunity to help him, his vocabularies can be greatly enriched.

Furthermore, Spratt (1985) suggests that there are probably three main ways of teaching vocabulary. They are:

a. Showing students the real object or action, or pictorial representation of these (denotation). For example: the teacher teaches about things in the class. the teacher points the blackboard when he introduce blackboard vocabulary to his students.

b. Explaining the new word by relating it to other words in the same lexical field as itself (word families). For example: the teacher introduce vocabulary (teach). It can be related with vocabulary (educate).

c. Paraphrasing the new word (explanation). For example: the teacher introduce vocabulary (bag) uses sentence "something we use to receive our book".

To make the three ways in teaching vocabulary easier to carry out. It is suggested to use games and activities in the application of teaching. The games and the activities are (a) revision through denotation among others, labeling, spot the difference, describe and draw, picture dominoes, picture rummy, and Kim's game, (b) revision through word families among others word thermometers, series, word bingo, associations, old man out, categories 1, and categories 2, and (c) revision through explanations among others crossword in reserve, vocabulary quizzes, and vocabulary revision lesson.

Prayogo (1997) also suggests three various kinds of vocabulary teaching strategies which teachers can adopt to strengthen their students' vocabulary acquisition and growth and add their vocabulary size. They are:

a. Vocabulary recognition (under temporary aids) which includes context clues, and sight words;

b. Vocabulary meaning (under independent strategy) which includes context clues, structure analysis, and dictionary; and

c. Building background and mental imagery (under more strategy) which includes semantic mapping strategy, semantic feature analysis, and Venn diagram.

In this research, the researcher only uses the first vocabulary recognition strategy. The reason is that the first strategy is suitable with the characteristics and interests of the elementary school students. To learn any vocabulary, the strategy is that elementary students learning by using their sight. After that, they develop their sight into word bank.

2.2.4 Vocabulary Materials Taught to the Fourth Year Students at Elementary Schools in Gresik

Based on the basic course outline of the English subject, the vocabulary materials for the fourth year students of elementary school consists of Noun, Adjective, and Article (Depdikbud Jatim, 1994).

Noun is word (not a pronoun) which can function as the subject or object of a verb (Hornby, 1987:574). Meanwhile, based on the English Local Content Curriculum (Depdikbud Jatim, 1994), kinds of noun to be taught for the fourth-year students of elementary school are those nouns that occur in the student's daily lives. Next, adjective. Frank (1972:111) defines, "Adjective is a word that modifies a noun or a pronoun". In other word, adjective is a word used with a noun functioning as a modifier to define the noun. Meanwhile, based on the English Local Content Curriculum for the fourth-year students of elementary school, kinds of adjectives such as adjective of quality, demonstrative adjectives, and interrogative adjectives are chosen to be taught to the students. Finally, article is a word or group of word, that often placed before a noun or pronoun (Hornby, 1987: 43). Based on the English Curriculum, the article taught to the students is the indefinite article. They are *a* and *an*.

In sum, vocabulary materials that will be developed as a model of teaching in this research consist of noun, adjective and article. The vocabularies that are developed are those mentioned. In more detail, the vocabulary materials should be taught for the fourth-year students at Elementary school are illustrated in table 1.

Table 1. The English Materials for the Fourth Year Students at Elementary Schools

Number	Themes	Trimester	Semester
1	Numbers	1	1
2	Family	1	1
3	Things at School	1	1
4	Animals	1	1
5	Parts of the Body	2	1
6	Fruits, Foods, Drinks	2	1
7	Parts of the House	2	2
8	Dress and Colours	2	2
9	Prepositions	3	2
10	Articles	3	2
11	Days, Months, and Weathers	3	2

(Adopted from Local Content Curriculum for Elementary School, Depdikbud Jatim, 1994)

Started from 2002/2003 academic year, the Indonesian government had made new role for the educational system. This role is about the system for all level that run for academic year is divided into two semester. Where previously it run for trimester (catur wulan). Even though, the system has been changed, all school still use the 1994 curriculum as the basic course out line. Therefore, the material for this research still refers to the old basic course outline.

2.3 Communicative Approach in Language Teaching

This part concerns with how Communicative Approach helps students in learning language successfully. To be more specific, this section will discuss about the meaning of Communicative Approach, the characteristics of Communicative Approach, the principles of Communicative Approach, the roles of the teacher in Communicative Approach, the roles of the students in Communicative Approach, and the advantages of applying the Communicative Approach in language learning.

2.3.1 The Meaning of Communicative Approach

Tomlinson (1988:3) states that communicative approach is an approach to classroom teaching and learning which puts the emphasis on improving the learners' ability to communicate in language via motivating activities involving exposure and use. In other words, it is an approach in which learners are asked to use the target language in meaningful and purposeful ways. It can be restated that by using Communicative Approach in teaching and learning English, learners are motivated to gain confidence to become more fluent and to acquire language through exposure and use. It helps the learners to communicate using the target language fluently, effectively, and meaningfully in the four skills: speaking, listening, reading, and writing.

Based on those definition, it can be inferred that communicative approach is an approach in teaching learning process via giving motivation to the students to use the target language for communicating meaningfully. The meaningful target is used for presenting the materials and communication among students and teachers in the classroom. The activities in the classroom are dominated by students based on the teacher's instruction.

2.3.2 The Characteristics of Communicative Approach

Freeman Larsen (1986:132) states that the most obvious characteristics of Communicative Approach are students using the language in a great deal of time through communicative activities. In a Communicative Approach, there is an information gap, choice and feedback of the activities and evaluation in teaching learning process. In this case, teachers can use an authentic materials in which they can use the target language, while the students are learning in small group. These characteristics tend explore students' motivation to study a foreign language since they will fell as if they are learning to do something useful with the language they study.

As maintained by Brown (1987:213) there are four characteristics of Communicative Approach. Those characteristics are: (1) classroom goals are focused on all of components of communicative competence and not restricted to

grammatical or linguistics competence; (2) forms are not primary framework for organizing and squeezing lessons; (3) function is the framework through which forms are taught; (4) accuracy is secondary to conveying a message. Fluency may take on unimportant than accuracy; (5) the ultimate criterion for communicative success in the actual transmission and receiving of intended meaning; (6) in a communicative classroom, students ultimately have to use the language productively and receptively in unrehearsed contexts.

Richard and Rodgers (1989:71) provide further characteristics of the Communicative Approach as follows: (1) language is a system to express meaning; (2) the primary function of language is for interaction and communication; (3) the structure of a language reflects functional and communicative uses; (4) the primary unit of language are not merely grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Based on the explanations above, it can be concluded that the characteristics of the Communicative Approach are much more practical. Providing the authentic materials and dividing students in small groups are two following characteristics of communicative approach. It can be pointed out that the process of achieving teaching learning objectives includes the use of language for various communicative activities among students with authentic materials.

In short, the term 'Communicative' is the main point as one of the characteristics of language teaching, Communicative is directed to the language function as a means of communication. The most characteristic feature of Communicative Approach is to pay systematic attention to functional as well as structural aspects of language.

2.3.3 The Principles of Communicative Approach

In a language teaching, which uses communicative approach, Bikram in Sulistyo (1997:49) claims that some principles of communicative approach which should be considered, are: (1) the existence of communicative exercise; (2) the existence of communicative competence; (3) underlies national syllabus; (4)

course instruction on need analysis; and (5) meaning focus activity and prediction of language.

According to Morrow (1981:60-65), there are five principles of the communicative approach, *Firstly*, know what you are doing, students are given meaningful task in which the natural state of using a language appears. Students actually understand what they have to do and the target of activity. *Secondly*, the whole is more than the sum of the parts. It means that to teach English skill, we must involve all language components such as structure, pronunciation, and vocabulary as a whole. *Thirdly*, the processes are as important as the forms, communications happens when there is an information gap, and a speaker has a choice of what he will say and how he will say it. Then, a listener will response him as a feedback, so an information gap, choice and feedback are important processes in communication. *Fourthly*, to learn it to do it, students must be responsible for their learning and develop a greater control over language in making choices, evaluating feedback and bringing the information gap, and *the last* is mistakes are not always mistakes, We should not expect that students are able to produce correct language. They make mistake during teaching learning process. Teacher should not be too critical of their error, because too much critics will destroy their confidence to learn the language.

In brief, in the teaching learning process, in which communicative approach is applied, students are expected to interact primarily with each other and learn in an interdependent way. The students are actively engaged in negotiating meaning and trying to make themselves understandable even when their knowledge of target language is incomplete; they learn to communicate by communicating (Freeman-Larsen, 1986:16). The running of the language class is dominated by the students. They have to use the target language in every situation during the activities are progressing.

2.3.4 The Roles of the Teacher in Communicative Approach

In Communicative Approach, teacher's role is different from the learners' in the teaching learning process. Breen and Candlin (in Richards and Rogers,

1986:77) say that a teacher has two main roles. The first is to facilitate the communication process between all participants in the classroom an various activities. While the second is to act as an independent participant within the language teaching group. Meanwhile, Littlewood (1995:131) states that the roles of teachers in communicative approach are (a) as an organizer, to organize the material; (b) as a motivator, to motivate students to communicate each other; (c) as a facilitator, to make and give facilities, such as teaching instrument, worksheet; (d) as an observer, to observe students' serious error and problem in communicating to one another, and (e) as a evaluator, to evaluate the students capability in mastering the subject. From those descriptions, it can be inferred that the teacher's role in Communicative Approach is to support students exposing themselves using the target language during teaching learning process.

Based on explanation above, the researcher will observe these teacher's roles as well as the procedures in presenting the vocabulary materials during the teaching learning process.

2.3.5 The Roles of the Students in Communicative Approach

Along with the teacher's role in communicative approach, Richard and Rogers (1986:23) also confirm that, in general, the learners' roles in an individualized approach to language learning are (a) learners plan their own learning program and thus ultimately assumed responsibility for what they do in the classroom; (b) learners monitor and evaluate their own progress; (c) learners are members of a group and learn by interesting with others; (d) learners tutor other learners, and (e) learners learn from teacher, other students and from other teaching source. From those consideration, it is concluded that the students are expected to interact primarily with each other in an interdependent way.

2.3.5 The Advantages of Applying the Communicative Approach in Language Learning.

In accordance with Littlewood's opinion (1995:94), there are many reasons recommended to use Communicative Approach in language learning.

Communicative Approach consists of a number of important aspects of the activities. *Firstly,* the teacher's role in the learning process is recognized as less dominant. More emphasis is given on the learner's contribution through independent learning, *Secondly,* communicative interaction gives learners more opportunities to express their own ideas in the classroom. *Thirdly,* these points are reinforced by the larger number of activities where the class is divided into groups of pairs, which interact independently of the teacher. *Fourthly,* the emphasis on communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners, and *the last,* learners are not being constantly corrected. Errors are regarded with greater tolerance, as a completely normal phenomenon in the development of communicative skills.

Finally, the researcher chooses the Communicative Approach because of those considerations mentioned above. In addition, Communicative Approach is an approach that should be used at secondary schools (Junior and Senior High School). Because, it is recommended in junior and senior high school curriculum. In English Local content curriculum for elementary school also suggests this approach. Moreover, the researcher tries to adopt in Elementary School. This idea is supported by Richards and Rodgers (2000:80) that Communicative Approach can be applied to the teaching of any skills, at any level, and because of the wide variety of classroom activities and exercise types can be applied in teaching learning process.

2.4 Developing a Model of Teaching

Budd and Wright (1992:208) define that the model of teaching English is a plan (framework) of questions concerning with the decisions which need to be made in classroom language learning containing of instructional activities like alternative procedures, alternative activities, alternative task etc. The instructional activities in teaching learning process are developed by four elements: *The first* is decisions for classroom language learning, relating to participation, procedure and subject matter. *The second* is alternatives working procedures and particular

content syllabus of the classroom group. In this element what alternatives working procedures to be chosen and agreed upon as the working contract, and what decisions to be achieved and why. *The third* is alternative activities. In this stage, the selection of appropriate activity based on the decisions made in elements 1 & 2. The last element is alternative task, what task is to be selected and undertaken for the achievement of the chosen activities. The actual teaching learning works within the class based on the achievements and difficulties from activities, evaluation related to initial decisions are made. The process is shown in Figure 1:

Figure 1. A Model of Teaching Design

Level 1	Decisions for classroom language learning
Level 2	Alternative working procedures — Particular content syllabus of the classroom group
Level 3	Alternative Activities
Level 4	Alternatives Tasks
	On-going evaluation of tasks, Activities, Procedures and Contents
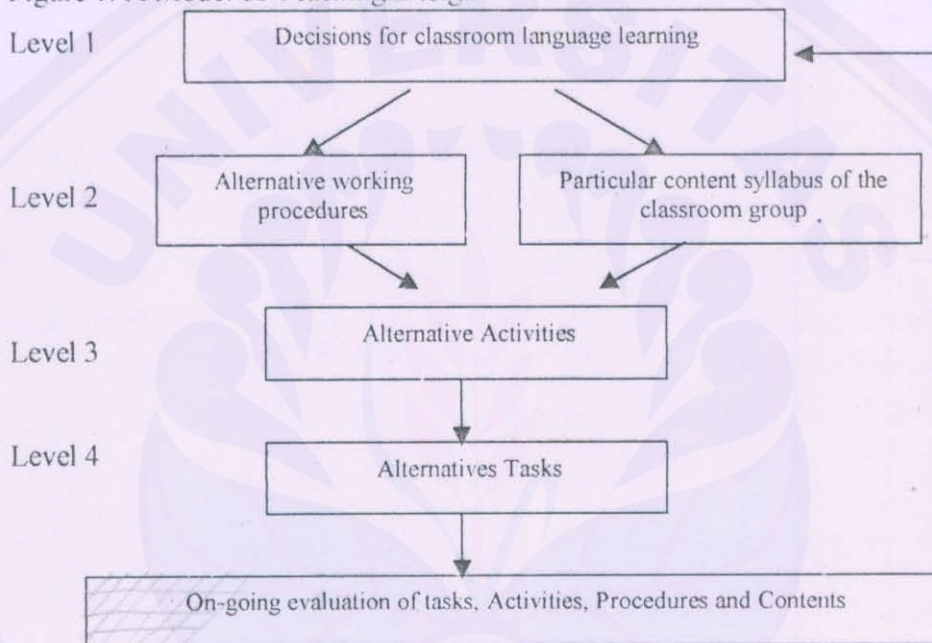
(Adapted from Breen and Candlin, 'Contemporary paradigms in syllabus design'. Language Teaching 20: 2-3)

2.5 The Model of Vocabulary Teaching in MI Manbaul Ulum Mojopurogede Bungah Gresik.

From the preliminary study, it is known that the model of English vocabulary teaching in MI Manbaul Ulum Mojopurogede Bungah Gresik used structured-based book. The English teacher taught the students based on the materials state in the books. The English teacher gave some new vocabularies by writing them on

the black board and sometimes the teachers use real things that brought in the classroom, than gave the meaning of them one by one, while the students just listened to his explanation. Furthermore, the students were asked to memorize the meaning of all new vocabularies. The use of English was still limited. The learners gave their passive response. They didn't ask any new vocabularies or expression since no stimulant on the lesson. Some of them talk to their friends. The teaching learning process was dominated by the teacher.

In conclusion, the model of vocabulary teaching in MI Manbaul Ulum Mojopurogede Bungah Gresik using structure-based book. The application of this model was less suitable with the situation of an ideal teaching learning process. In ideal teaching learning process, the learners should be active and dominate most of the time and the teacher's role act as a facilitator. Therefore, this research tries to develop a model of teaching English vocabulary that is expected to be able to enlive a teaching learning process in the class, which then stimulates the students to become more active language learners.

III. RESEARCH METHODOLOGY

This chapter presents the research design, the area determination method, the research respondent, the data collection method, and data analysis method

3.1 Research Design

Research design is a planning for doing a research. This research belongs to a developmental research design. Suryabrata (1998:21) points out that a developmental research is a research that has purposes to observe a system that will be used before developing a new system. In this research, the researcher developed a model of teaching English vocabulary for the fourth year students at MI Manbaul Ulum Mojopurogede Bungah Gresik using Communicative Approach. The result of this research was implemented in writing a manual book for the English teacher as a guideline for him to teach English for elementary school students.

The procedure of developing a model of teaching in this research is as a product of the collaboration between a Model of teaching design shown in the Figure 1. (page 21) and it also includes the procedure of teaching English using Communicative Approach. The model of teaching deals with the instructional activities consists of the following alternative activities, tasks, strategies, methods, and evaluation.

The instructional activities in a teaching learning process was developed by some activities. *The first* was determining the general objective and the approach that was used. The approach of this model was Communicative Approach, and the general objective was students be able to master/achieve/understand the new vocabularies based on topic well. *The second* was determining the students or the learners. In this research, the students were the fourth year students of MI Manbaul Ulum Mojopurogede Bungah Gresik. *The third* was doing analysis of students' interest and needs from Local Content Curriculum and interview with the teacher. Therefore, it could help to determine the method that was suitable with the students' interests and needs. *The fourth* was

determining the specific objectives. This process was depend on the result of the students' interests and needs. *The fifth* was determining the method that was used. This process was also depend on the result of the students' interests and needs. *The sixth* was the main process of the developing a model of teaching. In this step, the alternatives activities, task, evaluation and strategies based on Communicative Approach was decided. *The seventh* was trying out the model of teaching, which have been developed. The teacher applied the try out while the researcher observed the process of try out. *The next* was a revision. It was handled by evaluating the design and the specific objectives. *The last* was the final model, It was compared with the design (the alternatives activities, task, evaluation and strategies), specific objectives, and the approach whether it was appropriate or not. In brief, the procedures of developing a model of teaching English vocabulary using Communicative Approach in this research can be drawn in the Figure 2 below:
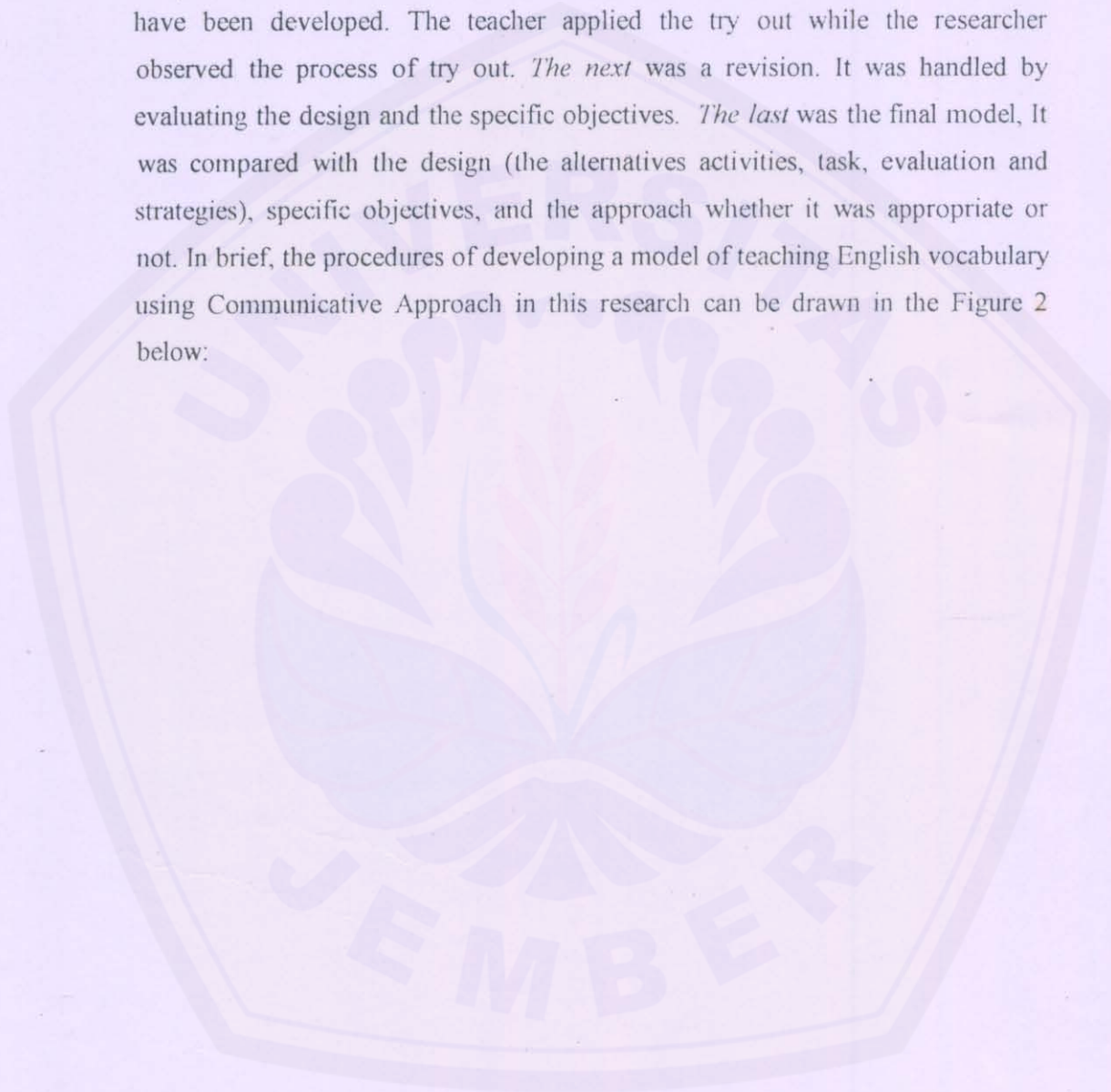
Figure 2. The procedure of developing a model of teaching English vocabulary using Communicative Approach.

Notes:

→ = Activity sequence
- - → = Evaluation
- · - · → = Comparation
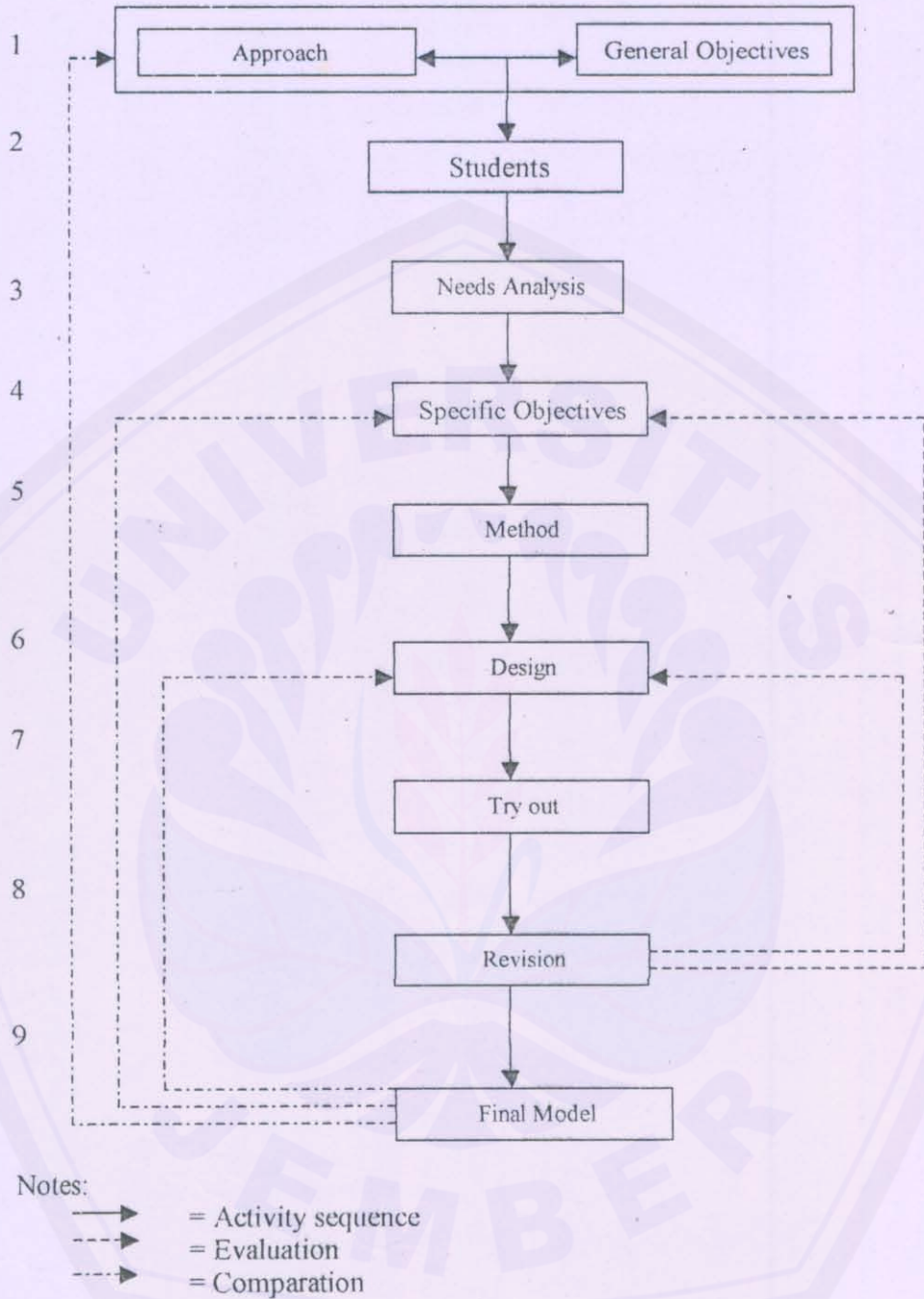
(Adopted from Breen 'Contemporary paradigms in syllabus design'. *Language Teaching*, 1987:2-3 and Nunan, 'Framework Teaching Approach'. *Language Learning and Teaching*, 1992:246)

The whole procedures that was used in this research was the one proposed by Nawawi and Martini (1992:215-221). They state the procedures as a fundamental step in conducting a developmental research. The steps of the procedures are as follow:

a. formulating the problem;

b. formulating the research paradigm, which covers scientific paradigm that is stated from the literature review;

c. formulating the procedure of development;

d. stating the data resources and research area;

e. collecting data;

f. analyzing the data;

g. making a report

3.2 Area Determination Method

This research was conducted at MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003. To be more specific, it concerns with the students of the fourth grade. In determining this research area, a purposive method was applied with the following considerations:

a. the fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik is taught the English subject in the first time. Therefore, they need an interesting experience about studying English which can grow their interest and motivation to learn English;

b. based on the students' need and interest of MI Manbaul Ulum showed that they interested in playing games. This model was rarely done by the teacher. Because the teacher found difficulties in developing a model of teaching using games. Therefore, this research tried to develop a model of teaching that hopefully helped the teacher to conduct teaching learning process using games; and

c. it is possible to get permission to conduct the research at that school.

3.3 Research Respondent

The respondents of this research were the English teacher and the fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik. The total number of the respondents is 43, 1 teacher and 42 students (16 males and 26 females).

3.4 Data Collection Method

In this research, there was three kinds of data collection methods employed. They was interview, documentation, and observation.

3.4.1 Interview

Interview is a purposeful conversation, usually between two people but sometimes involving more (Nasution, 1996:72). Furthermore, he says that there are three kinds of interview, namely; structured interview, unstructured interview, and semi-structured interview.

Structured interview is an interview in which the interviewer carries out the interview by using a set of questions arranged in advance while unstructured interview is an interview in which the interviewer carries out the interview freely without systematic plan of questions. Then, semi-structured interview means an interview in which the interviewer uses a set of questions and the questions can be developed to obtain further specific information.

In this research, semi structured interview was used in order that the data gained can be controlled and not too broad. The semi-structured interview was conducted with the English teacher.

The data that was gained from the teacher who hopefully provides information about students' needs and interests and also about the implementation of teaching learning process have been done. The interview guides for the English teacher is provided in Appendix 2.

3.4.2 Observation

The observation which was held by using a direct observation. The observation covers the researcher's activities in observing the English teaching

learning process in MI Manbaul Ulum Mojopurogede Bungah Gresik fourth-year students and also the school facilities. The observation was conducted four times. The two was conducted before developing a model of teaching (a manual book) while the rest was conducted when administering try out of the model. The brief description of the observation schedule can be seen in the following table.

Table 2. The Research Observation Schedule.

Number	Date/Time	Topic
1	Tuesday, 24 September 2002 / 12.45- 02.05 pm	Animal (before developing the model)
2	Tuesday, 8 October 2002 / 12.45- 02.05 pm.	Pet (before developing the model)
3	Tuesday, 22 October 2002 / 12.45- 02.05 pm.	Part of the body (trying out the model)
4	Tuesday, 29 October 2002 / 12.45- 02.05 pm.	Part of the head (trying out the model)

The guide of the observation can be seen in Appendix 3.

3.4.3. Documentation

Documentation in this research was used to gain the data about the school location, school facilities, list of the students name, and curriculum record. The guide for documentation needed in this research is presented in Appendix 4.

The details of the data collection methods in this research are illustrated into type and techniques as mentioned in the following table.

Table 3. Applied Methods and Instruments of Data Collection

No	Methods	Types	Instruments	Source
1	Interview	semi-structured	☞ Tape-recording ☞ Note-taking	☞ Teacher

2	Observation	direct observation	☞ Field-noted taking ☞ Observation guide	☞ Teaching learning process ☞ The school facilities
3	Documentation		☞ Note-taking ☞ Photocopying	☞ the school location ☞ the school facilities ☞ the list of the students name

3.5 Data Analysis Method

In analyzing the data, a non-statistical method was applied in this research. The research apply descriptive-qualitative analysis that based on the data obtained from the interview, observation, and documentation. The obtained data were transcribed. The transcripts described the result of interview and observation. Besides that the document report was also be included.

Furthermore, in order to get a credible research, it is considerably needed to analyze the data accurately. The accurate analysis could be done by applying triangulation. The triangulation is the cross check of the findings to get the accuracy of the findings by trying out the model. The teacher applied the try out while the researcher observed the process of try out

IV. RESULT, ANALYSIS, AND DISCUSSION

This chapter discusses the results of this research on Developing the model of teaching English vocabulary using Communicative Approach for the fourth-year students at MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003 and the discussion on such results by referring back to the review of related literature on Chapter II.

4.1. Results and Analysis

The research which was conducted on 22 September-8 October 2002 and 22-29 October 2002 at MI Manbaul Ulum Mojopurogede Bungah Gresik has revealed some results. The data of this research were gathered by documentation, interview and observation.

4.1.1 The Results of Documentation

The data obtained from the documentation dealt with the names of the research respondents, the personnel of Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik, the school facilities of Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik, and the elementary school curriculum record.

a. *The names of the research respondents*

There was one class of the fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003. The class consists of 42 students, 16 male and 26 female. Therefore, the total number of the respondents is 43, 42 students and 1 teacher. The list of respondents' names is included in Appendix 7.

b. *The personnel of MI Manbaul Ulum Mojopurogede Bungah Gresik*

The number personnel of MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003 were 21 persons (14 Male and 7 female). The complete data listed in the Appendix 6.

c. *The School Facilities of MI Manbaul Ulum Mojopurogede Bungah Gresik*

MI Manbaul ulum Mojopurogede Bungah Gresik has some facilities for the students. They are 15 rooms of theory/skill practice, 3 teachers' room, 1 Mosque, 2 bathrooms and 1 canteen. The condition of the rooms is good. Thus, the teaching learning process can run well. The school facilities are also used by Madrasah Tsanawiyah and Madrasah Aliyah Manbaul Ulum. To be more specific, Madrasah Tsanawiyah and Madrasah Aliyah Manbaul Ulum use the facilities in the morning while Madrasah Ibtidaiyah Manbaul Ulum uses it in the afternoon. The detail information is listed in the Appendix 5.

d. *The Curriculum Record.*

As discussed before, one of the documents in this research was the elementary school English curriculum. Based on the curriculum, it is known that the purpose of teaching English to elementary school is introduce the language for them. In addition, the curriculum also show that teaching learning process in elementary school should be interesting for the students and suitable with the students' needs. Elementary school students need to play and active in teaching learning process, and the students need to practice the language, so, the model of teaching learning process should be able to make the students active.

4.1.2 The Results of Interview

The interview was conducted on September 23rd 2002 at MI Manbaul Ulum and this was done with the fourth year teacher at the school. The interview was done to get the data about students' interests, needs, and about the implementation of English teaching learning process has been done. Between the two English teachers of Madrasah Ibtidaiyah Manbaul Ulum, only the one who taught the fourth-year students was taken as the interviewee. This interview was conducted based on the interview guide written in Appendix 2.

The brief descriptions of the results of the interview are as follows:

a. Teaching English to elementary school is very important. It is indicated by the requirement of English competence in selecting office new staff. Therefore, it

is very reasonable, if the teaching English is started from elementary school. Because,

b. At MI Manbaul Ulum, English has been taught since 2000/2001 academic years as local content, started from the fourth-year. Yet, in the academic year 2002/2003 English is started from the first-year. Therefore, the fourth-year students at MI Manbaul ulum in the academic year 2002/2003 get English in the first time.

c. The fourth-year students at MI Manbaul Ulum did not take English course outside their school. It can be seen from the condition of the society. The students live in village society. Therefore, taking English course is not commonplace.

d. The teacher uses textbook published by PT Sinar Wijaya (Bahasa Inggris untuk SD) Jilid I for grade four.

e. The model of English vocabulary teaching in MI Manbaul Ulum Mojopurogede Bungah Gresik was used structured-based book. The teacher taught the students based on the materials stated in the books. The teacher gave some new vocabularies by writing them in the black board and sometimes the teacher used real things that are found in the classroom, then gives the meaning in Indonesian of the vocabulary one by one, while the students just listen to his explanation.

f. The teacher rarely taught the students using games or sing a song and never using story telling. Because, the games or songs are rarely found in the textbook and the story telling is never used, because of the fourth-year students are too young.

g. The teacher taught the games based on the textbook's instructions and teaches the song by writing the song in the black board and pronounced the vocabulary, the students repeated the teacher's pronunciation. Thus, the teacher sang the song line by line and the students sang the song as their teacher.

h. The students' needs and interests was found in this interview. The Elementary students did not know what they actually need. They just knew that they had to join in English lesson. They need to have interesting experiences in learning

English, because, they learn English in the first time. Secondly, the students need to play in the process of learning. Thirdly, the students need to practice the language, and the last the students are more interested in playing games rather than singing a song.

i. The teacher said that Communicative Approach was an approach that made the communicative class. He knew from the course that was handled by the Diknas. In using Communicative Approach, the teacher was still confused to make students active.

The detail information is typed in appendix 2b.

4.1.3 The Results of Observation

The observation was conducted in order to get data about teaching learning process that have been done and the process of trying out the model. It was done four times that was divided into two times before developing the model and two times when trying out the model.

4.1.3.1 The Observation Conducted before Developing the Model

The observations were conducted on Tuesday, 24 September and 8 October 2002. The observations were done on two indicators, namely the teacher's role and the learner's role. The observations were done on the basis on the guidelines of a checklist that is shown on Appendix 3a.

a. *The Observation Conducted on Tuesday, 24 September 2002*

The results of the first observation, which was conducted before developing the model, are as follows:

1. Set Induction.

In warming up, the teacher corrected the students' homework. The teacher gave punishment to the students who did not do the homework by tweaking of their ear. The correction was done by asking some students to answer the questions that was stated in the homework. This activity was done for about 20 minutes. This style made the students feel afraid joining in English lesson. (Did not motivate the students).

To attract the students' attention to the new topic, the teacher just told about the topic that would be discussed. He said " *Now, we will discuss about animals. Do you know animals?*" The students said *"no, sir,"* The teacher said *"animal adalah binatang, jadi topik kita hari ini adalah masalah binatang"*. This style did not make the students interested to the topic. Consequently, some students in the back of the class talked with his/her friend. The teacher did not state the teaching objectives.

2. Explanation

The teacher explained the topic used structure-based book. He used grammar translation method. He dominated the teaching learning process. This style made the students passive. He showed some vocabularies and their Indonesian meaning. The explanation is shorted of examples.

3. Asking Question

The teacher rarely asked the students. Concequently, as a result the students talked with the other friend. The teacher asked the students to answer the task. After that he got out from the class (there is one class, the teacher was absent)

4. Stimulus Variation

The teacher did not varied his movement; he just sat down in front of the class. He did not move to the back of the class. Therefore, the teacher's attention focused to the students that sat down in front of the class.

5. Reinforcement

The verbal reinforcement was rarely done by the teacher. The teacher said "Good" only twice during the teaching process. The non-verbal reinforcement did not do by the teacher

6. Classroom Management

The attention and the responsibility delegation did not distributed evenly.

7. Closure

The teacher did not review the material. The teacher did not evaluate the students' capability in mastering the vocabulary in animal theme. He only gave homework to the students.

To sum up, in the first observation, the teacher's role in doing some teaching skills did not appropriate with the principles of communicative approach (organizer, motivator, facilitator, observer, and evaluator)

b. *The Observation Conducted on Tuesday, 24 September 2002*

The results of the second observation conducted before developing the model are as follows:

1. Set Induction.

   In warming up, the teacher asked the students collected their homework. After that, the teacher asked the students *'what theme that we have discussed last week'* some students answer *'Animal, sir.* The teacher asked, *"Could you please mention, kind of animals'* the students just silent. The teacher translated to Indonesian language. Thus, the teacher told about the topic that will be discussed. He said, *" Now, we will discuss about pet. Do you know pet?"* The students said *"no, sir,"* The teacher said *"pet adalah binatang peliharaan, jadi topik kita hari ini adalah masalah binatang peliharaan".*

   In attracting the students' attention to the new topic, the teacher point cat (there was a cat entered into the class). *"Cat is kind of pet".* The students laughed. All of the students looked at the cat.

2. Explanation

   The teacher explained the topic usin grammar translation method. He dominated the teaching learning process. This style made the students passive. He showed some vocabularies and their Indonesian meaning. The explanation be shorted of examples. He gave illustration/example for about third times. *Ati' has two cows. Cow is kind of pet. Irfan has three birds. Bird is kind of pet. I have some chickens. Chicken is kind of pet.*

3. Asking Question

   The teacher asked "Do you have pet, Ati'/ Irvan/ Toni? The Question did not distribute evenly. Therefore, the students talked with the other friend.

4. Stimulus Variation

The teacher did not do the variation of the movement, he just sat down in front of the class. He rarely moved to the back of the class. The method and the techniques were used by the teacher was monotonous.

5. Reinforcement

The verbal reinforcement was rarely done by the teacher. The teacher said "Good" or "pinter" only six times during the teaching learning process. The non-verbal reinforcement was not done by the teacher

6. Classroom Management

The attention and the responsibility delegation were not distributed evenly.

7. Closure

The teacher reviewed the material by mentioning some vocabularies were shown before. The teacher did not evaluate the students' capability of mastering the vocabulary in pet theme. He only gave homework to the students.

To sum up, in the second observation, the teacher's role in doing some teaching skills did not appropriate with the principles of communicative approach (organizer, motivator, facilitator, observer, and evaluator)

In conclusion, the result of the observations, which were conducted before developing the model showed that the teacher did not do all the teacher's role stated in communicative approach: as organizer, motivator, facilitator, observer, and evaluator. In the teaching learning process, the teacher did not motivate the students to communicate each other. Whereas, the teacher acted as a manager of the class and dominated the teaching learning process most of the time. In this case, the learners gave their passive response, since the learners just did the exercise on the blackboard. They did not ask any new vocabularies or expressions since there was no stimulant that encouraged them to do so. Moreover, the learners seemed not to concentrate on the given exercise. Some of them talk to their friends, surely about other topics. Even, some of them did not do the exercise/teacher instruction but they just copy the answers from their friends. Though the teacher had asked them to answer the exercise scrambledly. Some

learners seemed to be willing to do the task. Some others seemed to hesitate to do it and asked their friends' help to answer it. The teacher also did not observe students' serious error and problem in communicating to one another. If the students make a mistake in communicating each other, the teacher just silent. In more details, the results of the observation, which was conducted before developing the model, can be seen in appendixes 3b and 3c.

4.1.3.2 The Observation Conducted When Trying Out the Model

The observations were conducted on Tuesday, 22 and 29 October 2002. The observation was focused on two indicators, namely the teacher's role and the learner's role. The observation was done based on a checklist, which is shown on Appendix 3a.

a. The Observation Conducted on Tuesday, 22 October 2002

The result of the observation was conducted when the first trying out were as follows:

1. Set Induction.

   In warming up, the teacher asked the students whether there was homework or not. The students did not have homework. The teacher continues attracted the students' attention to the new topic by giving leading questions. For example: What the part of the body that has two holds and has function to breath? (Showing Picture of nose)

2. Explanation

   The teacher asked one student came forward. He pointed some parts of the head and asked all of students answered what the name of those parts. He wrote the 14 new vocabularies about part of the head in the black board. He pronounced the vocabularies and got the class repeat his pronunciation. He drawn a picture showed what the word means. The Last is gave examples/illustrations using the new vocabulary in a sentence. The teacher's role presented the material about part of the body was good. Although, the method used was not appropriate with the students (direct-method)

3. Asking Question

   The teacher asked some students to attract the students' attention. The questions were distributed evenly.

4. Stimulus Variation

   The teacher variated his movement, he walked around the class when the process was going on. The teacher made variation in teaching learning process. There are two kinds of activities, guessing picture and guessing sentences. This variation made the students gave attention in teaching learning process.

5. Reinforcement

   The verbal and non-verbal reinforcement was given by the teacher. The teacher said "Good", "well done", "well" and touched the students in gave reinforcement.

6. Classroom Management

   The distribution of the attention and the responsibility delegation were done evenly.

7. Closure

   The teacher reviewed the material, he teacher gave the oral evaluation by asking some questions to the students, he also gave homework, and the last was parting

b. *The Observation Conducted on Tuesday, 29 October 2002*

   The result of the observation was conducted when the second trying out were as follows:

1. Set Induction.

   In apperception, the teacher asked the students whether there is homework or not. The students had homework. The teacher asked the students collected the homework The teacher continue attracted the students attention to the new topic by giving leading questions.

2. Explanation

   The teacher asked two students came forward. One student was short and fat and one student was thin and tall. He made some sentences told about the

condition of two students and under line the vocabulary of adjectives. He wrote the 11 new vocabularies of nouns about part of the body and 5 vocabularies of adjectives in the black board. He pronounced the vocabularies and the students repeated the teacher's pronunciation. He drown a picture showed what the word means. The last is he gave examples/illustrations using the new vocabulary in a sentence. The teacher's role presented the material was good. The communication between the teacher and the students run well.

3. Asking Question

The teacher asked some students in attracted students' attention. The questions were distributed evenly.

4. Stimulus Variation

The teacher did the variation of the movement, he walked around the class when the process going on. The teacher made variation in teaching learning process. There are two kinds of activities, miming games, and singing a song. This variation made the students gave attention in teaching learning process.

5. Reinforcement

The verbal and non-verbal reinforcement was done by the teacher. The teacher said "Good", "well done", "well" and did touch.

6. Classroom Management

The distribution of the attention and the responsibility delegation did evenly.

7. Closure

The teacher reviewed the material, he teacher gave the oral evaluation by asking some questions to the students, he also gave homework, and the last was parting

In brief, the result of the observations were conducted when trying out the model were as follows:

1. The Teachers' Roles

The teacher did all of the teachers' roles in communicative approach (as organizer, motivator, facilitator, observer, and evaluator). The teacher organized the material; He motivated students to communicate each other, so, the students active in teaching learning process, the class alive; He made and

gave facilities, such as teaching instrument, worksheet; He observed students' serious error and problem in communicating one another, although, did not maximal and he evaluated the students' capability of mastering the subject.

2. *The Learners' Roles*

2.a The learners responded so actively on the teaching learning process, thus the class atmosphere was alive and exiting. It was obviously seen by the learners' query on the new-interesting words and expression to be used in their learning process. It was surely good phenomenon since it would enrich their vocabulary and they would get new useful expression to be used in their daily English.

2.b The learners seemed fully to concentrate on the activities in teaching learning process. It was simply proven by the absence of the noisy students talking about other gossips.

2.c The learners looked interesting in doing the teacher's interaction, as well. It was shown by their enthusiasm and willingness in accomplishing the given task.

In more details, the results of the observations were conducted before developing the model can be seen in appendixes 3d and 3e about field note of observation.

4.2   Developing a Model of Teaching English Vocabulary

As in any involved undertaking, the total job of planning a model of teaching needs to be broken down into systematic steps to assure orderly thinking, to make possible a systematic study of the elements that composes such a plan, and to provide for a precise and careful study and application of the relevant principles and facts. In other words, this research applied a methodology in the development of a model of teaching English Vocabularies. Consisting some steps that were used. The descriptions of the steps are elaborated as follows:

Step One: Determining the Approach and the General Objectives

The approach that was used in this research was communicative approach. The communicative approach was used because the researcher adopted the approach in elementary school students with some considerations that was showed in the chapter II. The general objective is determined based on the East Java local content curriculum, in which each unit has different general objectives.

Step Two: Determining the Students/the Learners

In this research, the students were the fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik. They were chosen because of some following considerations: Firstly, the fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik is taught the English subject for the first time. Therefore, they need an interesting experience about studying English, which can grow their interest and motivation to learn English. Secondly, it is possible to get permission to conduct the research at that school.

Step Three: Analyzing Students' Interests and Needs

In this step, the researcher tried to find what the students' know and do and what they need to learn or to do and what they are interested in. This analysis involved seeking and interpreting information about students' needs and interests, which were found from the curriculum record and interviewed with the teacher.

The information, which was found from the curriculum record, showed that the elementary school students' interest deals with willingness to do activities or things without any force. There were some activities that made the students interested in learning process. The activities were games, miming, sing a song, writing, storytelling, and labelling with the picture. The Second was about students' needs. The students need to be active, need to contact and interact to others, need to be accepted by their friend, their teacher, and others.

The information from the interview with the English teacher showed that:

a. The fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik learn English for the first time. Actually, the students do not know

the importance of learning English. They only know that they should be learned English. The important thing is how to introduce something new as interesting as possible, so that they will be interested in learning English.

b. The age of fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik are around 9-10 years. Meaning, they are children. They are interested in playing. They are less interested in serious thing like doing exercise, whereas, it needs model of learning that can attract them to play together.

c. English as a foreign language for the students. They seldom practice their English in daily live. They only know the use of English from watching English film or listening English songs, but, they do not know the use of English in daily live. They are not inhabbit speaking English in daily conversation.

d. The fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik are more interested in playing games rather than singing a song.

Based on that information above, it can be concluded that, firstly, the students need to have interesting experiences in learning English. Because, they learn English in the first time. Secondly, the students need to play in the process of learning. Thirdly, the students need to practice the language, and the last the students more interested in playing games rather than singing a song.

Step Four: Formulating the Specific Objectives

The analysis of students' interests and needs above have provided clues as to which objectives or which aspects of them to emphasize. A model of teaching is likely to generate richer learning if the areas of objectives for it are comprehensive and include some materials on each of the following

a. Concepts or idea to be learned

b. Attitudes, sensitivities, and feeling to be developed

a. Ways of thinking to be reinforced

b. Habits and skills to be mastered

A comprehensive set of objectives is likely to help extend both the content and the learning activities and to point attention to need for devising learning activities which are capable of carrying multiple objectives. At the same time, some selection and specification are needed in each category by indicating which particular knowledge or concept, what particular aspects of thinking, which particular attitudes or skills need to be and can be cultivated in a particular group at a particular level in connection with a particular content.

The task at this point is to translate the general objectives into specific objectives in the light of what the unit encompasses and what the analysis of needs indicates. In doing this, special attention should be given to the cumulative progression in the level of behaviors indicated in the objectives.

Step Five: Determining the Method

After analysis students' needs, and interests and a tentative projection of specific objectives, it is possible to tackle the problem of selecting methods. Both the analysis of students' needs and interests and the statement of specific objectives have provided a preliminary guide to suggest the lines of emphasis. Usually, the development a model of teaching also takes place within some methods that appropriate with the students' characteristics, needs, and interest. In this case, the students are the fourth-year students of MI Manbaul Ulum Mojopurogede Bungah Gresik. The age of this level for about 9-10 years. This level was included as young learners. The alternatives methods are Total Physical Response, Direct Method, and Grammar Translation Method. The Methods translate into some techniques like games, miming, labeling and song.

Step Six: Developing a Model of Teaching

In this step, the researcher decided the manual book that can be used as a guideline for the teacher to teach English. The manual book consists of some elements:

a. *Unit title page*

Each unit starts with a unit title page that contains the title of the unit, a large illustration or photograph that is suggestive of the content of the unit and brief general objectives.

Naturally, this page is a good place to start the study of a new unit. The teacher should look at the title of the unit with the students and make sure they understand what it means.

b. *Previewing the unit*

In this element, the teacher introduces the unit by showing a picture or real thing and attempt to relate it to the title. One way to start each unit is to teach vocabulary set that is relevant to the title and theme of the unit.

c. *Presenting the unit*

This element is about some strategies to present vocabulary. The teacher can choose the most useful strategies, which are suitable with her/him.

d. *The alternative activities*

This element is about some communicative activities/methods that can be applied in teaching learning process. It is consists some procedures to apply the activities/methods, and the examples.

e. *The alternative evaluation*

In the end of this teacher's manual book, there was an evaluation. The purpose of giving the students evaluation is to simulate closely what the students have already learned. It is hoped that the students do not just know a set of vocabulary one day and never have to think about it again. Instead, they are expected to know, remember what they have known, and be able to demonstrate their understanding of some vocabularies under test conditions. The types of evaluation are; complete the missing letter, re-arrange the letters and sentences, and match the vocabulary with the picture.

Step Seven: Trying Out The Model

The try out was done by the teacher. He implemented the model in teaching learning process and the researcher observed the try out implementation. In the first try out, the teacher felt that he had some difficulties in implementing the model. The first was about the method. The students could not understand the teacher's interactions. Because the teacher used the direct method. Therefore, the communication between teacher and students could not run smoothly. The second is the teacher's roles. He could not act the teachers' roles, especially teacher as motivator. The teacher could not motivate the students to communicate/to be active in teaching learning process. The teacher just focused on how to present vocabulary. Therefore, the communicative activity offered could not be implemented maximally. The second try out was done better than the first try out. The teacher did all of the teachers' roles in communicative approach (as organizer, motivator, facilitator, observer, and evaluator). The teacher organized the material; He motivated students to communicate each other, so, the students active in teaching learning process, the class was alive; He made and gave facilities, such as teaching instrument, worksheet; He observed students' serious error and problem in communicating to one another, although, did not maximal and he evaluated the students' capability of mastering the subject. The model was implemented maximally. The teacher did the teachers' roles and the students had an active role. The class was alive.

Step Eight: Revision

After trying out, the next step was to revise the model. The point to be revised was about presenting vocabulary. In the first model, there were seven strategies that were taken as follows:

1. Saying the word clearly and writing it on the board
2. Getting the class to repeat the word in chorus
3. Translating the word into students' own language
4. Asking students to translate the word
5. Drawing a picture to show what the word means

6. Making sentences by using the new words given before
7. Asking questions using the new word

The third and fourth strategies were not appropriate with the principles of communicative approach. In teaching learning process using communicative approach, learners are asked to use the target language in meaningful and purposeful ways. Actually, the fourth-year students of elementary school could not use the target language in all of teaching learning process. Yet, the presentation of materials should be focused how used the target language. The presentation could be done by giving some illustration/example using the new words. The teacher's instruction could be translated into Indonesian.

The second revision was about the method. In the first try out the method was used direct method. In reality, this method did not appropriate with the fourth-year students at MI Manbaul Ulum. By using direct-method the teaching learning process could not run well because the communication between the teacher and the students was obstructed.

The third revision was about the form. In the first form, one unit consists of one previewing the unit, one presenting the unit and one the alternatives activities. This form made the teacher felt confused because the unit consists of two chapters. Therefore, the form had been revised. Every chapter had previewing the unit, presenting the unit and the alternative activities.

4.3   Discussion

The study on the question 'How is a suitable model of teaching English vocabulary using Communicative Approach for the fourth-year students at MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002/2003 developed?' will considerably invite a deep discussion on two perspectives: analysis of students' needs and interests and a model of teaching have been done.

The first perspective is analysis of students' needs and interests. Concerning with the students' interest, from the teachers' perspective, he said that the students more interested in doing such kind of playing games rather than singing a song. The problem was the games did not state in the book. The teacher

got difficulties in develops such kind of games. The findings were in line with Halliwell's (1992:3) statement, there are some activities that make the students interested in teaching learning process. They are games, miming, writing, storytelling, and labeling with pictures.

Dealing with the students' needs, the teacher said that the Elementary students do not know what they actually need. They just know that they have to join in English lesson. On the other hand, they need to have interesting experiences in learning English, because they learn English for the first time. Secondly, the students need to play in the process of learning. As stated in chapter II, Petersen (1964:94) confirms that there are three basic needs of children. *The first* is physiological needs. Most children have excessive need for exercise and activity. *The second* is social needs. They need contact and interaction to others. *The last* is emotional needs. They need of love, need to be accepted by their peers, their teacher, and others also need to experience the thrill of achievement, need to feel adequate to the task that confront the inner satisfaction that comes from having done and job well.

To sum up, from the perspective of analysis of students' needs and interests, it can be concluded that the fourth year students of MI Manbaul Ulum in joining the English lesson need to have relaxed learning environment that gave nice experience in which they played and learned together. The favorite learning activity was playing games.

The second was the perspective of a model of teaching English have been done. There was many point should be explored such as: the approach, the general objective, the specific objective, the activities, the materials, and the evaluation.

Concerning with the approach, it was found that the English teaching learning process have been done at MI Manbaul Ulum Mojopurogede Bungah Gresik using structure based-book. In reality, this approach was not suitable with the students' needs and interests. Because of the book that was used was not covered the material stated in the English local content curriculum for elementary school. In the other word, the content of the textbook was not complete.

Concerning with the general and specific objectives, it was found that the English teaching learning process at MI Manbaul Ulum Mojopurogede Bungah Gresik have general teaching from the book. The general objectives were implemented in the teaching learning process. His teaching learning objectives were relevant with the teaching learning process. However, it was less implemented since there was only general objective without specific objectives. Because of the specific objectives was likely to help extend both the content and the learning activities and to point attention to need for devising learning activities which were capable of carrying multiple objectives. At the same time, some selection and specification were needed in each category, by indicating which particular knowledge or concept, what particular aspects of thinking, which particular attitudes or skills need to be and can be cultivated in a particular group at a particular level in connection with a particular content.

Concerning with the activities, it was found that the teacher taught the students based on the materials states in the books. The teachers gave some new vocabularies by writing them in the black board and sometimes the teachers use real thing that states in the classroom (seldom), than gave the meaning of them one by one, while the students just listened to their explanation. Furthermore, the students were asked to memorize the meaning of all new vocabularies. The exposure to English was still limited. The learners gave their passive response. They did not ask any new vocabularies or expression since no stimulant on the lesson. Some of them talk to their friends. The teacher dominated the teaching learning process. In the other word, the activity was less suitable with the situation of an ideal teaching learning process. In ideal teaching learning process, the learners should be active and dominated most of the time and the teacher act as a facilitator.

Dealing with the teaching learning activities, Piaget (1959:39), states that children in primary or elementary school learn through hands-on experiences and through manipulation of objects in the environment. They learn things by doing it. Consequently, when the elementary students learn a language, they need to be involved in learning activities to use the language meaningfully. The activities

have tasks that require the children to use the language actively. In correlation with it, Norton (without year: 27) has stated that the way elementary school students learning is learning by doing. It means, the technique to present the material can be delivered through interesting activities such as games, songs, story telling etc.

Concerning with the materials, it is found that the teacher uses textbook published by PT Sinar Wijaya (Bahasa Inggris untuk SD) Jilid I For grade four. The content of the textbook are not appropriate with the content of English local content curriculum for elementary school. As state in chapter II, there are 11 units should be taught for the fourth-year students at Elementary school. There are; Numbers, Family, Things at School, Animals, Parts of the Body, Fruits, Foods, Drinks, Parts of the House, Dress and Colours, Prepositions, Articles, and Days, Months, and Weathers (Depdikbud Jatim, 1994). In addition, the content also are not communicative. It is focused more on vocabulary list. Dealing with the materials, Tika (1999) suggests that the content of the materials should not be far from the elementary students' world. The materials are, for examples, about their own activities, hobbies, family and favor. Those topics can be used as the contents of material for the teaching learning giving to children.

Concerning with the evaluation, it was found that the evaluation have been done by the teacher taken from the textbook. The teacher did evaluation by giving homework or sometimes ask the students one by one scrembedly. The model of the evaluation likes what the meaning of cat: what the meaning of dog etc. These techniques make the students citing from their friend. Therefore, the evaluation cannot answer the general objective of teaching learning process. Because of the result of evaluation could not show the students ability.

To sum up, from the perspective of the English learning process at MI Manbaul Ulum that had been done, it can be concluded that there were some aspects should be develop, concerning with the approach, the specific objective, the materials, and the evaluation. These aspects have been done irrelevant with the theory of good teaching learning process, in which communicative approach is applied, as mention by (Freeman-Larsen, 1986:16), students are expected to

interact primarily with each other and learn in an interdependent way. The students are actively engaged in negotiating meaning and trying to make themselves understandable even when their knowledge of target language is incomplete; they learn to communicate by communicating. The running of the language class is dominated by the students. They have to use the target language in every situation during the activities are progressing.

Based on those two perspectives above, in developing a model of teaching English, particularly English vocabulary, it is very crucial to observe how the teaching learning process have been done. By doing this activity, it can be known how the model of teaching had been done, and then the model can be evaluated. What are elements of teaching should be developed. It is wanted to make a better model. More importantly, before developing the model, students' needs and interests analysis is considerably carried out. Therefore, to meet the students' needs and interest is not directly ask to the students. It is done, because the students still young and do not know what actually they need. As a result, to meet students' needs and interests is done by interviewing the teacher and from the curriculum record. There is an interesting point from the interview with the teacher. Actually, the teacher knows what his students' needs and interests, but he does not give what actually his students' needs and interests in teaching learning process. It is caused that the teacher just takes the material from the textbook without doing development. In conclusion, the model of teaching English have been done is not appropriate with the students' needs and interests.

Broadly speaking, to fulfill the students' needs and interests and to make the teacher easy to use this model, the research results create some elements that consist on this model. Such as: unit title page, previewing the unit, presenting the unit, the alternative activities, and the alternative task (evaluation). The model provides communicative activity likes games. Because from the students' interests analysis showed that the students more interested in games. Therefore, the model gives some games. The games are flexible. It can be used in the other topic.

However, the results have a weakness, particularly in the applications of proposed model. This weakness is that those proposed models can be applied just

at MI Manbaul Ulum or some schools that have the same condition. Such as, the environment, the students' characteristics, etc. Therefore, It needs a further research to try out and evaluate that model by applying it to other schools with different condition.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based upon the results, analysis, and discussion on chapter IV, the result of this research showed that the teaching learning process at Madrasah Ibtidaiyah Manbaul Ulum Mojopurogede Bungah Gresik that had been done was not suitable with the students' needs and interests and the English curriculum for elementary school as well. the analysis result of students' needs and interests indicates that the students' needs to have relaxed learning condition that gives nice experience in which they can play and learn altogether. Such condition could be set by giving learning activity with games which then became their favorite. Moreover, the product of this research is a model of teaching English vocabulary that consisting of some elements: unit title page, previewing the unit, presenting the unit, the alternative activities, and the alternative task (evaluation).

5.2 Suggestion

Based upon the findings of the research, the researchers would like to suggest these following people:

a. The English Teacher.

1. Hopefully, the English teacher will use the model of teaching English vocabulary in this research especially the games that had been proven

2. Hopefully, the English teacher will develop similar models of teaching English vocabulary or other language aspect that is taught at elementary schools. This model is expected to be able to help the teacher in conducting communicative teaching learning process;

b. The Faculty of Teacher Training and Education

Hopefully, The faculty of teacher training and education prepare Elementary Teachers to have a good quality and are able to teach English vocabulary well using Communicative Approach; and

c. For Future Researchers

There are still vast area of language items and skills as well as hundreds kinds of approach. Therefore, hopefully, future researchers will conduct more research on developing a model of teaching in order to reveal which model of teaching is suitable for which language item or skill.

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Table 4. The Research Matrix

TITLE	PROBLEM	VARIABLE	INDICATOR	DEVELOPMENT PROCEDURE	RESEARCH METHOD
Developing a model of teaching English Vocabulary using Communicative Approach for the fourth-Year students at the MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002-2003	How is a suitable model of teaching English Vocabulary using Communicative Approach for the fourth-year students at the MI Manbaul Ulum Mojopurogede Bungah Gresik in the academic year 2002-2003 developed?	1. A model of teaching English Vocabulary 2. Elementary Students 3. Teacher used Communicative Approach	The design of manual book on teaching English vocabulary Students' interest Students' need Teacher as: a. Organizer b. Motivator c. Facilitator d. Observer e. Evaluator		*Research Design:* Developmental Research *Research Area:* Purposive Sampling *Data Resources:* Students, English Teacher and Local Content Curriculum for Elementary School. *Respondents:* Students, English Teacher *Data Collection Methods:* Interview, Observation, and Documentation *Data Analysis :* Descriptive-Qualitative

Notes :

→ = Activity Sequence

┄┄> = Evaluation

┄┄> = Comparation

INTERVIEW GUIDE
Informan : English Teacher

1. Apakah menurut bapak pengajaran bahasa Inggris itu penting/perlu?
2. Indikator apa yang menunjukkan penting dan tidaknya bahasa Inggris untuk diajarkan di Sekolah Dasar?
3. Apakah bahasa Inggris bagi murid kelas IV di sekolah ini merupakan sesuatu yang baru bagi mereka?
4. Materi pelajaran yang bapak sampaikan diambil dari mana?
5. Selama ini pendekatan, metode, teknik pembelajaran apa yang bapak gunakan?
6. Menurut pandangan bapak, apakah selama ini murid-murid itu antusias dalam mengikuti pelajaran bahasa Inggris?
7. Jika ya, bagaimanakah murid-murid menunjukkan antusiasme mereka dalam mempelajari bahasa Inggris?
8. Apakah bapak pernah mengajarkan bahasa Inggris dengan lagu-lagu, bercerita ataupun dengan permainan (games)?
9. Jika ya, mana yang lebih sering dan bagaimana proses/prosedur pengajaran dengan menggunakan nyanyian, cerita ataupun permainan yang bapak laksanakan?
10. Selama proses belajar mengajar apakah bapak menemukan suatu hambatan? Dan bagaimana bapak mengatasi hambatan tersebut!
11. Apa yang bapak ketahui tentang Communicative based-Approach?
12. Dari mana bapak mengetahui/mempelajari Communicative based-Approach?
13. Apakah bapak mengalami masalah dalam pembelajar bahasa Inggris dengan menggunakan Communicative based-Approach?
14. Bila terdapat kesulitan dalam proses belajar mengajar bahasa Inggris dengan pendekatan Communicative based-Approach, kemana bapak mencari bantuan untuk mengatasinya?

Interview Transcript

Name of Informant   : M. Sholih
Position/Occupation   : English Teacher

Name of Interviewer   : Shofiyah
Position/Occupation   : Researcher
Instrument   : Interview guide, note taking, and tape recorder
Date/Time   : September, 23rd 2002/ 12.45 am-02.00 pm
Place   : Teachers' room
Situation/Condition   : good condition to held an interview

Description of interview:

Q1 : Apakah menurut bapak pengajaran bahasa Inggris itu penting/perlu?

T   : Ya, penting sekali.

Q2 : Indikator apa yang menunjukkan penting dan tidaknya bahasa Inggris untuk diajarkan di Sekolah Dasar?

T   : indikatornya yaitu, sekarang ini mau kerja apapun syaratnya harus dapat berbahasa Inggris. Sehingga sangatlah tepat pelajaran bahasa Inggris dijadikan sebagai muatan lokal di SD.

Q3 : Apakah bahasa Inggris bagi murid kelas IV di sekolah ini merupakan sesuatu yang baru bagi mereka?

T   : Ya, untuk kelas IV tahun pelajaran 2002/2003 mereka mendapatkan pelajaran bahasa Inggris pertama kalinya karena sejak setahun yang lalu pelajaran bahasa Inggris mulai diajarkan sejak kelas IV. Namun untuk tahun pelajaran 2001/2003 pelajaran bahasa Inggris mulai diajarkan sejak kelas I.

Q+ : Bagaimana dengan pemerolehan pelajaran bahasa Inggris di luar kelas formal misalnya kursus atau kaset-kaset CD?

T   : Menurut saya mereka tidak ada yang mengikuti kursus bahasa Inggris karena mayoritas siswa sekolah sini adalah kelas menengah ke bawah disamping itu kondisi lingkungan tidak menunjang untuk mengikuti kursus ataupun privat. Kalau dari media elektronika ya ada kemungkinan seperti menonton film yang berbahasa Inggris, akan tetapi mereka hanya sekedar tahu tapi tidak mengerti. Jadi intinya bahasa Inggris bagi mereka adalah sesuatu yang baru.

Q4 : Materi pelajaran yang bapak sampaikan diambil dari mana?

T :Saya menggunakan buku bahasa Inggris terbitan CV. Sinar Wijaya

Q5 : Selama ini pendekatan, metode, teknik pembelajaran apa yang bapak gunakan?

T :Saya mengajar murid-murid saya sesuai dengan apa yang ada di buku.

Q+ : Berapa buku yang menjadi buku pegangan bapak.

T   : Ya buku terbitan CV. Sinar Wijaya

Q6 : Menurut pandangan bapak, apakah selama ini murid-murid itu antusias dalam mengikuti pelajaran bahasa Inggris?

T : Biasa saja, seperti mereka menerima pelajaran lain, ya pada saat proses belajar mengajar mereka mengikuti dengan patuh. Tapi, kadang-kadang mereka juga ada yang tidak mengerjakan tugas-tugas yang saya berikan.

Q7 : Jika ya, bagaimanakah murid-murid menunjukkan antusiasme mereka dalam mempelajari bahasa Inggris?

T : -

Q8 : Apakah bapak pernah mengajarkan bahasa Inggris dengan lagu-lagu, bercerita ataupun dengan permainan (games)?

T : Kalau lagu dan games pernah, tapi kalau story telling belum pernah karena saya anggap story telling terlalu sulit untuk anak MI/SD.

Q9 : Jika ya, mana yang lebih sering dan bagaimana proses/prosedur pengajaran dengan menggunakan nyanyian, cerita ataupun permainan yang bapak laksanakan?

T : Jarang soalnya games ataupun lagu-lagu yang ada di buku itu jarang sekali. Mengenai prosedur pengajarannya kalau lagu ya saya tuliskan di papan tulis kemudian kita nyanyikan bersama-sama, kalau games ya sesuai dengan instruksi yang ada di buku.

Q+ : Diantara tehnik-tehnik tersebut, mana yang paling disukai murid anda?

T : Kalau diajar dengan game mereka sangat antusias sekali, apalagi game-nya saya buat seperti kuis (kompetisi antar kelompok) mereka lebih aktif dari biasanya.

Q10: Selama proses belajar mengajar apakah bapak menemukan suatu hambatan? Dan bagaimana bapak mengatasi hambatan tersebut!

T : Ya, saya sering menemui kesulitan untuk menerjemahkan apa yang ada di buku dalam proses belajar mengajar.

Q11: Apa yang bapak ketahui tentang Communicative Approach?

T : Saya agak lupa, mungkin Communicative Approach itu adalah suatu pendekatan yang mengusahakan agar suasana suatu kelas itu komunikatif, artinya antara guru dan siswa itu terjadi interaksi yang seimbang.

Q12: Dari mana bapak mengetahui/mempelajari Communicative Approach?

T : Dari mengikuti diklat yang diadakan oleh Diknas

Q+ : Apakah diknas sering mengadakan pelatihan/diklat, dan bagaimana tanggapan bapak tentang kegiatan tersebut?

T : ya tidak dapat dikatakan sering, pas waktu awal-awal sosialisasi program pengajaran Bahasa Inggris, Diknas melakukan pelatihan secara rutin tiap 2 bulan sekali selama setahun. Maklum hampir seluruh madrasah ibtidaiyah atupun SD pada umumnya guru bahasa Inggrisnya tidak dari jurusan bahasa Inggris. Ya tentunya pelatihan itu perlu sekali.

Q13: Apakah bapak mengalami masalah dalam pembelajar bahasa Inggris dengan menggunakan Communicative Approach?

T : ya, saya mengalami masalah bagaimana agar siswa aktif dalam mengikuti pelajaran yang saya sampaikan. Untuk saat ini siswa cenderung pasif. Oleh karena itu saya harapkan dari penelitian dik sofi ini nanti akan menghasilkan sesuatu yang dapat saya gunakan untuk keluar dari permasalahan ini.

Q14: Bila terdapat kesulitan dalam proses belajar mengajar bahasa Inggris dengan pendekatan Communicative Approach, kemana bapak mencari bantuan untuk mengatasinya?

T : kemana ya? Ya kalau waktu kita kebetulan ketemu teman-teman sesama guru bahasa Inggris dalam even apapun kalau memungkinkan kita bincang-bincang permasalahan yang sedang kita hadapi.

Tabel 5. The Observation Guide

No	Skills Component	1	2	3	4	5	Notes
1	Set Induction						
	a. apperception						
	b. effort of attracting the students' attention						
	c. stating teaching abjective						
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. variation of question						
4	Stimulus Variation						
	a. the variation of the movement						
	b. the sound variation						
	c. method variation						
	d. 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						

(Adopted from the Micro Teaching Guidance Book, 1998:35)

Notes:
1. Organizer
2. Motivator
3. Facilitator
4. Observer
5. Evaluator

Observation Transcript
(Field notes of first observation was conducted before developing the model)

Name of Observer : Shofiyah
Position/Occupation : researcher
Instrument : Observation guide, and note taking
Date/Time : 22 September 2002/ 12.45 am-02.05 pm
Place : Fourth-Class
Subject : Students, and Teacher

Description of the Observation:

Bel masuk berbunyi tepat pukul 12.40 WIB. Para murid yang berada di lapangan berlari-lari masuk ke dalam kelas. Saya dan guru bahasa Inggris masuk ke kelas IV tepat pukul 12.45 WIB. Suasana di dalam kelas saat itu masih sangat gaduh. Para murid lari kesana kemari. Setelah melihat guru masuk ke dalam kelas, para murid menghentikan aktifitasnya dan duduk dibangku masing-masing.

OC: Pelajaran Bahasa Inggris menempati jam pertama mata pelajaran pada hari
   itu.

Setelah semua siswa duduk dibangku masing-masing guru mengucapkan salam dan dijawab serentak. Kemudian ketua kelas maju ke depan kelas untuk memimpin do'a. setelah itu guru mengabsen seluruh siswa sesuai dengan buku absen yang ada.

OC: Merupakan kebiasaan yang rutin pada jam pertama pelajaran selalu dimulai
   dengan do'a bersama.

Pada saat itu saya diperkenalkan kepada para murid bahwa saya akan menemani mereka belajar bahasa Inggris pada hari itu. Setelah itu saya duduk di dalam kelas bagian belakang.

OC: Kelas terdiri dari 42 murid. 16 Laki-laki dan 26 perempuan yang menempati
   ruang ukuran 6X6 Meter. Kelas dengan jumlah 42 siswa untuk tingkat SD
   tidak ideal. Idealnya berjumlah 25-30 murid. Karena murid SD masih
   tergolong anak kecil dan aktif bermain.

Guru bertanya "apakah ada PR hari ini? " Sebagian murid menjawab ya dan sebagian murid menjawab tidak. Kemudian guru memeriksa pekerjaan para murid, ternyata murid yang menjawab tidak, mereka tidak mengerjakan PR. Pada umumnya mereka murid Laki-laki. Kemudian guru memberi hukuman dengan menjewer telinga mereka. Selanjutnya melakukan pembahasan bersama untuk menjawab PR tersebut. Yang ikut berperan aktif dalam pembahasa soal-soal itu

hanya sebagian siswa yang bertempat duduk di depan, sedangkan yang di belakang ramai sendiri. Guru dalam memberikan perhatian kurang merata, sehingga murid yang bertempat duduk di belakang bagian tengah kurang begitu diperhatikan. Yang diperhatikan hanya bagian depan dan pojok. Karena guru sering kali memanggil murid yang bernama Huda yang bertempat duduk di belakang bagian pojok.

OC: Hukuman secara fisik kepada murid tidak begitu baik. Karena hal ini dapat menyebabkan murid membenci gurunya dan ini berakibat menimbulkan kebencian murid pada pelajaran tersebut.

Setelah itu guru memberitahu topik yang akan dibahas *"Students, We will discus about animal " Do you know animal"* No, Sir *Animal adalah binatang, jadi sekarang ini kita akan membahas maslah binatang. Please mentions some animals? Sebutkan beberapa nama binatang yang kamu ketahui?* Ada murid yang menjawab Ayam, kambing, sapi, kuda, burung, kucing, anjing, dan lain-lain. Guru bilang *"good"* Guru menulis di papan tulis semua binatang yang disebutkan oleh murid. Kemudian guru menerjemahkan ke dalam bahasa Inggris. Setelah itu guru melakukan drilling pengucapan vocab tersebut.

OC: Dalam melakukan drilling guru tidak berusaha membenarkan ucapan siswa yang salah. Dia hanya melakukan drilling berulang ulang. Tanpa memperhatikan kesalahan siswa.

Selanjutnya guru menyuruh untuk mengerjakan latihan soal yang terdapat di buku pegangan siswa. Bagi siswa yang tidak punya disuruh bergabung dengan temannya yang punya. Kemudian gurunya keluar ke kelas sebelah, sebelumnya nitip anak-anak kepada saya untuk diawasi. Di kelas sebelah sangat gaduh sekali karena kebetulan guru yang mengajar hari itu tidak hadir.

OC: Kebetulan tidak ada guru lagi pada saat itu, maka beliau yang harus mengisi kekosongan itu.

Setelah ditinggal oleh gurunya murid-murid mengerjakan soal-soal latihan. Bentuk-bentuk soal latihan itu yang pertama yaitu melengkapi kata-kata yang belum lengkap, seperti C H _ _ K dan mengartikan ke dalam bahasa Inggris. Keadaan kelas pada saat itu sedikit tenang, namun masih ada saja murid yang tidak mengerjakan perintah guru dan mereka asyik bermain membuat kapal-kapalan dari kertas. Meskipun mereka saya hampiri agar mengerjakan soal-soal latihan itu. Mereka bilang. "tidak bisa bu". Saya tanya mana yang tidak bisa?. Semuanya. Masak tidak bisa semua ayo dikerjakan. Kemudian mereka kelihatannya serius mengerjakan soal. Di sebelah pojok belakang ada anak yang bertengkar memperebutkan penghapus, kemudian saya hampiri, mereka tenang.

OC: Saya melihat prosentase siswa yang mengerjakan tugas dengan sungguh-sungguh hanya sedikit, yang lainya kebanyakan menyalin pekerjaan siswa lainnya.

Setelah lima dua puluh menit gurunya masuk kelas dan menanyakan, sudah selesai anak-anak? Murid-murid ada yang menjawab ya ada yang belum. Kemudian guru menunggu sebentar sekitar tiga menitan, selanjutnya guru membagi nomor-nomor soal yang harus dikerjakan muri ke depan, Seperti: atik nomor 1; fathoni nomor 2; Huda nomor 3 dan lain-lain, kemudian para murid bergantian mengerjakan ke depan. Setelah itu melakukan koreksi bersama. Hampir semua pekerjaan murid betul, hanya sedikit yang salah.

OC: Ada beberapa murid yang mengerjakan ke depan dengan menyalin pekerjaan temannya. Karena dia tidak mengerjakan sama sekali latihan soal-soal tersebut.

Setelah selesai mengoreksi pekerjaan murid, pada saat itu sudah pukul 01.50 WIB, jadi jam pelajaran bahasa Inggris tinggal 15 menit lagi. Kemudian guru menuliskan beberapa soal di papan tulis untuk dijadikan pekerjaan rumah murid. Bentuk soalnya tidak jauh dari soal-soal sebelumnya. Sementara siswa menyalin soal-soal yang di tulis guru, guru mengisi journal kehadiran. Kemudian guru mengucapkan salam, sebelumnya beliau mengingatkan agar PR nya dikerjakan,

OC: guru tidak melakukan evaluasi dan menyimpulkan pelajaran yangtelah mereka pelajari, pada saat itu guru terburu-buru karena jamnya sudah hampir habis.

Observation Transcript
(Field notes of second observation was conducted before developing the model)

Name of Observer : Shofiyah
Position/Occupation : researcher
Instrument : Observation guide, and note taking
Date/Time : 8 October 2002/12.45 am-02.05 pm
Place : Fourth-Class
Subject : Students, and Teacher

Description of the Observation:

Bel masuk berbunyi tepat pukul 12.40 WIB. Para murid yang berada di lapangan berlari-lari masuk ke dalam kelas. Saya dan guru bahasa Inggris masuk ke kelas IV tepat pukul 12.50 WIB. Suasana di dalam kelas saat itu masih sangat gaduh. Para murid lari kesana kemari. Setelah melihat guru masuk ke dalam kelas, para siswa menghentikan aktifitasnya dan duduk di bangku masing-masing.

OC: Pelajaran Bahasa Inggris menempati jam pertama mata pelajaran pada hari

itu.

Setelah semua siswa duduk dibangku masing-masing guru mengucapkan salam dan dijawab serentak. Kemudian ketua kelas maju ke depan kelas untuk memimpin do'a. setelah itu guru mengabsen seluruh siswa sesuai dengan buku absen yang ada.

OC: Merupakan kebiasaan yang rutin pada jam pertama pelajaran selalu dimulai

dengan do'a bersama.

Pada saat itu saya langsung menuju bangku yang sementara kosong yang berada di belakang. Karena saya sudah pernah melakukan observasi jadi tanpa diperkenalkan ke murid.

OC: Kelas terdiri dari 40 murid. 14 Laki-laki dan 26 perempuan yang menempati

ruang ukuran 6X6 Meter. Pada saat itu ada dua murid yang tidak masuk.

Guru bertanya "apakah ada PR hari ini? " Sebagian murid menjawab ya dan sebagian murid menjawab tidak. Kemudian guru murid untuk mengumpulkan PR-nya Ada dua murid yang tidak mengerjakan, kemudian mereka di panggil ke depan dan ditanyai kenapa tidak mengerjakan, mereka bilang lupa. Setelah dimarahi sedikit dan menyuruh berjanji untuk tidak mengulangi nya lagi dan berjanji minggu depan mengerjakan. Kemudian mereka disuruh kembali ke bangku masing-masing.

OC: pada sat guru memanggil murid yang tidak mengerjakan PR para murid yang

lain berbicara sendiri.

Setelah itu guru menanyakan apa yang telah mereka pelajari minggu kemarin, para murid menjawab animal, sir. Guru bertanya *could you mention some animals?* Murid-murid pada diam, kemudian guru mengulangi pertanyaan dalam bahasa Indonesia *dapatkah kamu sebutkan beberapa nama binatang yang kamu ketahui?* murid menjawab, Cow/bird/chick/dog dan masih banyak lagi kemudian guru bilang *"Good"* kemudian guru memberitahu topik yang akan dibahas *"Students, We will discus about pet " Do you know pet"* No, Sir Pet adalah binatang peliharaan, jadi sekarang ini kita akan membahas maslah binatang peliharaan. Tiba-tiba saja ada seekor anak kucing yang masuk ke dalam kelas, secara spontan guru menunjuk kucing tersebut dengan bilang *"Cat is pet"* Kucing adalah salah satu binatang peliharaan. Kemudian semua murid memperhatikan kucing yang ditunjuk oleh guru, sambil semua tertawa. Setelah itu guru mengambil kucing tersebut untuk di keluarkan dari dalam kelas. Selanjutnya guru melontarkan beberapa pertanyaan kepada para murid, *Ati, do you have pet in your house? Yes saya punya dua sapi.* Guru bilang *Ati' has two cows.* Pertanyaan senada di ulang sampai tiga kali. Setelah murid menjawab beliau memberi reinforcement dengan bilang "good", "Pinter". Guru menulis di papan tulis beberapa binatang peliharaan. Setelah itu guru melakukan drilling pengucapan vocab tersebut.

OC: Dalam melakukan drilling guru tidak berusaha membenarkan ucapan murid

yang salah. Dia hanya melakukan drilling berulang ulang. Tanpa

memperhatikan kesalahan siswa.

Selanjutnya guru menyuruh untuk mengerjakan latihan soal yang terdapat di buku pegangan murid. Bagi murid yang tidak punya disuruh bergabung dengan temannya yang punya. Selanjutnya guru memeriksa para murid yang sedang mengerjakan soal dengan berjalan-jalan ke kelas bagian kebelakang. Setelah 15 menit berselang. Guru menanyakan apakah sudah selesai? Beberapa siswa menjawab belum, kemudian guru menanti sekitar 5 menit. Sebelumnya beliau bilang, kalau masih ada yang belum jelas tolong ditanyakan. Bentuk-bentuk soal latihan itu yang pertama yaitu melengkapi kata-kata yang belum lengkap, seperti D _ G dan mengartikan ke dalam bahasa Inggris. Melengkapi kalimat sesuai dengan gambar yang ada.

OC: Cukup banyak juga soal-soal yang harus di kerjakan siswa. Dan memakan

waktu cukup lama.

Setelah siswa selesai mengerjakan soal-soal yang diberikan, guru menyuruh beberapa murid secara acak dengan melihat buku absensi dan mereka maju satu persatu, ada dua murid yang disuruh maju tapi masih saja duduk kemudian guru menghampiri siswa tersebut dan menanyakan kenapa masih saja belum maju. Kemudian murid tersebut bilang tidak bisa, guru bertanya mana yang tidak bisa, kemudian menyuruh siswa tersebut mengerjakan nomor yang dia bisa. Setelah terjawab semua ternyata banyak pekerjaan murid yang masih salah.

OC: Karena murid tidak dapat meminjam jawaban temannya, guru memanggil mereka secara acak, jadi tidak ada kesempatan untuk meminjam jawaban temannya.

Setelah selesai mengoreksi pekerjaan murid, pada saat itu sudah pukul 01.50 WIB, jadi jam pelajaran bahasa Inggris tinggal 15 menit lagi. Kemudian guru menyimpulkan pelajaran yang telah mereka pelajari dan memberikan beberapa pertanyaan kepada beberapa murid untuk mengevaluasi.Setelah itu murid di beri tugas untuk mencari gambar binatang apa saja, masing-masing murid satu. Kemudian guru mengisi journal kehadiran. Kemudian guru mengucapkan salam.
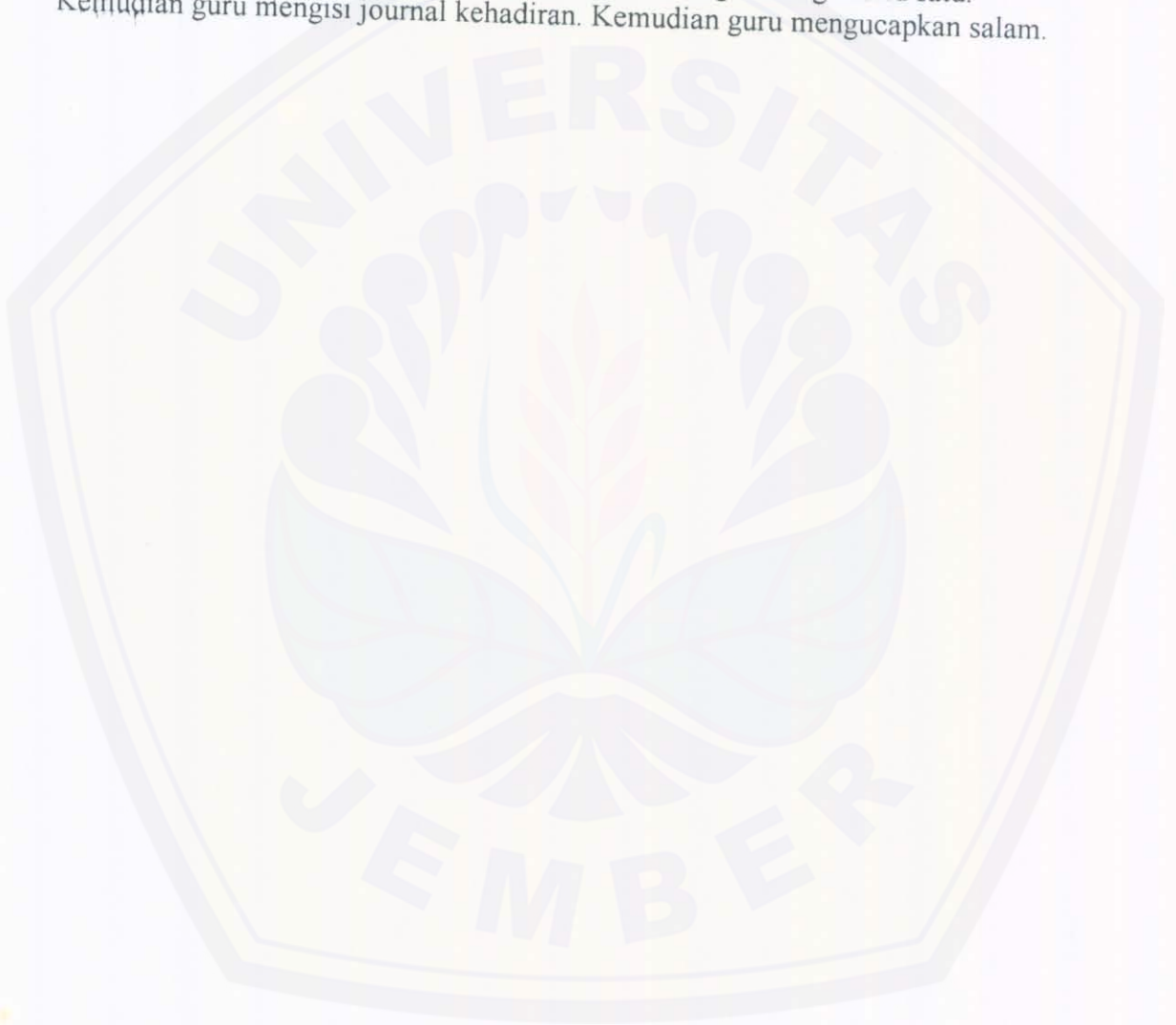
Appendix 3d

Observation Transcript
(Field notes of first observation was conducted when trying out the model)

Name of Observer   : Shofiyah
Position/Occupation : researcher
Instrument   : Observation guide, and note taking
Date/Time   : 22 October 2002/12.45 am-02.05 pm
Place   : Fourth-Class
Subject   : Students, and Teacher

Description of the Observation:
Bel masuk berbunyi tepat pukul 12.40 WIB. Para murid yang berada di lapangan berlari-lari masuk ke dalam kelas. Saya dan guru bahasa Inggris masuk ke kelas IV tepat pukul 12.45 WIB. Suasana di dalam kelas saat itu masih sangat gaduh. Para murid lari kesana kemari. Setelah melihat guru masuk ke dalam kelas, para murid menghentikan aktifitasnya dan duduk di bangku masing-masing.

OC: Pelajaran Bahasa Inggris menempati jam pertama mata pelajaran pata hari

    itu.

Setelah semua murid duduk dibangku masing-masing guru mengucapkan salam dan dijawab serentak. Kemudian ketua kelas maju ke depan kelas untuk memimpin do'a. setelah itu guru mengabsen seluruh siswa sesuai dengan buku absen yang ada.

OC: Merupakan kebiasaan yang rutin pada jam pertama pelajaran selalu dimulai

    dengan do'a bersama.

Pada saat itu saya langsung menuju bangku yang sementara kosong yang berada di belakang. Karena saya sudah pernah melakukan observasi jadi tanpa diperkenalkan ke murid.

OC: Kelas terdiri dari 41 murid. 16 Laki-laki dan 25 perempuan yang menempati

    ruang ukuran 6X6 Meter. Pada saat itu ada satu murid yang tidak masuk.

Guru menanyakan apakah ada PR hari ini, para siswa menjawab tidak ada. Kemudian guru berkata *What Am I, I have two holds has function to breath.* Kata-kata itu diucapkan beberapa kali dengan memperagakan disaat bilang holds dua tangan guru jari telunjuk dan jempol dikaitkan membentuk bundaran.dan saat bilang breath guru menarik nafas dalam-dalam. Kemudian ada beberapa murid menjawab hidung. (kemudian guru menunjukkan gambar hidung. Guru bilang *"good"*. Kemudian guru bilang "Nose" sambil menulis di papan tulis. Pertanyaan seperti itu di ulangi beberapa kali. Setelah itu guru bertanya *can you guess what*

Guru menyuruh satu siswa untuk maju ke depan kelas. Kebetulan pada saat itu yang disuruh adalah majid, kemudian guru menunjuk bagian-bagian kepala Majid. Pertama guru menunjuk Kepala, siswa menjawab kepala kemudian guru menulis di papan dan mengartikan dalam bahasa Inggris head, hair, ear, cheek, chin, neck, eye, eyebrow, eyelash, nose, teeth, mouth, lips, face.

OC: dalam kegiatan ini diselingi canda tawa, karena Majid, yang bagian tubuhnya dipegangi sering merasa geli. Namun murid sangat antusias dalam mengikuti peragaan ini.

Selanjutnya guru melakukan drill pada empat belas kata-kata yang sudah terpampang di papan tulis. Dan siswa mengikuti apa yang diucapkan oleh guru. Guru melakukan evaluasi terhadap kesalahan siswa dalam mengucapkan beberapa kata seperti Face dengan berkata "anak-anak bukan fec tapi fes".

OC: dengan adanya koreksi dari guru anak-anak tahu kesalahan yang mereka lakukan. Karena guru membandingkan yang salah dan yang benar.

Kemudian guru menunjukkan beberapa macam gambar tentang part of the head, dan siswa disuruh untuk menebak gambar apa itu. Kemudian guru memberikan beberapa contoh penggunaan kata-kata dalam kalimat, seperti *I listen with my ears; I breath with my nose.* setelah memberikan beberapa contoh, guru mempersiapkan beberapa gambar untuk untuk bermain games.

OC: dengan memberikan contoh penggunaan kata-kata yang baru dalam kalimat tentunya murid akan lebih memahami.

Guru membagi kelas dalam empat kelompok sesuai dengan deretan tempat duduk, dan memberi instruksi agar masing-masing kelompok berlomba untuk menebak gambar yang dipilih oleh guru. Masing-masing kelompok diberi kesempatan untuk bertanya sekali. Kemudian mereka harus menebak, jawaban yang benar akan mendapatkan point 100 dan yang salah, tapi dapat mengutarakan pertanyaan 50 dan yang salah tetati tidak dapat mengutarakan pertanyaan 0. setelah itu guru memegang beberapa gambar, *Students, I have some pictures. I will choose one picture. You have to guess what picture is. By asking some questions like Do you use it for looking/for eating/for listening? etc.* petunjuk ini diulang ulang oleh guru sampai 3 X. setelah itu guru mengambil satu gambar, kemudian bertanya pada siswa "What picture is it? " ada beberapa nak yang bertanya dalam bahasa Indonesia apakah digunakan untuk melindungi mata. Kemudian guru menerjemahkan ke dalam bahasa Inggris. Permainan ini dilakukan dua kali, ternyata dua kelompok yang mendapatkan nilai 200 dan 2 kelompok mendapatkan nilai 100. Sebenarnya para murid minta permainan itu dilanjutkan, tapi guru mengalihkan pada permainan lain yaitu melengkapi kalimat. Namun kelompoknya masih sama. Dan penilaiannya dilanjutkan, Guru menulis pokok susunan kalimat di papan tulis dan masing-masing kelompok diharapkan untuk melengkapi.

Ternyata pada akhir permainan kelompok 2 yaitu deretan perempuan bagian tengah yang menang dengan memperoleh nilai 400. setelah itu permainan diakhiri para murid kecewa.

OC: Pada kedua aktifitas ini murid sangat antusias semuanya memperhatikan ke

depan kelas, karena mereka ingin kelompoknya yang menang.

Setelah itu guru memberikan beberapa pertanyaan pada para murid dalam rangka mengevaluasi dan merangkum materi pelajaran yang dipelajari siang itu. Setelah itu guru memberi PR latihan yang ada di buku pegangan siswa. Kemudian mengucapkan salam.

Observation Transcript

(Field notes of second observation was conducted when trying out the model)

Name of Observer : Shofiyah
Position/Occupation : researcher
Instrument : Observation guide, and note taking
Date/Time : 29 October 2002
Place : Fourth-Class
Subject : Students, and Teacher

Description of the Observation:

Bel masuk berbunyi tepat pukul 12.40 WIB. Para murid yang berada di lapangan berlari-lari masuk ke dalam kelas. Saya dan guru bahasa Inggris masuk ke kelas IV tepat pukul 12.45 WIB. Suasana di dalam kelas saat itu masih sangat gaduh. Para murid lari kesana kemari. Setelah melihat guru masuk ke dalam kelas, para siswa menghentikan aktifitasnya dan duduk di bangku masing-masing.

OC: Pelajaran Bahasa Inggris menempati jam pertama mata pelajaran pata hari

itu.

Setelah semua siswa duduk dibangku masing-masing guru mengucapkan salam dan dijawab serentak. Kemudian ketua kelas maju ke depan kelas untuk memimpin do'a. setelah itu guru mengabsen seluruh siswa sesuai dengan buku absen yang ada.

OC: Merupakan kebiasaan yang rutin pada jam pertama pelajaran selalu dimulai

dengan do'a bersama.

Pada saat itu saya langsung menuju bangku yang sementara kosong yang berada di belakang. Karena saya sudah pernah melakukan observasi jadi tanpa diperkenalkan ke murid.

OC: Kelas terdiri dari 42 murid. 16 Laki-laki dan 26 perempuan yang menempati

ruang ukuran 6X6 Meter. Pada saat itu ada dua siswa yang tidak masuk.

Guru menanyakan apakah ada PR hari ini, para siswa menjawab ada. Kemudian guru menyuruh untuk dikumpulkan PRnya. Ada satu murid yang tidak mengumpulkan, ternyata murid tersebut kemarin tidak masuk. Jadi, guru memberi kelonggaran untuk mengumpulakan minggu depan. Ada murid yang nyeletuk main lagi aja pak!. Tapi guru tidak menanggapi celetukan itu. Kemudian guru mengutarakan beberapa pertanyaan untuk mengarahkan murid pada pelajaran yang akan dibahas. *Which part of the body is used for walking?* Guru sambil memperagakan berjalan di depan kelas. Kemudian ada beberapa murid menjawab kaki. (kemudian guru menunjukkan gambar orang yang sedang berjalan. Guru bilang *"good"*. Kemudian guru bilang *"foot"* sambil menulis di papan tulis.

the body. Kemudian guru bilang "good". in this time we will discuss about part of the body.Guru menyuruh dua murid untuk maju ke depan kelas. Kebetulan pada saat itu yang disuruh adalah satu murid yang agak gemuk dan pendek dan yang satunya agak kurus sehingga kelihatan tinggi. *This is Ali, His body is short and fat This is Romli. His body is is tall and thin both of them are health* kemudian menulis kalimat tersebut di papan dan membacanya berulang-ulang dan menggarisbawahi kata-kata fat, thin, tall, short, and health.

OC: dalam kegiatan ini diselingi canda tawa, karena kedua murid tersebut,

kelihatan malu jadi teman-temannya menertawakan.

Selanjutnya guru melakukan drill pada empat sebelas kata benda mengenai art of the body dan lima kata sifat yang sudah terpampang di papan tulis. Dan siswa mengikuti apa yang diucapkan oleh guru. Guru melakukan evaluasi terhadap kesalahan siswa dalam mengucapkan beberapa kata.

OC: dengan adanya koreksi dari guru anak-anak tahu kesalahan yang mereka

lakukan. Karena guru membandingkan yang salah dan yang benar.

Kemudian guru menunjukkan beberapa macam gambar tentang part of the body, dan siswa disuruh untuk menebak gambar apa itu. Kemudian guru memberikan beberapa contoh penggunaan kata-kata dalam kalimat. Setelah memberikan beberapa contoh, guru mempersiapkan beberapa lembar kertas dan menulis suatu kalimat di lembar kertas itu untuk bermain games.

OC: dengan memberikan contoh penggunaan kata-kata yang baru dalam kalimat

tentunya murid akan lebih memahami.

Guru menyuruh satu siswa untuk maju ke depan kelas kemudian di beri satu gambar yang berisi orang yang sangat tinggi, kemudian murid tersebut memperagakan berdiri dengan berjinjit dengan tangan di ke ataskan. Ini dilakukan beberapa kali, baru ada yang menjawab "someone is tall" siswa tersebut berkata "benar". Ini dilakukan 3 kali. Dengan murid yang berbeda.

OC: Pada aktifitas ini murid sangat antusias semuanya memperhatikan ke depan

kelas.

Setelah itu guru menunjuk bagian–bagian tubuhnya head, shoulders, knees, toes. And eyes, ears, mouth, and nose. Setelah itu menyuruh siswa untuk berdiri disebelah bangkunya masing-masing. Dan mengajak mereka bernyanyi perbaris dengan menunjuk bagian tubuk mereka masing-masing.

OC: siswa yang deretannya pinggir agak sulit untuk memperagakan menyentuh

lutut dan mata kaki.

Setelah itu guru memberikan beberapa pertanyaan pada para murid dalam rangka mengevaluasi dan merangkum materi pelajaran yang dipelajari siang itu. Setelah itu guru memberi tahu bahwa minggu depan ada ulangan harian, jadi para murid harus belajar. Kemudian mengucapkan salam.

Tabel 6. The Documentation Guide

No	The Data Taken	Data Resources
1	The school facilities	Document
2	The school Personnel	Document
3	The List of the students' name	Document
4	The Curriculum Record	

Appendix 5
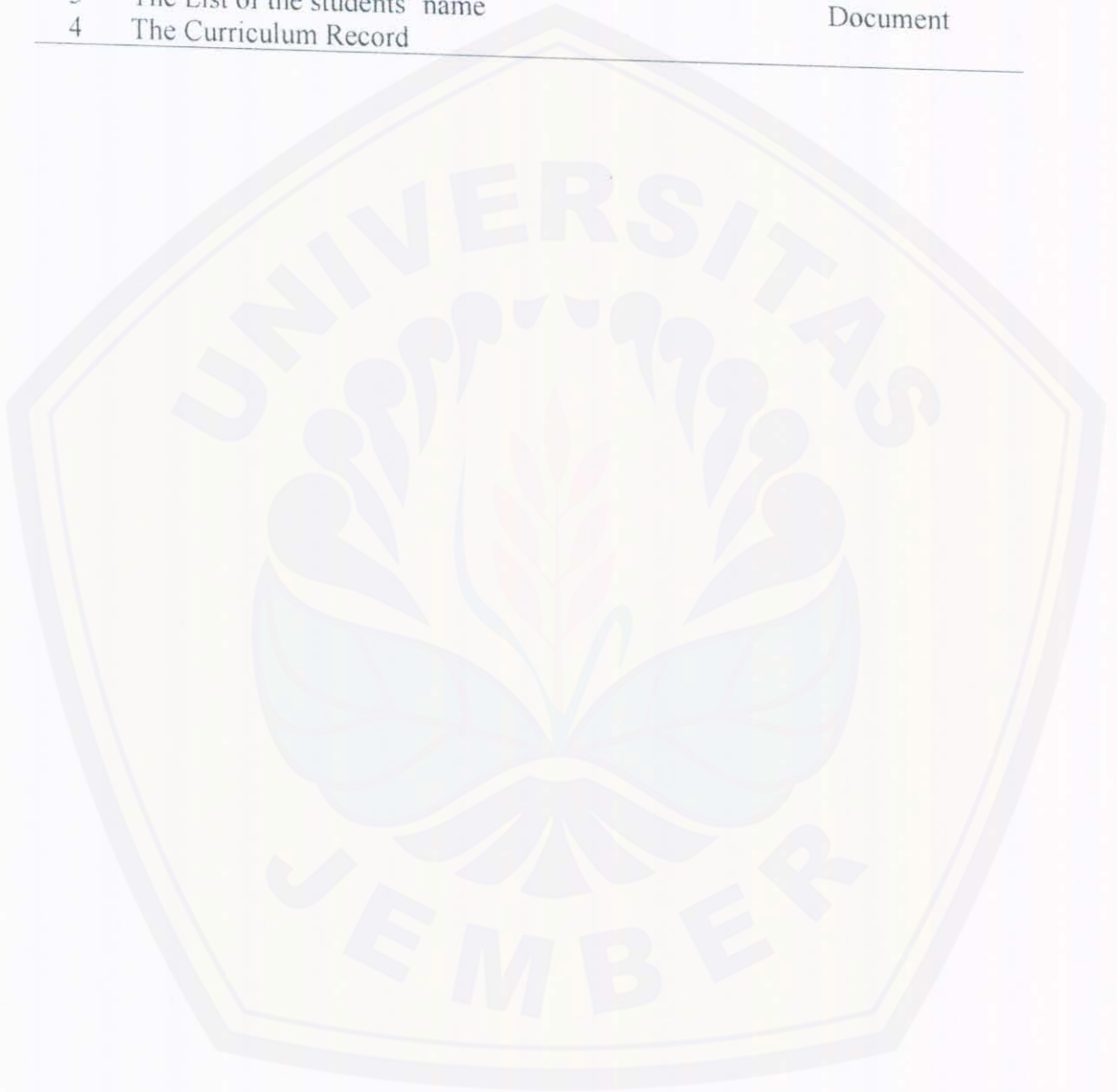
Table 7. The School Facilities

No	Kinds of Facilities	Total
1	Class Rooms	15
2	Library	1
3	Computer Laboratory Room	1
4	Laboratory for Biology	1
5	Concelor Room	3
6	Teachers Room	3
7	Head Master Room	3
8	Administration Room	3
9	Kitchen Room	1
10	Canteen Room	1
11	UKS Room	1
12	Osis Room	2
13	Mosque	1
14	Bathroom for Male	1
15	Bathroom for Female	1
16	Parking Area	2

Source : Administration of MI, MTs and MA Manbaul Ulum

Tabel 8. The Personnel of MI Manbaul Ulum Mojopurogede Bungah Gresik

NO	NAMA	NIP	STATUS	TEMPAT TGL. LAHIR	L/P	JABATAN	PENDIDIKAN Tingkat	PENDIDIKAN Jurusan	MT.A PELAJARAN	JMH JAM
1	Moh. Asyhari	-	Swasta	Grs,01-01-1957	L	Kepala	D2	Perikanan	IPA/MAT	22
2	Shorih	-	Swasta	Grs,17-02-1957	L	Kurikulum	S1	Tarbiyah	SLV/B.Ing.	28
3	A.maruddin	-	Swasta	Grs,23-05-1954	L	Kesiswaan	D2	Tarbiyah	B. Indonesia	30
4	Chuzainan	-	Swasta	Grs,15-05-1942	L	Guru	D2	PGA	B.Der.th/B.Ind	18
5	Nafik	-	Swasta	Grs,21-09-1952	L	Guru	D2	Tarbiyah	PFKN	22
6	Mahfudh Ac.	-	Swasta	Grs,08-09-1960	L	Guru	PGA	Agama	Aswaja/IPA	12
7	Machin R	150157298	PNS	Grs,15-03-1947	L	Guru	D2	Tarbiyah	k.er.akes	18
8	Abdur Rohim	-	Swasta	Grs,27-09-1960	L	Guru	Ponpes	-	Q.Hadis/Fiqih	22
9	Maksun	-	Swasta	Grs,08-08-1960	L	Guru	D2	Tarbiyah	B.Indo/Aqidah	17
10	M.Arba'l	-	Swasta	Grs,22-06-1966	L	Guru	S1	Matematka	Matematika	18
11	Fathul Ihsan	-	Swasta	Grs,25-02-1975	L	Guru	S1	Tarbiyah	B.Arab/ B. Ing	24
12	Muhimmatul K.	-	Swasta	Grs,15-08-1969	L	Guru	S1	Tarbiyah	Aqidah/B.arab	21
13	Lailatur Rahmah	-	Swasta	Grs,14-01-1972	P	Guru	D2	Tarbiyah	Nahwu/Shorof	17
14	Khoiriyah	-	Swasta	Grs,21-02-1964	P	Guru	SLTA	-	Fiqih	15
15	Mufarrohah	-	Swasta	Grs,30-06-1965	P	Guru	SLTA	-	B.Daerah	07
16	Musta'in	-	Swasta	Lmg. 1942	L	Guru	Ponpes	-	Praktek ibadah	15
17	M.N.asih	-	Swasta	Grs,16-08-1966	L	Guru	S1	-	IPS	10
18	Mukhtar Jamil	-	Swasta	Grs,07-08-1979	L	Guru	S1	Tarbiyah	Penjaskes	12
19	Kharnioh	-	Swasta	Grs,09-12-1971	L	Guru	SLTA	Tarbiyah	Tahaji/Pegon	10
20	Fadlilah	-	Swasta	Grs,25-12-1976	P	Guru	D2	-	Fiqih	06
20	Khulal	-	Swasta	Grs,19-10-1980	P	Guru	SLTA	Tarbiya1	Q.Hadis	06

Table 9. The Name of the Research Respondents

No	Name	Position
1	Ahmad Sirojul Huda	Student
2	Ainur Rofiq	Student
3	Ahmad Mafakhir Firman M.	Student
4	Ali Musthofa Dhohiri	Student
5	Azuminatun Nadhifah	Student
6	Ani Mahbubah	Student
7	Ahmad Irfan Fathoni	Student
8	Ahmad Azmi Adhitiawan	Student
9	Afif Nasrullah	Student
10	Abdul Majid	Student
11	Ati' Munfa'atin	Student
12	Diana Saraswati	Student
13	Dewi Fatimah	Student
14	Efi Lailiyah	Student
15	Erika Krisna Wardani	Student
16	Fadhihatus Sholihah	Student
17	Mohamad Fathur Rozaq	Student
18	Mohammad Irsadul 'Ibad	Student
19	Indah Agustina Amarullah	Student
20	Istianah	Student
21	Jazilah	Student
22	Jamaluddin	Student
23	Khoirotul Maslahah	Student
24	Khusnul Inayah	Student
25	Khusnia	Student
26	Khusniati	Student
27	Lailatul Maghfiroh	Student
28	Lilis Hidayatus Sholihah	Student
29	Mohammad Fahruddin Arrozi	Student
30	Mohammad Romli	Student
31	Muzayyanah	Student
32	Mohammad Ali Murtadlo	Student
33	Muflihatul Hidayat	Student
34	Nurul Ilmiyah	Student
35	Novi Hariyanti	Student
36	Nova Wahyuni	Student
37	Susi Ariyani	Student
38	Syarif Mukhlishon	Student
39	Sely Novita Sari	Student
40	Silvi Nilam Safitri	Student
41	Whettig Frans tyo	Student
42	Zulfiyah Nur Safitri	Student
43	M. Sholih	Teacher

Appendix 8

Teacher's Material Book

A Model of Teaching English Vocabulary

For Elementary School

MI Manbaul Ulum

<div align="right">

UNIT 6
PART OF THE BODY

</div>

UNIT TITLE PAGE

Make sure the students be able to enlarge their vocabulary about part of the body.

Chapter 1. Part of the Head

- Students are able to give meaning fourteen new words about part of the head.
- Students are able to follow drilling process.
- Students are able to write fourteen new words
- Students are able to guess what the picture are.
- Students are able to express about possesive by completing the sentences.

PREVIEWING THE UNIT

Give some leading questions to the students in order to focus the theme. For examples, which is parts of the head used for looking; which is parts of the head used for listening etc.

Ask one student to come forward. Point some part of the head and ask the students to answer what the name of those part of the head.

PRESENTING THE UNIT

Draw the students' attention to the topic by presenting some vocabularies that related to the topic (Part of the head) e.g. head, hair, ear, cheek, chin, neck, eye, eyebrow, eyelash, nose, teeth, mouth, lips, and face. There are some strategies can be choose by the teacher. It can be shown as follows:

- Say the word clearly and write it on the board
- Get the class to repeat the word in chorus
- Draw a picture to show what the word means
- Give an English example to show the word is used
- Ask questions using the new word

ALTERNATIVE ACTIVITIES

A. Guess the Picture

The teacher has a set of flash cards with simple pictures about part of the head. He or She chooses one card, but does show it to the class. They must guess what it is by asking questions, e.g.

Students   : Do you use it for looking? Do you use it for eating?

Teacher   : Yes, I do/ No, I don't

Students   : guess the name part of the head

B. Guess the Sentence

The teacher writes a sentence on piece of paper or card. He or She does not show the sentence. But writes the basic structure on the board, e.g.

I ----- with ----- eyes

You-----with-----nose

Chapter 2. Part of the Body

- Students are able to give meaning 11 new words of noun about part of the head.

- Students are able to give meaning 5 new words of adjective show the someone conditions.

- Students are able to follow drilling process.

- Students are able to write the new words

- Students are able to describe someone conditions.

- Students are able to sing a song about part of the body.

PREVIEWING THE UNIT

Give some leading questions to the students in order to focus the theme. For examples, which is parts of the body used for walking; used for jumping; used for tweaking etc.

Ask one student to come forward. Point some part of the body and ask the students to answer what the name of those part of the body.

PRESENTING THE UNIT

Draw the students' attention to the topic by presenting some vocabularies that related to the topic (Part of the body) e.g. head, shoulder, hand, finger, wrist, waist, knee, leg, elbow, toe, foot, and ankle. And five vocabulary of adjectives (tall, short, thin, fat, and health) There are some strategies can be choose by the teacher. It can be shown as follows:

- Say the word clearly and write it on the board
- Get the class to repeat the word in chorus
- Draw a picture to show what the word means
- Give an English example to show the word is used
- Ask questions using the new word

ALTERNATIVE ACTIVITIES

A. Mime

The teacher calls a student to the front. The teacher gives a sentence written on a piece of paper, which describe a simple condition. The student mimes the condition. The other students try to guess the situation, e.g.
Someone is tall; someone is short, etc.

B. Sing a Song

The song about part of the body. Adopted from song (Kepala, Pundak, Lutut, dan Kaki)

Head, Shoulders, ⎤ 2X
knees, and toes 2X⎦

and eyes, and ears and mouth and nose.
Head, Shoulders,
knees, and toes 2X

ALTERNATIVE EVALUATION
A. FILL IN THE MISSING LETTERS

1. M __ __ __ H *(Mouth)*   6. T __ __ *(Toe)*
2. T E __ __ __ *(Teeth)*   7. K __ __ E *(Knee)*

3. E __ __ B __ __ W *(eyebrow)*   8. H A __ __ __ *(Hand)*

4. H __ __ R   *(Hair)*   9. __ R __ __ T *(Wrist)*

5. C H __ __ __ __   *(Cheek)*   10. __ __ __ G __ R *(Finger)*

B. ARRANGE THESE LETTERS INTO CORRECT WORDS

1. EFAC   *(Face)*   6. GEL   *(Leg)*
2. RAE   *(Ear)*   7. TOFO   *(Foot)*
3. HETET   *(Teeth)*   8. ADEH   *(Head)*
4. RIHA   *(Hair)*   9. SENO   *(Nose)*
5. KENE   *(Knee)*   10. KANLE   *(Ankle)*

C. ARRANGE THESE WORDS INTO CORRECT SENTENCE

1. has – hair – she – long.   *(2413)*   4. has – he – nose – big – a.   *(21543)*
2. is – your – hair – straight. *(3124)*   5. eyes – have – we – two.   *(4213)*
3. your – are – lips – red.   *(1324)*   6. curly – hair - her – is.   *(4213)*

D. FILL THE BLANK GAMES THAT APPROPRIATE WITH THE PICTURES

Down:

1 Hair

Cross:

1 Hand

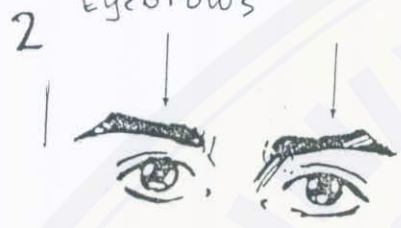2 Eyebrows

2 Ear

3 Nose

5 Eyes

4 Lips

6 Eyelash

7 Head

9 Mouth

Appe
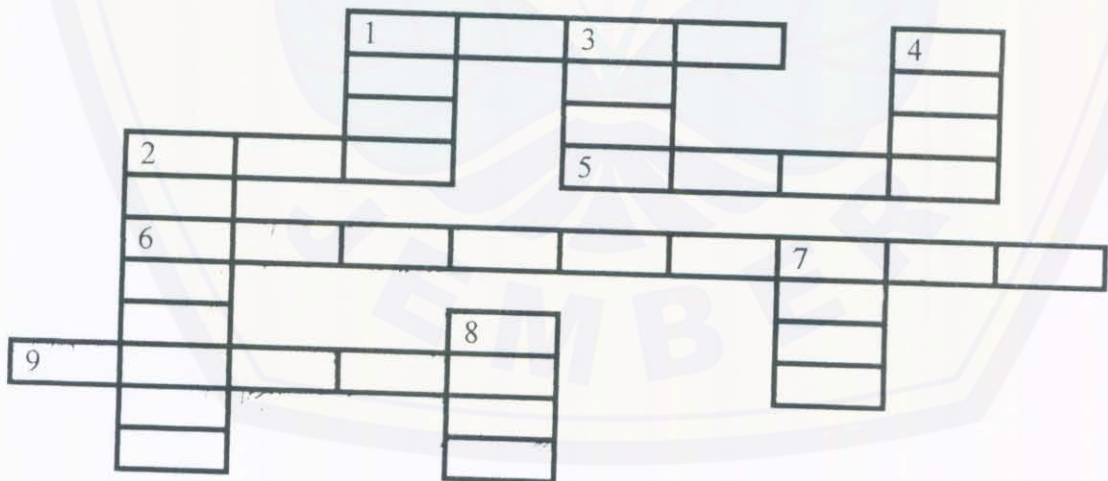
LESSON PLAN I

I. Lesson Preparation

a. Lesson Title : Part of the head
b. Lesson Objective : To enlarge the students' vocabulary about part of the head
c. Students' Level : The fourth-year
d. Length of Time : 2 X 40 (80 Minutes)
e. Language Component : Vocabulary (Noun and Possessive)
f. Methods : Direct Method and Grammar Translation Method
g. Techniques : Games
h. Teaching Aids : Pictures/Real things

II. Classroom Activities

No	Specific Objectives	instructional Materials	Learning Activities	Time	Source Evaluation
1	1. Students are able to give meaning fourteen new words about part of the head. 2. Students are able to follow drilling process. 3. Students are able to write on the book as fourteen new words 4. Students are able to guess what the picture are. 5. Students are able to express about possessive by completing the sentences.	Some pictures on the book and some instruction	1. Set Induction a. Asking the students to collect their home work. b. Guiding the students to the material by giving leading questions. For example: *What the part of the body that has two holds and has function to breath?* (Showing Picture of nose) 2. Main Activities a. The teacher asks one student to come forward. Point some parts of the head and asks all of students to answer what the name of those parts. b. The teacher writes the 14 new vocabularies about part of the head in the black board. c. The teacher pronounces the vocabularies and gets the class repeat the teacher's pronunciation. d. The teacher draws a picture to show what the word means. e. The teacher gives examples/illustrations using the	3 5 5 5 7 8 5	During the teaching process of the teaching learning process (oral evaluation) 1. Textbook published by CV Sinar Wijaya Bahasa Inggris jilid I untuk kelas IV SD. 2. The model of teaching using CA.

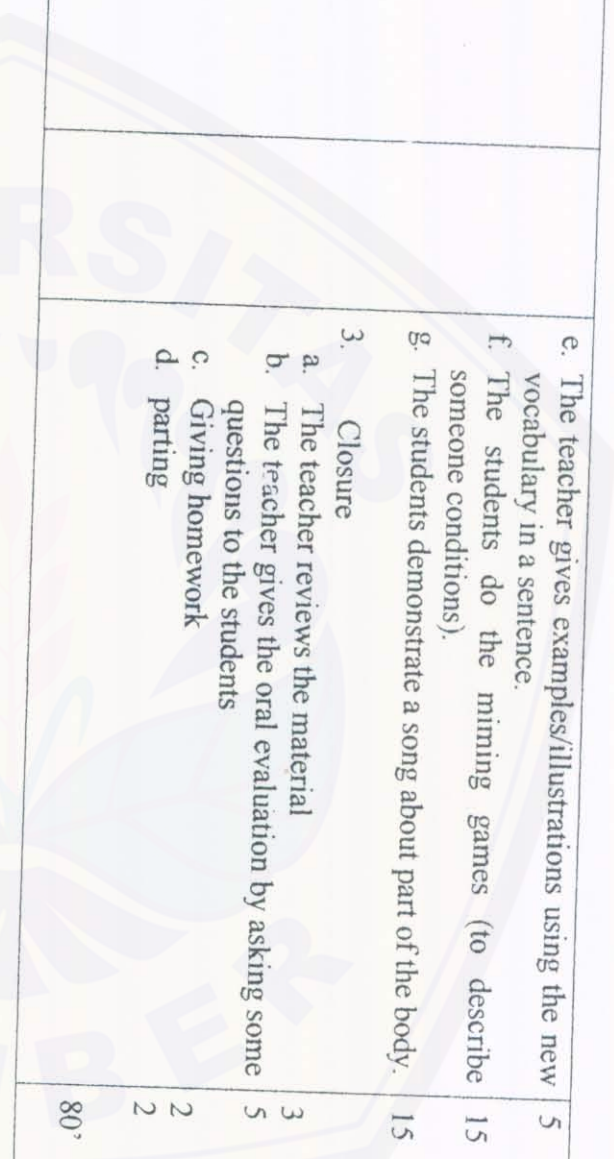|		
new vocabulary in a sentence.		
f. The students do the Guessing games (guess the pictures).	15	
g. The students do the guessing games (guess the sentence)	15	
2. Closure		
a. The teacher reviews the material	3	
b. The teacher gives the oral evaluation by asking some questions to the students	5	
c. Giving homework	2	
d. parting	2	
	80'	

LESSON PLAN II

I. Lesson Preparation

a. Lesson Title : Part of the body
b. Lesson Objective : To enlarge the students' vocabulary about part of the body
c. Students' Level : The fourth-year
d. Length of Time : 2 X 40 (80 Minutes)
e. Language Component : Vocabulary (Noun and adjective)
f. Methods : Grammar Translation Method and Total Physical Response
g. Techniques : Games and sing a song
h. Teaching Aids : Pictures/Real things

II. Classroom Activities

No	Specific Objectives	instructional Materials	Learning Activities	Time	Source	Evaluation
1.	Students are able to give meaning 11 new words of noun about part of the head.	Some pictures on the book	1. Set Induction a. Asking the students to collect their home work.		4. Textbook published by CV Sinar Wijaya Bahasa Inggris jilid I untuk kelas IV SD. 5. The model of teaching using CA.	During the teaching process of the teaching learning process (oral evaluation)
2.	Students are able to give meaning 5 new words of adjective show the someone conditions.	a. Guiding the students to the material by giving leading questions.	b.	5		
3.	Students are able to follow drilling process.	on the book as	2. Main Activities a. The teacher asks two students to come forward. One student was short and fat and one students was tall and thin. The teacher makes sentences describe the condition of two students.	5		
4.	Students are able to write the new words.		b. The teacher writes the 11 new vocabulary of nouns about part of the body and 5 vocabulary of adjectives in the black board.	5		
5.	Students are able to describe someone conditions.		c. The teacher pronounces the vocabularies and gets the class repeat the teacher's pronunciation.	7		
6.	Students are able to sing a song about part of the body.		d. The teacher draws a picture to show what the word means	8	6.	

e. The teacher gives examples/illustrations using the new vocabulary in a sentence.		5
f. The students do the miming games (to describe someone conditions).		15
g. The students demonstrate a song about part of the body.		15
3. Closure		
a. The teacher reviews the material		3
b. The teacher gives the oral evaluation by asking some questions to the students		5
c. Giving homework		2
d. parting		2
		80'

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 : 3 1 4 7 /J25.1.5/PL5/2002   Jember, 1 6 SEP 2002

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. KEPALA MI MANBAUL ULUM M

         MOJOPUROGEDE BUNGAH GRESIK

di. –

         GRESIK

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

N a m a   : SHOFIYA H

N i m   : 980210401229

Jurusan/Program : PBS/PENDIDIKAN BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

DEVELOPING A MODEL OF TEACHING ENGLISH VOCABULARY USING COMMUNICATIVE BASED-APPROACH FOR THE FOURTH-YEAR STUDENTS AT MI MANBAUL ULUM MOJOPUROGEDE BUNGAH GRESIK IN THE ACADEMIC YEAR 2002/2003

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

Ind-SP

YAYASAN MANBAUL ULUM
MADRASAH IBTIDAIYAH MANBAUL ULUM
(STATUS DIAKUI)
MOJOPUROGEDE - BUNGAH - GRESIK
NSM : 112352512004

Jln. Raya Mojopurogede No. 39 Bungah - Gresik 61152 Telp. (031) 3941036

SURAT KETERANGAN
Nomor: 021/B2-049/XI/2002

Yang bertanda tangan dibawah ini, Kepala MI. Manbaul Ulum Mojopurogede Bungah Gresik, menerangkan bahwa mahasiswa dibawah ini:

Nama	:	SHOFIYAH
NIM	:	980 21040 1229
Fakultas	:	Keguruan Dan Ilmu Pendidikan
Program Study	:	Bahasa Inggris
Alamat	:	Jl. Mastrip No 11 B Jember.

Telah mengadakan penelitian dalam rangka menyusun skripsi dengan judul "DEVELOPING A MODEL OF TEACHING ENGLISH VOCABULARY USING COMMUNICATIVE APPROACH FOR THE FOURTH YEAR STUDENT AT MI. MANBAUL ULUM MOJOPUROGEDE BUNGAH GRESIK IN THE ACADEMIC YEAR 2002/2003"

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Mojopurogede, 04 Nopember 2002
Kepala Madrasah,

MOH. ASYHARI ROIHAN

Append

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : S.H.O.F.I.Y.A.H

NIM/Angkatan : 980210401229

Jurusan/Program Studi : Pendidikan Bahasa dan Seni / Pend. Bahasa Inggris

Judul Skripsi : Developing A Model of Teaching English Vocabulary Using Communicative based Approach for The Fourth Students at MI Manbaul Ulum Mojopurogede Bungah Gresik in the Academic Year 2002/2003.

Pembimbing I : Dra. Hj. Aan Erliyana Fardani, M. Pd.

Pembimbing II : Dra. Wiwik Istianah, M. Kes., M. Pd.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	23 November 2001	ACC Judul	
2.	9 Januari 2002	Matrik	
3.	23 Januari 2002	Bab I, II, III	
4.	3 April 2002	Bab I (Revisi)	
5.	17 April 2002	Bab I (Revisi)	
6.	28 April 2002	Bab II (Revisi)	
7.	19 Juni 2002	Bab II (Revisi)	
8.	22 Juni 2002	Bab II (Revisi)	
9.	27 Juni 2002	Bab III (Revisi)	
10.	2 Agustus 2002	Revisi bab II, II, III ACC Seminar	
11.	30 Desember 2002	BAB IV V	
12.	29 Januari 2003	BAB IV, V, Appendices Acc Ujian	
13.			
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15.			

ATATAN : 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

N a m a	:	S.H.O.F.I.Y.A.H.
NIM/Angkatan	:	980210401229
Jurusan/Program Studi	:	Bahasa dan Sastra / Pendidikan Bahasa Inggris
Judul Skripsi	:	Developing A Model of Teaching English Vocabulary Using Communicative based-Approach for The Fourth Stadents at MI Manbaul Ulum Mojopurogede Bungah Gresik in the Academic Year 2002/2003.
Pembimbing I	:	Dra. Hj. Erliyanah Fardhani, M. Pd.
Pembimbing II	:	Dra. Wiwik Istianah, M. Kes., M. Pd.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	23 November 2001	ACC Judul	
2.	17 April 2002	Matrik	
3.	16 Mei 2002	Bab I, II, dan III	
4.	26 Agustus 2002	Revis i Bab I, II, dan III	
5.	7 September 2002	Revisi bab I, II, dan III	
6.	10 Septe mber 2002	Appendixes	
7.	30 Desember 2002	BAB IV V	
8.	29 Januari 2002	BAB IV, V, Appendixes (Acc ujra)	
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ATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

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