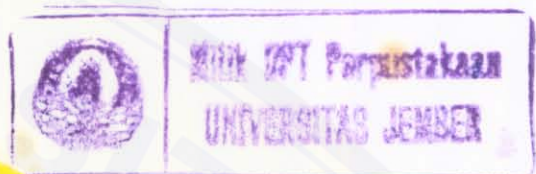# THE ENGLISH TEACHING LEARNING PROCESS
AT THE FOURTH GRADE STUDENTS OF SDN JEMBER LOR I
IN THE 2002/2003 ACADEMIC YEAR

THESIS

Presented 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

By :

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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2003

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MOTTO

يَرْفَعِ اللهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍ وَاللهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ (المجادلة : ١١)

Means: " Alloh will exact in degree those of you who believe, and those who have been granted knowledge. And Alloh in we!l acquainted with what you do."

(Q.S. Al-Mujaadilah : 11).

DEDICATION

I dedicate this thesis to:

❖ *My beloved parents, Djarkasi and Tri basirah, thanks will never been enough for all your love, affection, silent praying and everything given to me. I do love you more than I could say.*

❖ *My beloved younger brother, Tanto Tri Endro Wibowo, you must better than me.*

❖ *My friends at 98 level, Vita, Pipit, Fafa (viva mophie forever), Rhido '(thanks for being the third consultant), Ndahdewi, Hadi, Rendra, Erna, Erni, Imam, Ino', Sofi, Nova, Yuli, Arin, Elya, Wahyu. Laili and all the members of 98 level, thanks for supporting and helping me. Never give up guys.*

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❖ *Al-Fath's crew and friends, thanks for helping me.*

❖ *My Almamater.*

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In this occasion the writer would also like to express deepest appreciation and sincere thanks to the following people.

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5. The Principal of SDN Jember Lor I Jember
6. The English Teacher of SDN Jember Lor I Jember
7. The Fourth Grade Students of SDN Jember Lor I jember

Finally, the writer hopes that this thesis will provide some advantages to the readers. Any criticism, suggestions and inputs that contribute to the improvement of this thesis will be highly appreciated.

Jember, May 2003

The writer

CONSULTANT APPROVAL

THE ENGLISH TEACHING LEARNING PROCESS
AT THE FOURTH GRADE STUDENTS OF SDN JEMBER LOR I JEMBER
IN THE 2002 / 2003 ACADEMIC YEAR

THESIS

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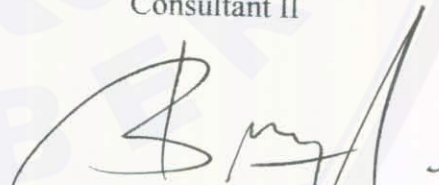
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APPROVAL SHEET

This thesis is approved and received by the examination committee of the Teacher
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Date   : 13th November 2003

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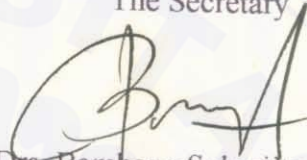
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ABSTRACT

Tanti Dwi Wahyuni. 2003. *The English Teaching Learning Process at the Fourth Grade Students of SDN Jember Lor I in the 2002/2003 Academic Year.*

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

Consultants : 1) Dra. Siti Sundari, M.A.
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Key Words : The English teaching learning process.

This research was intended to describe: 1) the approach used by the teacher in teaching English to the students of SDN Jember Lor I, 2) the techniques used by the teacher in teaching English, 3) the English skills and components taught by the teacher to the students, 4) The English teaching procedures used by the teacher in teaching English, 5) the kinds of media used by the teacher in teaching English to the students, 6) the students' activities in the English teaching learning process, 7) the teacher's evaluate the students' English achievement. This research was conducted on March 27th until May 3rd 2003. The main data were collected by observing the English teaching learning process done by the teacher, interviewing the English teacher and the supporting data were collected by documentation. Then, the data were analyzed by descriptive-qualitative analysis. The results of the data analysis were as follows: 1) the teacher used the Communicative Approach, 2) the teacher taught the language skills and components integratedly, 3) the teacher taught the four language skills, namely, reading, writing, speaking and listening, and the three language components, namely, vocabulary, pronunciation and structure, 4) the procedures of the English teaching covered introduction, core activites and closing, 5) the media used by the teacher are blackboard, pictures and the real objects, (6) The students were active when the teacher used media in teaching English and they were antusiastic in learning pronunciation, in the contrary, they played and talked to their friends when the teacher did not use media in teaching English, (7) the teacher conducted the process evaluation and the product evaluation to evaluate the students' English achievement. Based upon the findings, the English teacher is sugessted to create the communicative English teaching situation by using more various and interesting media.

I. INTRODUCTION

1.1 Background of the Research

So far, English has been a required subject at Senior and Junior High Schools. In addition, since the application of the 1994 Basic Education Curriculum, English has been taught as a local content to the students of elementary schools beginning from the fourth grade to the sixth grade. As a local content subject, English is taught to elementary school students by considering whether it is important or not for the schools (Depdikbud, 1994). Besides, in the 1994 Basic Education curriculum, it is stated that the English teaching at elementary schools is intended to prepare students to study English at higher levels (Depdikbud, 1994). Nowadays, there are a lot of elementary schools in Jember that apply English as their local content. One of them is SDN Jember Lor I. In that school, English has been taught as a local content subject since the application of the 1994 Basic Education curriculum. It has been given regularly once a week from the fourth grade to the sixth grade. Even now it is taught from the first grade (the result of interview with the teacher in preliminary study).

Some efforts aimed at improving the quality of the English teaching are still highly needed to reach the English teaching objective. In the Encyclopedia of Educational Research, many researchers conducted researches as the important step of efforts to improve the quality of teaching and learning through analyzing the findings and making use of them as an input in optimizing the teaching learning process. Some researches were conducted by Anderson and Burns, 1989; Good and Power, 1976 (in Alkin, 1992:1373). The results of those researches showed that the study of teaching learning process is essential for understanding student learning as the target of teaching learning process and reaching the English teaching objective. In addition, Nunan (1992:1) states that in language education, researchers can collaborate with teachers and curriculum specialist to improve the quality of English teaching to reach the English teaching objective. They may wish to experiment with alternative ways of organizing teaching and learning, to create an environment in which learners, teachers and researchers are

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teaching and learning from each other in a good way (a trend which is enhanced by the growing interest in action research), as well as they can give their contribution by studying the teaching learning process.

Teaching learning process involves various components. The components are teachers, students, learning materials, approach, media and learning environment (Roestiyah, 1994:39-40). Further, Idi (1999:217) states that the successful teaching-learning process is determined by the components of teaching learning process, such as teacher, approach, students, and teaching-learning environment. If there is weakness on one components or more, it will influence the other components' work to gain the successful teaching learning process.

In this case, Dimyati and Mudjiono (1999:37) state that the teacher as the subject of teaching learning process plays important roles in deciding the techniques and the approach, the skills and components, the kinds of media, and the procedures used in teaching English. In addition, Cooper (1999:6-8) states that a teacher is a decision maker in teaching learning process. It means that the teacher has to decide the technique, the material, the strategy for obtaining the desired learning, and the evaluation of the impact and outcomes of the teaching.

In relation to the important function of the teacher in teaching and learning process, Brophy and Good (in Alkin, 1992:1375) state that teachers have to organize their classrooms as effective learning environments, to use the techniques to maximize the students to be active, and to actively make the instruction, demonstrate skills, explain concepts, conduct participatory activities, explain assignments, and review the teaching learning process when necessary. Meanwhile, Roestiyah (1994:40-41) states that teachers have to design the teaching-learning process by deciding the material which is appropriate with the aim of teaching learning process, choosing the media which are appropriate with the material, and creating the conducive condition to conduct the teaching learning process effectively.

Realizing that teacher plays an important role in the teaching-learning process, this study will focus on describing the English teaching learning process done by the teacher. The title of this study is "The English Teaching Learning Process at the Fourth Grade Students of SDN Jember Lor I in the 2002/2003 Academic Year"

1.2 Research Problems

Based on the background of the study, the research problems are formulated as follows:

1. What approach did the teacher apply in teaching English?
2. What techniques did the teacher apply in teaching English?
3. What English skills and components did the teacher teach to the students?
4. How were the procedures used by the teacher in teaching English?
5. What kinds of media did the teacher use in teaching English?
6. How were the students' activities in the English teaching learning process?
7. How did the teacher evaluate the students' English achievement?

1.3 Operational Definitions of Terms

Some terms related to the research topic are operationally defined as follows:

1.3.1   The English teaching learning process

In this research, the English teaching learning process is all the activities done by the English teacher and the students in the classrooms to gain the goals of the English teaching at SDN Jember Lor I.

1.3.2   The approach in teaching learning process

In this research, the English teacher at the fourth grade students of SDN Jember Lor I has been expecting to apply the Communicative Approach correctly in teaching English to elementary students. In this case, Communicative Approach is an approach in teaching learning

process that is intended to make the students to use the target language for communication meaningfully.

1.3.3   The techniques in English teaching learning process

In this research, techniques are specific activities manifested in the classroom by considering children's ability to grasp meaning, their creative use of limited language resources, their capacity for indirect learning, their instinct for playing and fun, their delight in imagination and fantasy and their instinct for interaction and talk.

1.3.4   The English skills and components in English teaching learning process

SDN Jember Lor I uses the 1994 Basic Education Curriculum which covers four language skills, namely, reading, listening, speaking, and writing, as well as, the three language components, namely, vocabulary, pronunciation and structure. They are taught integratedly.

1.3.5   The procedures in English teaching learning process

In this research, procedures are the steps of the activities that are given based on the approach and the techniques used by the teacher in teaching English.

1.3.6   The teacher evaluates the students' English achievement

In this research, the evaluation of the students' English achievement in the teaching learning process covers formative evaluation, summative evaluation, the report of the evaluation result and conducting the remedial program. The evaluation consists of two kinds of evaluation, oral test and written test.

1.4 Objectives of the Research

In relation to the research problems, the objectives of this research are as follows:

1. To describe the approach used by the teacher in teaching English.
2. To describe the techniques used by the teacher in teaching English.
3. To describe the English skills and components taught to the fourth year students.
4. To describe the English teaching procedures used by the teacher in teaching English.
5. To describe the kinds of media used by the teacher in teaching English.
6. To describe the students' activities in the English teaching learning process.
7. To describe teacher's evaluate the students' English achievement.

1.5 Advantages of the Research

The research results are expected to be advantageous for the English teacher, the headmaster, and other researchers.

For the English teacher, the research results are useful as an input or consideration to develop the quality of the English teaching by applying the appropriate techniques and approaches, choosing the interesting media, deciding the skills and components, and deciding the procedures in teaching English.

For the headmaster, the results are useful as an input or information to prepare the facilities are needed by the English teacher to develop the quality of the English teaching to produce the students who are good at English.

For other researchers, the results are useful as information or a reference to conduct a further research dealing with the English teaching by using another design, such as an action research to improve the quality of the English teaching learning process.

1.6 Limitation of the Research

In this research, the problems were limited to the English teaching learning process in one semester of the fourth grade students of SDN Jember Lor I Jember 2002/2003 Academic Year. It was conducted on March 27th until May 3rd 2003. The research covered as follows:

1. The approach used by the teacher in teaching English to the students
2. The techniques used by the teacher in teaching English to the students
3. The English skills and components taught by the teacher to the students
4. The English teaching procedures used by the teacher in teaching English
5. The kinds of media used by the teacher in teaching English to the students
6. The students' activities in the English teaching learning process
7. The teacher's evaluation of the students' English achievement

II. REVIEW OF THE RELATED LITERATURE

This chapter presents the theories related to the research problem. The theories cover: 1) The English teaching at elementary school, 2) Characteristics of young learners, 3) The English teaching learning process, 4) Communicative approach in the teaching of English, 5) The techniques of teaching English, 6) The procedures of teaching English, 7)The use of media in teaching English, 8) Kinds of the teaching media, 9) The English teaching materials for the fourth grade students of SDN Jember Lor 1 Jember 2002/2003 Academic Year, 10) The evaluation of the teacher to the students' English achievement. Each theories will be discussed clearly below.

2.1 The English Teaching at Elementary School

Brown (1994:56-57) states that in teaching English as a foreign language to elementary school students, the audiolingual method is emphasized. Every unit is designed to involve around a living situation. The vocabulary is limited and must be repeated. The utterances are short so that the language can be learned by speech patterns rather than by words. Progress is made slowly, but every utterance must be mastered completely until it becomes automatic. Furthermore, Nurhadi (2002:1) states that it will be more meaningful if the children learning things by doing it, not knowing it. The teaching learning process which oriented to the target of mastering the materials proved the children to remember things in the short period but fail to solve the problems in the long period . 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 language actively. In this case, Cox (1998:44) states that the way elementary school students learn is learning by doing. It means that the techniques to present the material can be delivered by interesting activities, such as games, songs, story telling, etc.

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Based on the 1994 Basic curriculum, teaching English for elementary schools covers four English skills, namely, reading, listening, speaking and writing. Besides, the three English components, such as, vocabulary, pronunciation and structure are taught to the elementary students. In the English teaching, they are taught integratedly with the four language skills. English has been taught as a local content at elementary school students and it is intended to prepare students to study English at higher levels. The objective of teaching English at elementary school is, by mastering about 150 new vocabularies which are appropriate with the theme chosen, students are able to have the English skills, namely:

1. Reading

   Students are able to read the simple text happily and able to comprehend the meaning of words, phrases and simple sentences based on the contexts correctly.

2. Listening

   Students are able to do the instruction and the sign which is given orally and able to answer the oral questions in the dialogue correctly.

3. Speaking

   Students are able to use the words or simple sentences as a means of communication/able to demonstrate the simple and short dialogue fluently.

4. Writing

   Students are able to rewrite the sentences or short paragraphs and or able to complete the sentences which are helped by pictures correctly (Depdikbud, 1994:4).

   At elementary schools, English is learned by the students as a foreign language. Mariana and Hasbullah(1986:4.2) state that teaching English as a foreign language means to set up students with new language that is exactly different from their mother tongue. They will master the new language when they repeat the sentences, words and phrases many times. It makes them get bored and they do not want to pay attention to their lesson.

The teacher needs media to minimize their boredom and to make the students enjoy the lesson.

2.2 Characteristics of Young learners

The English teaching learning process in elementary schools is typical for the learners. They are children whose characteristics are different from the adults (Scott and Ytreberg, 1994:3). According to Scott and Ytreberg (1994:3-4), students around this age are assumed to have the following general characteristics:

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between fact and fiction.
3. They ask questions all the time.
4. They rely on the spoken word as well as the physical world to convey and understand the meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and do not like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher decisions.
8. They are able to work with others and learn from others.

There are still some characteristics that should be taken into consideration in teaching English to children. Cox (1998:60) states that the children from seven to eleven or twelve are in the stage of concrete operations. It means that they learn through hands on experience and through manipulation of objects in the environment. They learn by doing. They also have attained the operation of reversibility, additive composition, associability, and identify, which enable 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 many other language skills developed in the elementary schools must have concrete references for each child (Petersen, 1964:261-262). So, it is

necessary to refer this theory in order to gain the goal of the English teaching learning process at elementary schools.

2.3 The English Teaching Learning Process

Suryosubroto (1997:19) states that teaching learning process is all the activities done by the teacher beginning from planing, doing till evaluating the activities in educative situation to gain the goal of the English teaching learning process. Meanwhile, Djaramah and Zain (1996:10) state that teaching learning process is the component activities which need each other to gain the goal of the teaching learning process. The components are, teacher, students, material, techniques and an approach in teaching English. Further, they state that teaching learning process is a condition which is made by the teacher as a subject of the teaching learning process to make the students learn and use the material and media as the medium. In this case, the components of the teaching learning process are used maximally to gain the goal of the teaching learning process (Djaramah and Zain, 1996:43).

A search in Contemporary Dictionaries reveals that learning is acquiring to get knowledge of a subject or a skill by study, experience, or instruction, whereas teaching is showing or helping students to learn how to do something by giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Meanwhile, Brown (2000:7-8) says that teaching is guiding and facilitating learning, making possible the learners to learn, setting the condition for learning. So, the understanding of how the learners learn will determine the philosophy of education, teaching style, approach, methods, and classroom techniques

Malamah and Thomas (in Faizah, 2001:12-23) state that learning a language, including English, like learning of anything else, is essentially individual achievement, as an exploitation of capacities of the mind to make sense of the environment. Further, they state that typically this private process takes place in the public context of the classroom, the individual is one of the group, a member of the class, and the activities which are set the process in

training are determined by the teacher. The assumption is that this internal process of learning will come about as a consequence of the external interaction which takes place between two kinds of participants, namely: the teacher on the one hand, and the learners on the other.

Based on the ideas above, the English teaching learning process means all the activities for learning English which is set by the teacher as a subject of teaching learning process for guiding and facilitating the learners to get the knowledge of English skills and components. In teaching English, the teacher uses the procedures, an approach, techniques, and media to achieve the teaching objective.

2.4 Communicative Approach in the Teaching of English

Nunan (1989:194-195) says that Communicative approach means activities involving real communication, carrying out meaningful tasks and using language which is meaningful to the learner promote learning. 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, meaningfully through the four skills: speaking, listening, reading and writing.

Dealing with the communicative approach in language teaching, Freeman-Larsen (1986:132) claims that the most obvious characteristics of communicative approach is students use the language in great deal of time through communicative activities. In 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 material and they can use the target language, while the students are learning in small groups. These characteristics tend to explore students' motivation to study a

foreign language since they will feel as if they are learning to do something useful with the language they study.

Based on those characteristics, it can be inferred that communicative approach is an approach in teaching learning process that is intended to make the students to use the target language for communication 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 not dominated by the teacher, but the students are made active in learning and using English in the class. In other words, the English teaching learning process is centered on the students.

In a communicative approach, a 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 and various activities, while the second is to act as an independent participant within the language teaching group. Meanwhile, Littlewood (1995:91-93) 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 errors and problems in communicating to one another, and (e) as an 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.

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 stage 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 skills, we must involve all language components, such as structure,

pronunciation, and vocabulary as a whole. Thirdly, the processes are as important as the form communication 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 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. The last is that mistakes are not always mistakes, we should not expect that students are able to produce correct language. They make mistakes during teaching learning process. Teacher should not be too critical of other errors, because too many critics will destroy their confidence to learn the language.

Furthermore, in teaching learning process using communicative approach, 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 target language in every situation during the activities are progressing.

According to Littlewood (1995:94), there are many reasons for the teacher using communicative approach. Communicative approach consists of a number of important aspects of the activities. Firstly, the teacher's role in the learning process is recognized as fewer dominants. More emphasis is placed on the learner's contribution through independent learning. Secondly, communicative interaction gives learners more opportunities to express their own individuality 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 with the teacher. Fourthly, the emphasis on communicative interaction provides more opportunities for cooperative relationship to emerge, both among learners and between teacher and

learners. 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.

Referring to the theories of Communicative Approach described above, the English teacher at the fourth grade students of SDN Jember Lor I has been expecting to apply the Communicative Approach correctly in teaching English to elementary students.

2.5 The Techniques of Teaching English

Techniques are specific activities manifested in the classroom that are consistent with a method and therefore, in harmony with an approach as well (Brown, 1994:48). A teacher may, for example, at the approach level, affirm the ultimate importance of learning in a relaxed state of mental awareness just above the threshold of consciousness. The methods that follow might be audio-lingual method, suggestopedia, silent way and total physical response (Brown, 1994:48). In this case, Anthony, in Richards and Rodgers (1986:15) states a technique is implementational, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Choosing the techniques in teaching English to elementary school should consider children's ability to grasps meaning, their creative use of limited language resources, their capacity for indirect learning, their instinct for play and fun, their delight in imagination and fantasy and their instinct for interaction and talk (Halliwell, 1992:3-8). Meanwhile, Halliwell (1992:9-39) explores some techniques in teaching English in the primary school as follows:

1) The teacher makes the real communication between the students. There are plenty of classroom activities which provide an extremely useful combination of real communication and quite deliberate rehearsal of a clearly identified set of fairly restricted material. They can involve any of

the four skills of listening, speaking, reading and writing. But their biggest contribution at primary level is probably in the field of spoken interaction between children. Because the range of language items can be limited without destroying the element of real communication. The teacher can leave the children talking to each other without fear that the need to communicate will lead them to lapse totally into the mother tongue. That is why so-called 'information gap' activities that continue to be so popular in the language classroom.

2) The teacher has systems other than words for carrying meaning in teaching English. This does not mean that the teacher has to become a non-stop and elaborate mime artist. It simply means that we deliberately increase the ways in which we normally back up what we say by showing what we mean. This is helpful in any classroom subject. We rarely rely on words alone to carry the message. So teachers, even when they are teaching in the mother tongue, do often say 'Do it like this' and show what is to happen rather than describing it. Or, as they tell children 'You need a sharp pencil, a ruler and a sheet of graph paper, they pick up each item in turn to emphasize and confirm the message. Teaching language lessons in the target language is very much a matter of enhancing this technique. So our paired reading game can be introduced in the target language by a teacher using only a limited range of vocabulary and structure.

3) In teaching English, you will find some language activities that stir a class. In a positive sense, 'stir' means that the activities wake them, stimulate them. In a negative sense, it may be the activities over-excite them or allow them to become unconstructively restless. There are other activities which have the opposite effect. They seem to settle the children. To put it positively, that means they will calm a class down. The negative side of this is to say that some activities will bore the class into inertia. If we know the effect of activities like this, we can plan lessons which neither stay stuck in dullness nor get out of hand in excitements. So it is useful to make your a list from experience of your particular class. For example, most

teachers find copying quietens children like magic. So, colouring, and competitions, make children excited and noisy.

4) Teaching by using a guessing activity can be used to provide meaningful practice of any phrases or words the children are learning. In this particular example it is intended to provide practice asking questions using 'going to' + places. The teacher has five promptcards showing places, e.g. park, supermarket, etc. The children are already fairly familiar with the words. They have already practiced repeating the words after the teacher and are now able to produce the words by themselves if the teacher just holds up the cards without saying anything. In order to do this activity, the children have to remember which five places are on the cards. They have to recall and produce the phrases and they have to work out by process of elimination which card their classmate must have chosen. So they have to think. The activity also engages their emotions. It is fun. They are eager to choose right. In this form then, the activity is mentally engaging in several ways. That is why, children respond to it so well and why similar activities are very affective and popular.

5) Teaching by copying is true that the children have to concentrate in order to copy accurately, but they do not have to think very hard. Copying is involving in a different way. It is actually occupying. Each child is physically doing something. It is also usually an activity where all the children in the class are simultaneously doing something.

2.6 The Procedures of Teaching English

Richards and Rodgers (in Brown, 1994: 48) state that procedures are the techniques and practices that are derived from one's approach and design. The procedures of teaching English at SDN Jember Lor I cover:

1. Introduction

This activity is aimed at leading the students to the material that will be given. The introduction is expected to be able to attract the students to teaching learning process.

2. Core activities

Core activities are determined based on the language skills and components that will be given.

3. Closing

It consists of the review of the material discussed or the summary at the material given. It is done to encourage the students in learning English.

2.7 The Use of Media in Teaching English

Teaching media can and should be used at all levels of learning in different ways and for different reasons. The idea needs to be dispelled that media are an elementary or primary school medium of instruction. Media are just as appropriate and effective for teaching advanced students as they are for young beginners of English (Yunus, 1981:iii).

Kasbollah and Anugerahwati (in Faizah, 2001:24) state for very beginning level of English learners like elementary school students, the most appropriate way in introducing the vocabulary of the foreign language is through selected instructional media (such as charts, realia, pictures) in and around the classroom. Those instructional media for teaching English to children, has several roles. Three of them are: a) attentional role; b) communicational role; c) retentional role (Richards in Faizah, 2001:24-25).

The attentional role of media is to attack the students' attention, to heighten the students' curiosity, and to deliver the information. Media can make the information more attractive. Pictures and real objects are easily processed to catch and hold the young learner's attention.

In its communicational role, media can function to enhance comprehension and to assist the learner's in understanding the massage. In other words, the communicative role of media is a way of clarifying the message by making explicit certain concept in the lesson.

The retentional role of instructional media concerns retentional role of instructional media; concerns retention of information presented in the instruction-retentional media, although seen and recorded by the learner

during the lesson; has their effect later on when the time comes to remember the information. Instructional media are used to assist learners in learning and remembering the important concepts of the lesson.

Furthermore, the advantages of using teaching media in the classroom are obvious. Not only are they are popular and interesting for the students of all ages, thus helping maintain a high level of interest in language learning, but they also give necessary variation and provide a change of face in teaching learning situation. They provide a ready means of establishing a quick and clear concept of the meanings of words and structures, meaning which are more vividly retained than if they were taught via lengthy explanations by the teacher. Moreover, media is a necessary means of getting students to use the language, especially at the beginning stages. Pictorial material, for instance, can provide students with something to talk about, leaving them to concentrate on the language they need to use. Another distinct advantage of media is that they promote greater students' participation in the English learning process since students are required to manipulate them to perform a particular task (Yunus, 1981:iii).

2.8 Kinds of The Teaching Media

Yunus (1981:1-109) explains that the kinds of media are as follows.

1. The chalkboard.

2. The flannel board, magnet board, and figurines.

3. The pocket chart and word chart.

4. Pictorial and non-pictorial material.

5. Miscellaneous two-dimentional and three-dimensional media.

6. Projectors and the tape recorder.

More detailed elaboration of the above kinds of media is presented below:

2.8.1 The chalkboard

Chalkboards, or blackboards as they are often called, come in varying colours and types. Some are placed on easels, many are fixed on

classroom walls, while others move up and down or a cross on wooden structures. More up to date models are made of a flexible rubberized surface and is supported at each end by a wooden rod.

Working on the chalkboard calls for the teacher to master a number of practical skills:

1. Legible Hand Writing

It is most important that students can see and understand what the teacher has written. An acceptable style is a form of joined script which has no unnecessary loops and frills. This is suitable for all levels in secondary school and upper levels in primary school. But with lower primary students, the teacher should develop a clear simple form of printing.

2. Drawing on the Chalkboard

The skill of chalkboard drawing is essential for ESL teacher, especially if you are teaching beginners or doing remedial teaching. Chalkboard drawing is a skill that can be cultivated by any teacher. The disadvantage as too much time is spent on getting the drawing right and not enough on the important job of using the drawing to teach. Pictures should always be simple and unambitious. Matchstick figures and outlines are adequate. Students are not over critical of a teacher's attempts to draw and they do enjoy seeing the teacher's sketch evolving before their eyes.

2.8.2 The Flannel Board, Magnet Board and Figurines.

Basically, a flannel board is a piece of soft board (or any other suitable support material) which is covered with a piece of draft which has adhesive qualities such as flannel or felt. The principle on which the flannel board works is friction: a cloth with a rough surface will cling to another rough surface if they are lightly pressed together. To the basic flannel surface we can attach figurines (or cut-outs) merely by lightly pressing them on to the surface. All teachers need for a lesson using the flannel board is the background cloth (on a backing board) and teaching items (figurines or

flashcards) which he can add, take away or move around on the flannel board surface.

Meanwhile, a simple magnet board consists of a sheet of metal, for example, zinc or tin plate, to which figurines can be attached by magnets. The only difference between it and the flannel board is the method of adhesion-magnetism rather than friction. The sheet of metal can either be attached permanently to a wall in the classroom and bounded by strips of wood, or gummed to a piece of plywood mounted on a wooden frame so that it becomes a portable magnet board for use by a number of teachers. The zinc or tin plate is best painted with 2-3 coats of black or dark green chalkboard paint.

2.8.3   The Pocket Chart and Word Cards

A pocket chart consists of essentially of a piece of support material on which pockets have been placed for the purpose of holding word (and letter) cards or pictures. There is nothing revolutionary about pocket charts. They have been used for many years in first language classrooms but it is only in recent years that teachers have begun to realize their potential for teaching English as a second or foreign language, not only at the primary level but also at the secondary.

Meanwhile, word chart and sets of letter may be purchased from stationary shops, it is better (and more economical) for the teacher to produce his own. In that way, he will be producing exactly what he needs for a particular structure/lesson. Preferably the lettering should be done in black ink (broad-tipped felt pens are ideal) in lower case, example, small letter. Capital letters do not give a distinctive shape to a word and should be avoided particularly when students are learning to read. It is very important that the lettering on the cards is large enough for clear visibility from the of the classroom. Paper rather than cardboard can be used to make some words, particularly where the cards are not likely to be used very often (as for specialized vocabulary found in a comprehension passage). Although some

teachers favour different coloured card for writing words of different word classes (nouns, verbs, etc.), this would probably be only of advantage to beginners of ESL/EFL where differentiation into word classes is just beginning.

2.8.4 Pictorial and Non-pictorial Material

The types of pictorial material are:

1. Composites pictures

   These are large single pictures which show a scene (hospital, beach, railway station, canteen, street) in which a number of people can be seen doing things.

2. A picture series

   A picture series is a number of related composite pictures linked to form a series or sequence. Hence, its main function is to tell a story or sequence of events.

3. Individual pictures

   These are single pictures of objects, persons or activities. Such pictures vary in size from small newspaper pictures and fall-page magazine pictures to poster-sized pictures, and can be mounted singly or in sets.

4. Specialized pictures (poster, charts, advertisements, brochures)

   Wallposters are not designed specifically for teaching, but rather for advertising or propaganda purposes, for example, 'Donate Blood', 'Don't Litter', 'Plan Your Family'.

   Wallcharts, though not designed specifically for teaching, are designed to be informative. Examples include, 'How to Use a Telephone', 'Career Guidance', 'Life Saving techniques', The Uses of Rubber', etc.

   Advertisements are not only easily and cheaply available but also provide one of the most versatile teaching medium.

   Brochures, pamphlets, leaflets, contest forms, etc. are also useful for training students to read quickly for information.

The types of non-pictorial material, fall into five broad categories:

1. Graphical numerical and tabular

These show numerical and qualitative relationships as well as processes. Examples: Graphs-pie or sector graphs, bar graphs, line graphs

Tables-mileage tables, airline flight tables, data on population, etc.

Charts-flow charts, time charts, organizational charts, etc.

2. Diagrammatic

These are visual descriptions of how people see things, of how things are made or how they work, etc.

3. Cartograpical

Examples: Maps-map of the world, maps of countries, treasure island maps, maps of parts of countries.

Plans-Street plans, house plans, plans of rooms showing the arrangement of furniture.

Routes-railway routes, bus routes, airline routes

4. Publicity displayed/used

Examples: Road signs-symbols and meanings

Menus-from restaurants, hotels, etc., showing a variety of meals and drinks

Timetables-bus, train, airline, timetables, examination timetables, class timetables.

Horoscopes-astrological, palmistry

Programmers-radio, television programmers, sport programmers, etc.

Forms-immigration forms, visa application forms, post office forms, etc.

5. Personal owned

Examples: Diaries, passports, appointment books, address books and telephone number books, report cards, shopping list, personal memos/reminders, family trees.

2.8.5 Miscellaneous Two-Dimensional and Three-Dimensional Media

Two-dimensional media are divided into:

1. Display charts

Various kinds of display boards can be made from pieces of stiff cardboard measuring about 75 cm (30") long and 50 cm (20") wide, and hung or pinned at the front left or right of the chartboard. Examples: a daily calendar, a weather chart.

2. Substitution and word display devices

These are variation of traditional substitution tables found in text books or written on the chalkboard by the teacher. Their main characteristics is that, unlike traditional tables, they can be manipulated by the students. Some examples of substitution and word display devices are: sliding sentences strips, word building cards, roll tables, vocabulary wheels.

3. Worksheets

The word card activities that can be conducted on the pocket charts to develop reading and writing skills and the many excellent activity/work books available commercially provide the teacher with plenty of material for beginning students of English. These can be supplemented by cyclostyled worksheets containing selection and matching activities to suit the specific needs of students. For example: a sheet of pictures and the names which contain short and long sound ('i', or 'o' sounds, for instance). Students circle the pictures with either the short and the long sounds, as specified.

4. Workcards

These resemble worksheets except that they are prepared individually on pieces of cardboard. Students do the exercises on their exercise books and not on the card itself. They are particularly useful for providing further practice in reading and writing and can be graded (and filed) according to the varying levels of students within a class. For example: reading comprehension cards containing small composite pictures or a picture series (taken from a magazines or old text book or hand-drawn) together with a short reading passage and comprehension exercise. The exercise could take the form of multiple-choice questions, true-false or ordinary questions.

Then, three-dimensional media are divided into:

1. Real objects

Students understand and remember the meaning of a word better when they have touched the object it represents. Thus, a collection of common objects-stories, leaves, sticks, bottle tops, bottles, boxes, cartoons, match boxes, cigarette pockets, tins, old toys, etc. facilitates the presentations of many language items. Because most of these cost nothing they can be easily acquired in large numbers so that all students have a chance at handling and using an object. Moreover, teachers need not to be afraid. The media will get 'lost'. For example, two identical sets of matchboxes or cigarette packet can be used in the game 'arranging based on description'.

2. Models and mock-ups

Realism is an important consideration in language teaching. Any object that can be duplicate as accurately as possible an object found in an everyday setting for use in teaching learning situations is worthwhile. Although the use of models and mock-ups are relatively restricted in the English classroom, Three items deserve mention: a model telephone, a globe, a clock.

3. Puppets

Puppets are excellent teaching media, especially for younger children. Not only can the teacher use them to communicate the important points of a language item but they can increase pupil's participation in teacher-dominated classroom. One of the good things about using puppets is that they 'bring out' the reticent child at the same time providing an opportunity to realize the creative abilities of more vocal students, for example, paper bag puppets, stick puppets, sock puppets, glove puppets.

2.8.6   The projector and the tape recorder

The primary aim of this book has been exposed teacher of English to simplify teaching media that they can either make themselves or collect. However, many teachers have done at their disposal some, if not all of the pieces of equipment regarded as the 'hardware' of audio-visual aids- various kinds of projectors and in addition, the tape recorder. Each piece of equipment has only been briefly touched on here and the teacher is advised to seek further information and ideas on use from books and articles dealing specifically with the various pieces of equipment. For example, slide and filmstrip projectors, the epidiascope and episcope (opaque projector), the motion picture projector, transparencies and the overhead projector, the tape recorder.

2.9   The English Teaching Materials for The Fourth Grade Students of SDN Jember Lor I Jember 2002/2003 Academic Year

Based on the 1994 Basic Education Curriculum, the objectives of teaching English at the fourth grade students of elementary school are students are able to identify the part of the house, to express the members of the family with their activities, to mention the eating time, the name of animals, clothes with their colours, and able to rewrite simple sentences that have been studied with the pronunciation correctly.

More detailed elaboration of the above curriculum is presented below:

2.9.1 Introducing the part of the house and the things in the house

    2.9.1.1 The part of the house

        Mentioning the part of the house, such as living room, kitchen, room, etc.

    2.9.1.2 The things in the house

        Mentioning the things in the house, for example, sofa, mirror, bed, table, etc.

    2.9.1.3 Communicative expressions

        Using the communicative expression which is needed to mention part of the house and the things in the house, for example,

- Mother is in the kitchen
- She is washing the dishes
- Where is Budi

        Budi is in the living room

        etc.

    2.9.1.4 Vocabularies

        Window, door, bed room, living room, dining room, kitchen, spoon, fork, bowl, etc.

    2.9.1.5 English skills

        a. Reading

           Getting fun in reading the simple text about the part of the house and the things in the house.

        b. Listening

           Identifying the things which is mentioned by the teacher by showing the picture.

        c. Speaking

           Asking and answering about the part of the house and the things in the house.

        d. Writing

           Completing the short dialogue that have been learned.

2.9.2 Introducing the members of the family

    2.9.2.1 The family relationship

        Expressing the family relationship

    2.9.2.2 Family activities

        Expressing the members of the family activities in simple ways

    2.9.2.3 Communicative expressions

        Using the expressions which are needed to show the relationship of the family and the family activities, for examples:

- Mr. Rahmad is my father

    He is a teacher. He teaches every day

- Mr. Rahmad has a brother

    He is my uncle.

    My uncle is a doctor

    He works in a hospital

    etc.

    2.9.2.4 Vocabularies

- Family: father, mother, brother, sister, parents.
- Relatives: uncle, aunt, grand mother, grand father.
- Interrelated people: doctor, teacher.

    2.9.2.5 English skills

        a. Reading

- Answering the questions based on the information from the text
- Answering the true-false questions

        b. Listening

        Answering the teacher's questions and the speaking partner

        c. Writing

        Rewriting the short narrative or descriptive paragraph

2.9.3 Introducing the name of fruits, foods, beverages and the eating time.

    2.9.3.1 The name of familiar fruits, foods and beverages

        Express the name of fruits, foods and beverage, especially the familiar fruits, foods and beverages from certain place

    2.9.3.2 The eating time

        Express the eating time

    2.9.3.3 Communicative expressions

        Using the communicative expressions which are needed in naming familiar fruits, foods and baverages and expressing the eating time, for examples:

- This is an apple

    I like apple very much
- I am eating breakfast
- Are you eating lunch?
- My father drinks coffee
- Do you like an orange?

    Yes, I do. I like an orange

    etc.

    2.9.3.4 Vocabularies

        Apple, orange, banana, tomato, mango, grape, bread, rice, meat, milk, water, dinner, breakfast, lunch, drink, tea, coffee, etc.

    2.9.3.5 English skills

      a. Reading

- Reading the words written at the picture with the right pronunciation loudly.
- Answering the true-false questions

      b. Listening

        Answering the teacher's questions and speaking partner

      c. Speaking

        Asking and answering about like and dislike with foods, beverages, or fruits

d. Writing

Completing the sentences which are helped by picture

2.9.4 Introducing the names of animals

2.9.4.1 Pets

Mention the names of pets

2.9.4.2 Wild animals

Mention the names of wild animals in the zoo

2.9.4.3 Communicative expressions

Use the communicative expressions which are needed in mentioning pets and wild animals, for example,

- It is a dog   It is a tiger

   It is a cat   It is a lion

   It is a horse   It is a wolf

- Is it a tiger?

   No, it isn't. It is a cat.

2.9.4.4 Vocabularies

Dog, cat, horse, cock, bird, tiger, lion, monkey, etc.

2.9.4.5 English skills

a. Reading

Reading the words written at the pictures or a short text with right pronunciations loudly.

b. Listening

Answering the questions from the teacher or speaking partner.

c. Speaking

Asking and answering about animals.

d. Writing

Completing the dialogue or short text.

2.9.5 Introducing clothes and colours

    2.9.5.1 Clothes

        Mention the name of clothes

    2.9.5.2 Colours

        Mention the familiar colours

    2.9.5.3 Communicative expression

        Use the communicative expressions which are needed in mentioning clothes and colour, for examples:

- My shirt is white
- What is it? It is sweater
- My house is yellow
- I like T-shirt
- Etc.

    2.9.5.4 Vocabularies

        Dress, T-shirt, blouse, sweater, green, yellow, white, etc.

    2.9.5.5 English skills

    a. Reading

        Matching the appropriate pictures with the words/phrases

    b. Listening

        Answering the teacher's questions or speaking partner

    c. Writing

        Rewriting the short narrative or descriptive paragraph

2.10 The Evaluation of the Teacher to the Students' English Achievement

Dimyati and Mudjiono (1994: 200) state that evaluation is the activities used to evaluate or to know how far the teaching learning process has reached its objectives. Further, based on the definition of the evaluation, they state that the function of the evaluation is to know how far the teaching learning process reached its objective.

Suryosubroto (1997:53-56) states that the evaluation of the teacher to the students' English achievement in the teaching learning process covers:

a. Formative evaluation

Formative evaluation is the evaluation done by the teacher after one theme.

b. Summative evaluation

Summative evaluation is the evaluation done by the teacher in certain time. For example: in the last semester

c. The report of evaluation result

After conducting the formative/summative evaluation, the teacher reports the results of evaluation in the last semester in rapport book

d. Conducting remedial program

Remedial is done if the students in the test get less than 75% (Depdikbud, 1991:2).

Meanwhile, Dimyati and Mudjiono (1994: 216) state that there are two kinds of evaluation to evaluate the English students' achievement, namely, process evaluation (oral test) and product evaluation (written test).

III. RESEARCH METHODS

3.1 Research Design

This research belongs to a descriptive research. Arikunto (1993:208) says that in general, a descriptive research is a non-hypothesis research. Therefore, it is not necessary to determine the hypothesis in conducting a descriptive research. This research is not intended to prove a hypothesis, but to describe the English teaching learning process conducted by the English teacher at the fourth grade of SDN Jember Lor I in the 2002/2003 academic year. The procedures of the design were developed by some activities. The first was determining the research subjects by using the population method. In this research, the research subjects were the English teacher and the fourth grade students of SDN Jember Lor I in the 2002/2003 academic year. The second was observing the classroom. In this research, the researcher observed the activities happening in the classroom based on the research problems by using the observation guide. The third was interpreting the results of observation. The fourth was analyzing the results of observation to answer the research problems. The fifth was interviewing the teacher to get the data to answer the research problems. The sixth was discussing the findings. And the last was concluding the research results.

3.2 Area Determination Method

The research area was determined by purposive method. It meant that the researcher took the subjects of the research based on certain intention. Hadi (1997:82) says that to determine the research area, purposive method is used to determine the research area to achieve a certain goal.

This research was conducted at SDN Jember Lor I Jember. The school was chosen for some reasons. First, English has been taught regularly as a local content subject to the students of SDN Jember Lor I Jember, so the data can be gained. Second, the permission has been given by the headmaster to conduct a research by doing English class observation. Third, the English teacher of SDN

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Jember Lor needs more information to conduct the interesting English teaching learning process (this information is known from the results of interview with the teacher as preliminary study) because it is the first time for her to teach the elementary students.

3.3 Respondent Determination Method

The population of this research was the English teacher and all the students of the fourth grade of SDN Jember Lor I Jember in the 2002/2003 academic year. The subjects were determined by using the population method. The researcher chose the fourth grade students of SDN Jember Lor I because SDN Jember Lor I has been taught English as a local content beginning from the fourth grade based on the 1994 Basic Education Curriculum.

3.4 Data Collection Methods

There were two kinds of data in this research, namely primary and secondary data. The primary data were collected by using class observation and interview and the supporting data were collected by using documentation.

3.4.1 Observation

Observation is searching and writing systematically the phenomenon happens (Fraenkel and Wallen, 2000:535). In this research, observation was conducted in the classroom while the English teacher was teaching English to the fourth grade students. It was intended to get the primary data about:

1) The approach used by the teacher in teaching English;
2) The techniques used by the teacher in teaching English;
3) The English skills and components taught to the fourth year students;
4) The English teaching procedures used by the teacher in teaching English;
5) The kinds of media used by the teacher in teaching English;
6) The students' activities in the English teaching learning process;
7) The teacher's evaluate the students' English achievement.

The guide of observation containing the research indicators were used to observe the classroom. Then, the results of observation listed in observation transcript. The total observations were six times which were conducted once in a week. The research was conducted six times for consistency in order to get the credibility of the research.

In addition, Gold (in Fraenkel and Wallen, 2000:535-536) states that the degree of observer participation can vary considerably. He identified four different roles that a researcher can take. The first is complete participant. When researcher takes on the role of complete participant in a group, his identity is not known to any of the individuals being observed. The researcher interacts with members of the group as naturally as possible and, for all intents and purposes. The second is participant-as-observer. When a researcher chooses the role of participant-as-observer, he participates fully in the activities in the group being studied, but also makes it clear that he is doing research. The third is observer-as-participant. When a researcher chooses the role of observer-as-participant, she identifies herself straight off as a researcher, but makes no pretense of actually being a member of the group she is observing. The fourth is complete observer. The role of complete observer is just that a role art the opposite extreme from the role of complete participant. The researcher observes the activities of a group without in any way becoming a participant in those activities.

Based on the statements, the complete observer was used in this research, because the researcher is completely as an observer without in any way becoming a participant in those activities.

3.4.2 Interview

Fraenkel and Wallen (2000:509) say that interview is an important way for a researcher to find out from them those things we can not directly observe and check the accuracy of the impressions he or she has gained through observation. Besides, interview is a purposive conversation, usually

between two people or more. There are three kinds of interview, namely structured interview, unstructured interview, and semi-structured interview (Mc Millan, 1992:133-134).

Structured interview is an interview in which the interviewer carries out the interview by using a set of questions arranged in advance. 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 (Mc Millan, 1992:133-134).

In this research, semi-structured interview was used. While interviewing the English teacher, a list of questions was used as interview guide so that the primary data needed can be controlled. Based on the idea, the interview was used to complete the primary data collected from observation. It was used to check the accuracy of the data of observation in order to get the valid data. Besides, the interview was used to find out those things the researcher could not directly observe. The interview guide is enclosed on appendix 4.

3.4.3 Documentation

Documentation is a method of collecting data by quoting the documentary sources systematically. Arikunto (1993:131) states that documentation method investigates the written materials such as books, magazines, documents, note of meetings, etc.

In this research, documentation was used to gain the supporting data about the list of students' names, the schedule of the English teaching learning process, the lesson plan, the school facilities and the school personnel.

3.5 Data Analysis Method

The collected primary data were analyzed by using descriptive qualitative method. The data obtained from observation were written in the forms of observation transcript. So, the observation transcript described the results of observation (primary data). Then, the results were analyzed descriptively and qualitatively to answer the research problems.

Further, Fraenkel and Wallen (2000:506) say that when a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced. This kinds of checking is often referred to as triangulation. Based on the idea, in this research, the conclusions were supported by the data collected from class observation and interview.
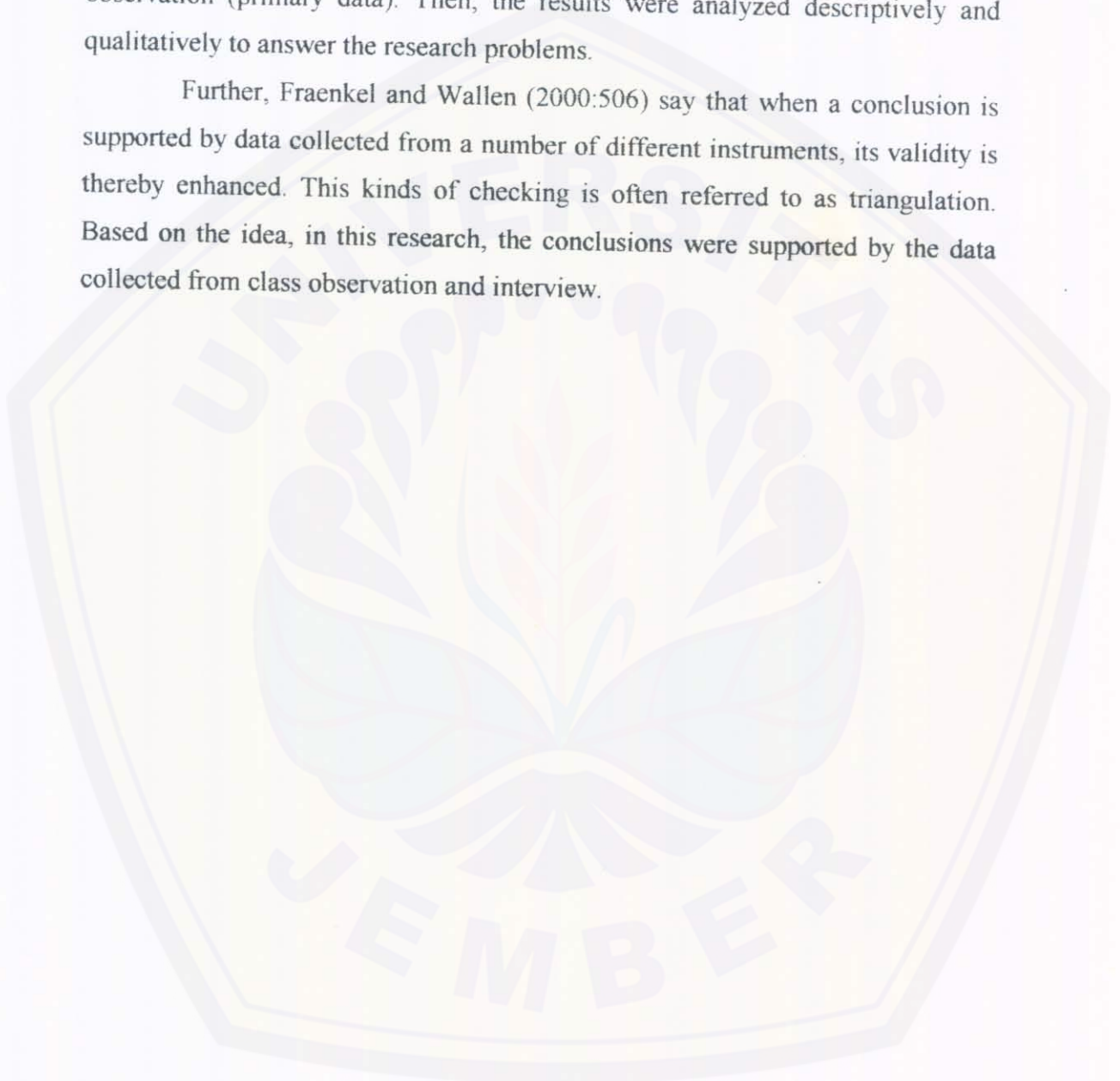
IV. RESULT DATA ANALYSIS AND DISCUSSION

This chapter presents the results of the research covering the results of primary data and supporting data, data analysis and discussion. They are going to be reported respectively in the following sections.

4.1 The Results of Primary Data and Analysis

The research was conducted on March 27th until May 3rd 2003 at the fourth grade students of SDN Jember Lor I Jember. The primary data were collected from a class observation and an interview.

4.1.1 The Results of Observation

The observation was conducted in order to get the primary data about the English teaching learning process conducted by the English teacher at the fourth grade students of SDN Jember Lor I in the 2002/2003 Academic Year that covered: (1) the approach used by the teacher in teaching English to the students, (2) the techniques used by the teacher in teaching English to the students, (3) the English skills and components taught by the teacher to the students, (4) the English teaching procedures used by the teacher in teaching English, (5) the kinds of media used by the teacher in teaching English to the students, (6) the students' activities in the English teaching learning process, and (7) the teacher's evaluation of the students' English achievement. It was done six times in the classroom.

The observation was conducted on Tuesdays, March 27th, April 3rd, April 10th, April 17th, April 24th and May 1st. The observation was done on the basis on the observation guideline that is enclosed on Appendix 2.

The results of class observation were as follows:

1. The Approach Used in Teaching English

Concerning with the approach used in teaching English, it was found that the teacher used communicative approach in teaching English. She organized the materials. She facilitated the students by making

teaching instrument, for example, she made kinds of jobs pictures to explain the materials, and she prepared the real objects, such as to explain the materials. In this case, the students were active to follow the English teaching learning process.

She motivated the students to communicate each other by asking them to make a dialogue and then practiced it in front of the class in pairs. In this case, the students were active to make a dialogue, memorized it and practiced it in pairs in front of the class.

She evaluated the students' capability in mastering the subject by giving questions, feedback and exercises to the students. In this case, some students were active to respond the teacher but some students were still passive, especially the students who sit in the back row.

The communication happened between the teacher as a speaker and the students as listeners. In this case, the teacher explained the materials and the students listened to her explanation. Most of the students did not follow the lesson.

In teaching English, the teacher was not too critical of the students' errors. For example, when the students made mistakes in answering the teacher's questions, pronouncing the words, and doing the exercises, the teacher did not directly say they were wrong, but she corrected the answer and the pronunciation or asked other students to make the correct answer. It made the class active, the students were not afraid to express their ideas.

In addition, the teacher tried to ask students to use English in learning the language skills. In this case, she explained, gave questions, feedback and instruction in English. Hopefully, the students could use English to communicate with the teacher and their friends. However, the students were frequently confused when the teacher used English to communicate with them, so she should translate it into Indonesian.

In addition, there were too many students in the class, so it is hard for the teacher to conduct them in the real communication between the teacher and the students and among the students.

2. The Techniques Used in Teaching English

In teaching English, the teacher taught the language skills, (reading, writing, speaking and listening) and the language components, (vocabulary, pronunciation, structure) integratedly to the students.

The teacher taught reading integrated with vocabulary, pronunciation and structure. She used the materials, such as, dialogue texts and reading texts. She used dialogue texts and reading texts in the core activities. She asked two of the students to read the dialogue texts and one or three of the students to read the reading texts and the rest of the students were asked to listen to their friend. Then, she read it and the students repeated. After that, she explained about the content of the texts. Furthermore, she used pictures and real objects in teaching reading to make the students more interested in the materials. The teacher used pictures and real objects in introduction. She made some leading questions by using pictures and real objects. She also used the real objects in the core activities to explain the materials, for example, when she taught the used of tape recorder.

The teacher taught writing integrated with vocabulary and structure. She used the dialogue text to teach writing. She used it in the core activities as an example to write the sentences. She explained the materials and the structure content. Then, she asked the students to write the sentences based on it.

The teacher taught speaking integrated with vocabulary and pronunciation. She used dialogue text as an example to make a dialogue. She asked the students to demonstrate the dialogue in pairs in front of the class.

The teacher taught the listening skill integratedly with reading, writing and speaking. She taught it by giving oral questions to the students, by listening to the teacher when she was explaining the materials and by listening to the teacher when she was reading a text.

Based on the explanation above, the teacher taught vocabulary integratedly with reading, writing, speaking and listening. She used dialogue texts, reading texts, pictures, and real objects to teach vocabulary. She explained the difficult words from dialogue texts and reading texts. Besides, she also taught vocabularies by using the pictures. She also used the real objects to teach vocabularies dealing with the topic given.

In relation to the explanation above, the teacher taught pronunciation integratedly with reading, speaking and listening. She taught pronunciation from dialogue texts and reading texts. She corrected the students' pronunciation when they read the text. Then, the students read the text altogether after the teacher to reinforce the students' pronunciation. After that, she pronounced the new words and asked the students to pronounce them classically. She also used pictures and real objects in teaching pronunciation about how to pronounce the words from pictures and real objects. She asked the students to name the pictures or the part of the real things orally and she corrected their pronunciation mistakes.

From the explanation above, the teacher taught structure integratedly with reading and writing. She explained the structure which was formed from the materials given. She took the examples from the materials given.

3. **The English Skills and Components Taught by the Teacher to the Students**

Concerning with the English skills and components, it was found that the teacher taught reading, writing, speaking and listening

skills. She taught language skills integratedly with the language components. The language components taught by the teacher cover vocabulary, pronunciation and structure.

The reading skill was taught by the teacher integratedly with vocabulary, pronunciation and structure. She taught it through dialogue texts, reading texts, pictures and real objects. The writing skill was taught by the teacher integratedly with vocabulary and structure. She taught it through dialogue texts. The speaking skill was taught by the teacher integratedly with vocabulary and pronunciation. She taught it through dialogue texts. Besides, she also taught listening skill integratedly with reading, writing and speaking. She taught it by giving oral questions to the students and by listening to the teacher when she was explaining the materials and by listening to the teacher when she was reading a text.

4. The Procedures of Teaching English

Concerning with the procedures of teaching English, there were three kinds of activities used by the teacher in teaching English.

a. Introduction

In introduction, the teacher asked the students about the last materials given, discussed the homework, and gave the written quiz about the last materials given. Those activities could attract the students' attention to the English teaching learning process. In terms of teaching those four language skills and the three language components, there were similarities of introduction used by the teacher. In attracting the students to the new topics that would be discussed, she showed some pictures and the real things (electronic equipment: tape recorder, fan) related to the new materials that would be discussed (electronic equipment) then gave some leading questions.

b. Core Activities

Core activities refers to the main activities given by the teacher to the students. Those activities covered:

In teaching reading, the teacher taught it integratedly with vocabulary, pronunciation and structure. She asked one or two or three of the students to read the materials while correcting their pronunciation and the others listen. After that the teacher read the materials with the correct pronunciation and asked the students to repeat after the teacher. Then, the teacher explained the materials and discussed the vocabulary with the class. She also explained the structure formed in the texts. In addition, she also used the real things to explain the materials while pronouncing it and the students repeated. Most of the students are interested in the lesson.

In teaching writing, the teacher taught it integratedly with vocabulary and structure. She explained the structure formed in the texts and the meaning of the new vocabularies. After that she asked the students to write sentences based on the materials given as an example individually.

In teaching speaking, the teacher taught it integratedly with vocabularies, pronunciation, and structure. She asked the students to make a dialogue in pairs based on the example from their book. Then they were asked to memorize it and practice it in front of the class. The teacher corrected the students pronunciation when they practiced the dialogue in front of the class.

In teaching listening, the teacher taught it integratedly with reading, writing and speaking. She taught it by giving oral questions to the students and by listening to the teacher when she was explaining the materials and by listening to the teacher when she was reading a text.

c. Closing

In closing, the teacher closed the English teaching by reviewing the materials discussed through questions and answer, reviewing the materials briefly to reinforce the students' understanding about the lesson, giving the students homework, and asking the students to study English at home. These activities were done to encourage the students in learning English.

In conclusion, the teacher used the same steps of procedures in teaching English to both language skills and language components. The steps were chronologically set up in lesson plan starting from introduction, core activities, and closing. In introduction, there were relatively the same ways of starting the class. Most of the times the teacher used pictures and real things to stimulate the students in teaching all the language skills and the language components. In core activities, it was found that the teacher taught one of the language skills integratedly with one or two language components. The activities in teaching the language skills are varied based on the instructional goals determined. While in closing, reviewing the materials, giving homework, and asking students to learn English at home were frequently found in the teaching learning process.

5. The Media Used in Teaching English

Concerning with the kinds of media used by the teacher in teaching English, it was found that the teacher used some media such as:

1. Blackboard

It was used mostly for writing the material of reading, writing, and speaking skills, vocabulary, and structure blackboard, pictures, and real things.

2. Pictures

She used it in teaching reading, vocabulary, and pronunciation. The pictures were used for leading students to the material that would be

discussed by asking some questions concerning with them. They were also used for explaining the materials.

3. Real things

She used it in teaching reading, vocabulary, and pronunciation. The pictures were used for leading students to the material that would be discussed by asking some questions concerning with them. They were also used for explaining the materials.

6. The Students' Activities in the English Teaching

Concerning with the students' activities in the English teaching, it was found that during the English teaching learning process, the students did not use English for communication. They used English when they answered the teacher's questions and when they practiced the dialogue in front of the class. Most of the students were actively involved in the English teaching learning process, especially when the teacher conducted the English teaching learning process by using pictures, real objects, and songs and when she asked the students to pronounce the words classically. However, the students did not pay attention to the lesson when the teacher explained the materials and when she asked one of the students to read the text. They talked and played with their friends.

7. The Teacher's Evaluation of the Students' English Achievement

From the results of the class observation, it was found that the teacher used process and product evaluation to evaluate the students' English skills and their language components mastery.

a. Process Evaluation

Process evaluation was done during the English teaching learning process. It was done to evaluate the correct answers in doing the exercises given in the class and the correctness in answering the teacher's questions. She also conducted the process evaluation when she taught the speaking skill.

b. Product Evaluation

Product evaluation was done by the teacher after she taught one theme or two themes in the following week. The test instrument was written test. The teacher also evaluated the students' English achievement by giving a quiz about some materials given before gave the new materials.

4.1.2 The Result of Interview

The interview was conducted with the English teacher of SDN Jember Lor I on Saturday, May 3rd 2003 at the teacher's room of SDN Jember Lor I. It was done to get the data about the approach used by the teacher in teaching English, the English skills and components, the teacher's evaluation of the students' English achievement at the fourth grade students of SDN Jember Lor I. This interview was conducted based on the interview guide written on Appendix 4.

The brief descriptions of the interview were as follows:

a. The teacher used the Communicative Approach in conducting the English teaching learning process. In this case, she emphasized at the communication between the teacher and the students rather than the explanation. She tried to use English in the communication but unfortunately the students were frequently confused, so she should translated it into Indonesia. Students were helped to comprehend what the teacher explained by giving them feedback. Hopefully, the students could give the positive response or answer the teacher's questions. The big tolerance was given to the students' errors, because the important thing was the students were brave to give their idea about the materials given. She found the difficulties in applying the communicative approach. There were too many students in the class. So, it was hard to conduct them to the real communication between teacher and students and among students.

b. From the observation it was found that the teacher taught the four language skills, namely, reading, writing, speaking and listening and the three language components, namely, vocabulary, pronunciation and structure integratedly. The researcher observed the teacher taught the listening skill integratedly with reading, writing and speaking skills. She did not see the listening skill was taught separately from reading, writing, and speaking skills, so the researcher asked about it. The teacher said that she also taught listening skill separately from reading, writing and speaking skills. She taught it integratedly with vocabulary, pronunciation and structure. She asked the students to write the sentences that she read three times. Then, she asked the students to collect it. After that, she explained the structure and the difficult words from the sentences. She also pronounced the words and asked the students to repeat. And the last, she read the sentences given once and asked the students to write the sentences then collected it.

c. From the result of interview, it was found that the teacher used process (oral test) and product (written test) evaluation to evaluate the students' English skills and their language components mastery.

a. Process evaluation

The teacher evaluated the students' abilities from the activities of the students in following the English teaching learning process. Such as, when the students answered the leading questions, when the students answered the exercises given. She also conducted the process evaluation when she taught the speaking skill.

b. Product evaluation

The teacher evaluated the students' English achievement by giving a quiz about some materials, giving a test after one or two theme and summative test.

It can be concluded that the teacher used the Communicative Approach in conducting the English teaching learning process. In this case, she emphasized at the communication between the teacher and the students

rather than the explanation. The big tolerance was given to the students' errors, because the important thing was the students were brave to give their idea about the materials given. Because there were too many students in the class, it was hard to conduct them to the real communication between teacher and students and among students. The language skills and components were taught integratedly in the teaching learning process. In terms of the evaluation, the teacher used process (oral test) and product (written test) evaluation to evaluate the students' English skills and their language components mastery.

4.2 The Result of Supporting Data

The supporting data were collected by documentation.

4.2.1 The Result of Documentation

Documentation was used to get the supporting data about the names of the respondents, the schedule of the English teaching, the lesson plan made by the English teacher, the school facilities, and the school personnel of the fourth grade of SDN Jember Lor I in the 2002/2003 academic year. The results of documentation will be reported in the following sections:

a. The list of the names of the respondents

The respondents were the fourth grade students of SDN Jember Lor I in the 2002/2003 academic year. The class consisted of 55 students (35 male and 20 female). The names of the respondents are enclosed on Appendix 7.

b. The schedule of the English teaching at the fourth grade students of SDN Jember Lor I in the 2002/2003 academic year.

The English teaching of the fourth grade students of SDN Jember Lor I was conducted once a week on Tuesday in the sixth and seventh period. The English schedule of the fourth grade students of SDN Jember Lor I is enclosed on Appendix 8.

c. The lesson Plan

The lesson plan was made by the teacher when she would teach English. Two examples of the lesson plans made by the English teacher are enclosed on Appendix 9.

d. The school facilities

The school has facilities to support the English teaching learning process. The list of the school facilities is enclosed on Appendix 10.

e. The school personnel

The number of the personnel of SDN Jember Lor I Jember in the 2002/2003 academic year is 14 persons (3 males and 11 females). The complete data of the school personnel are presented on Appendix 11.

4.2 Discussion

The study on the English teaching learning process at the fourth grade students of SDN Jember Lor I in the 2002/2003 academic year would considerably invite a deep discussion as follows:

a. **The Approach Used by the Teacher in Teaching English**

Based on the result of interview with the English teacher, the teacher used Communicative Approach in teaching English. She said that communication between the teacher and the students was needed to be emphasized in the English teaching rather than just the explanation. She tried to use English in communication. Students were helped to comprehend what the teacher had explained by giving positive response to the students' answers or providing the right answers as a feedback to the students. Those were as stated by Freeman-Larsen (1986: 32). They state that the most obvious characteristics of Communicative Approach is an approach in teaching learning process that is intended to make the students to use the target language for communication meaningfully.

The big tolerance was given to the students' errors, because the important thing was that the students were brave to give their idea about the materials given. Those were as stated by Littlewood (1995: 94). He

says that learners are not being constantly corrected. Errors are regarded with greater tolerance, as a completely normal phenomenon in the development of communicative skill. At the end, the students would not lose their confidence in learning language.

The teacher also said that in applying the communicative approach she found some difficulties, for example, the students frequently seemed confused when the teacher used English to communicate with them, so she should translated into Indonesian language. And there were too many students in the class, so it was hard to conduct them to the real communication between the teacher and the students and among the students.

Then, based on the result of the class observation, it was found that the conditions of the class were as follows: the teacher organized the material. She facilitated students by making teaching instrument, such as using pictures and real objects to explain the materials. She motivated the students to communicate each other in English and she evaluated the students' capability in mastering the subject through process evaluation and product evaluation. Littlewood (1995: 91-93) states that in Communicative Approach, teacher has several roles, namely, as an organizer, to organize the material, as a motivator, to motivate students to communicate each other, as a facilitator, to make and give facilities, such as teaching instruments, work sheets, as an evaluator, to evaluate the students' capability in mastering the subject. In this light, the English teacher of SDN Jember Lor I could be considered to fulfill all the roles of teacher as mentioned by Littlewood. It was because the English teacher of SDN Jember Lor I acted wholly as an organizer, a motivator, as well as a facilitator.

The English teacher was not too critical of the students' mistakes, as one of five statements by Morrow (1981: 60-65). He states that in Communicative Approach, mistakes are not always mistakes, we should not expect that students are able to produce correct language.

Teacher should not be too critical of other errors, because too many criticisms will destroy the students' confidence in learning language. Therefore, to help learner overcome the mistakes they made, the correction would be done classically after the teacher identified all the mistakes the students made.

The teacher tried to ask the students to use the four language skills in the teaching learning process. In this case, she explained, gave questions, feedback and instruction in English. Hopefully, the students also used English in answering the questions, feedback, and instruction. So, the students would be in accustomed to use English for communication. Those indicate that the teacher tried to use Communicative Approach as stated by Freeman-Larsen (1986:132). They state that Communicative Approach is an approach in teaching learning process that is intended to make the students to use the target language for communication.

However, in applying the Communicative Approach, the teacher found difficulties, for example, the students frequently seemed confused when the teacher used English to communicate with them, so she should translate into Indonesian. Besides, there were too many students in the class, so it was hard for the teacher to conduct them in the real communication between the teacher and the students and among the students.

b. **The Techniques Used by the Teacher in Teaching English**

The results of observation showed that the teacher taught the four language skills, namely reading, writing, speaking and listening and the three language components, namely vocabulary, pronunciation, structure integratedly. The teacher used some techniques in teaching those language skills and components as the researcher has explained before. The teacher used demonstration, lecturing, and dictation technique the teaching learning process.

The techniques were effective if the teacher used the techniques which were adapted with the students' capacity in learning certain language skill and component. For example, the use of pictures and real objects to teaching reading and vocabulary. The students indirectly learned the content of the reading text and vocabulary from the pictures and the real objects. She used the techniques which were adapted with the students' instinct for interaction and talk. For example, she asked the students to make a dialogue that could attract them to use the language skill and component targeted and demonstrated it in front of the class in pairs. The students curiously interacted and talked with their friends about the materials by using English. It was in line with Halliwell's idea (1992: 3-8) that choosing the techniques in teaching English to elementary school should consider children's ability to grasps meaning, their creative use of limited language recourses, their capacity for indirect learning, and their instinct for interaction and talk.

Meanwhile, if the teacher did not pay attention to those considerations, the English teaching were not effective. The students tended to be less motivated in the teaching learning process. For example, in teaching writing and vocabulary, using dialogue, reading text, and structure were inappropriate to use.

c. **The English Skills and Components Taught to the Fourth Year Students**

The results of observation showed that the teacher taught reading, writing, speaking and listening skills and the three language components, namely vocabularies, pronunciation and structure integratedly. The reading skill was taught integratedly with vocabulary, pronunciation and structure. The writing skill was taught integratedly with vocabulary and structure. The speaking skill was taught integratedly with vocabulary and pronunciation. And the listening skill was taught integratedly with reading, writing and speaking.

Meanwhile, the result of interview showed that the teacher also taught the listening skill separately with the three language skills. She taught it integratedly with vocabulary pronunciation and structure. There were found some variations of combination in teaching language skills and components.

Those results showed that the English teacher had done the English teaching in accordance with the condition of the students and the English curriculum for elementary school. Based on the 1994 basic curriculum of the English teaching for elementary schools, the English teaching should cover four language skills, namely, reading, listening, speaking and writing. Besides, the three English components, such as vocabulary, pronunciation and structure are taught to the elementary students. In the English teaching, the language skills were taught integratedly with the language components.

d. The Procedures of Teaching English

The results showed that the English teacher had done the procedures of the English teaching in accordance with the lesson plan. The procedures of the English teaching learning process in the lesson plan consisted of introduction, core activities and closing. The procedures in introduction conducted by the teacher were effective. It could attract the students' attention to the English teaching learning process and could attract the students to the new topic. The teacher used some pictures and real things related to the new topic that would be discussed to give some leading questions. She also used the introduction for discussing the homework and giving the written quiz about the last materials as the procedures in introduction.

Meanwhile, in the core activities some procedures were effective and others were not. The effective procedures were the procedures that used media in teaching English. For example, teaching reading was taught integratedly with listening, vocabulary, pronunciation

and structure by using certain pictures and real things related to the topic. Yunus (1981: iii) states that media provide ready means of establishing a quick and clear concept of the meaning of words and structures. In this case, meaning are more vividly retained than if they are taught via lengthy explanations by the teacher. Further, the teacher used the procedures in teaching speaking by teaching it integratedly with listening, vocabulary and pronunciation. It proved effective. The students enjoyed to work in pairs. They enjoyed to make, memorize, and practice a dialogue in pairs. Nurhadi (2002: 1) states that when the elementary students learn a language, they need to be involved in learning activities to use the language meaningfully. In contrary, the procedures were not effective if the teacher used the lengthy explanation procedures.

In the closing, the activities like reviewing the materials by giving some interesting questions or giving entertaining homework were proved effective. It could encourage the students in learning English.

e. **The Kinds of Media Used by the Teacher in Teaching English**

Concerning with the kinds of media used by the teacher in teaching English, it was found that the teacher used the blackboard to write the materials in teaching reading, writing, speaking, vocabulary, and structure. She also used pictures in teaching reading, vocabulary, and pronunciation. She used them for leading students to the material that would be discussed by giving some questions that related to the pictures. In addition, she used real things in teaching reading to make leading questions and to explain the materials.

The media were important to conduct the English teaching learning process. The teacher used the media to minimize the boredom and to make the students enjoy the lesson as stated by Mariana and Hasbullah (1986: 4.2). Based on the idea, the teacher used media to get the students' interest in the English teaching learning process.

f. The Students' Activities in the English Teaching Learning Process

Concerning with the students' activities in the English teaching, it was found that during the English teaching learning process, the students did not use English for communication. They used English when they answered the teacher's questions and when they practiced the dialogue in front of the class. Most of the students were actively involved in the English teaching learning process when the teacher conducted the English teaching learning process by using pictures, real objects and songs and when she asked the students to pronounce the words. However, the students did not pay attention to the lesson when the teacher explained the materials and when she asked one of the students to read the text. They talked and played with their friends.

The results showed that the students were active in following the English teaching learning process if the teacher used the media in teaching English. It was the characteristic of the students as stated by Cox (1998: 60). He states that the children from seven to eleven or twelve years old are in the stage of concrete operations. It means that they should learn through hands on experience and through manipulation of objects in the environment.

Furthermore, the students were enjoying in repeating the words. Repeating the words were effective to teach pronunciation. Those were based on the students instinct to talk as stated by Halliwell (1992: 3-8).

The students were playing and talking to their friends when the teacher was explaining the materials. It happened because of the teacher could not attract the students' attention to the lesson. She did not pay attention to students' instinct for playing and talking as stated by Halliwel (1992: 3-8).

g. **The Teacher's Evaluation of the Students' English Achievement**

From the results of class observation and interview, it was found that the teacher used process and product evaluation to evaluate the students' English skills and their language components mastery.

a. Process Evaluation

Process evaluation was conducted by the English teacher during the English teaching learning process to evaluate the students' abilities in answering the teacher's questions orally. It was also done to evaluate the correctness of the students in doing the exercises given in the class.

b. Product Evaluation

The product evaluation was conducted by the teacher to evaluate the students' English achievement by giving a quiz about some materials given before giving the new materials, and giving a written test after one theme or two themes and also summative test.

Those activities above were used to evaluate or to know how far the teaching learning process had reached its objectives, as stated by Dimyati and Mudjiono (1994: 200) about the function of the evaluation.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based upon the results of class observation, interview and discussion, the results of this research showed the findings as follows:

1) The teacher used Communicative Approach in teching English. It was showed by the role of the teacher: (1) The teacher as an organizer, a facilitator, a motivator, and an evaluator. (2) The communication happened during the English teaching learning process between the teacher as a speaker and the students as listeners. (3) The teacher was not too critical to the students' errors. (4) The teacher tried to ask the students to use English in learning the four language skills. (5) The teacher emphasized the communication between the teacher and the students. However, there were obstacles in applying the Communicative Approach, for example, the teacher did not use English all the time she should translate English into Indonesian if the students did not understand and also there were too many students in the class.

2) The teacher used some techniques to teach the four language skills and the three language components. She taught reading integratedly with vocabulary, pronunciation and structure. She taught writing integratedly with vocabulary and structure. She taught speaking integratedly with vocabulary and pronunciation. And she taught listening integratedly with reading, writing, speaking, vocabulary, pronunciation and structure. The techniques were effective when the teacher adapted them with the students' capacity for indirect learning and the students' instinct for interaction and talk.

3) The teacher taught the four language skills, namely reading, writing, speaking and listening integratedly with the three language components, namely vocabularies, pronunciation and structure.

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4) The procedures of the English teaching learning process conducted by the English teacher covered three activities, namely, introduction, core activities, and closing.

5) The media used by the English teacher in teaching English were blackboard, pictures, and real objects. The teacher used blackboard to write the materials in teaching reading, writing, speaking, vocabulary and structure. She used pictures in teaching reading, vocabulary and pronunciation. They were used to make leading questions and to explain the materials. She also used real things to teach reading to make leading questions and to explain the materials. The use of media could make the students more interested in the lesson.

6) The students were actively involved in the English teaching learning process if the teacher used media in teaching English. The students looked enjoying to repeat the words in learning the pronunciation. However, the students were playing and talking to their friends when the teacher was explaining the materials without media.

7) The teacher conducted the process evaluation and the product evaluation to evaluate the students' English skills and their language components mastery. The process evaluation was used to evaluate the speaking skills and the students' activities during the English teaching learning process. While, the product evaluation was used to evaluate the students' English achievement covering reading, writing, vocabulary, and structure by giving a quiz, written test after one or two themes and summative test.

5.2 Suggestions

Based upon the findings of the research, some suggestions were given to the following persons:

a. The English teacher is suggested to create the English teaching situation communicatively by using various and interesting media to improve the students' English achievement.

b. The Headmaster is suggested to use this research results as the information to prepare the facilities needed to develop the quality of the English teaching to improve the students' English achievement.

c. The other researchers can use the research results as a reference to conduct a further research by using an action research to develop the quality of the English teaching or to improve the students' English achievement.

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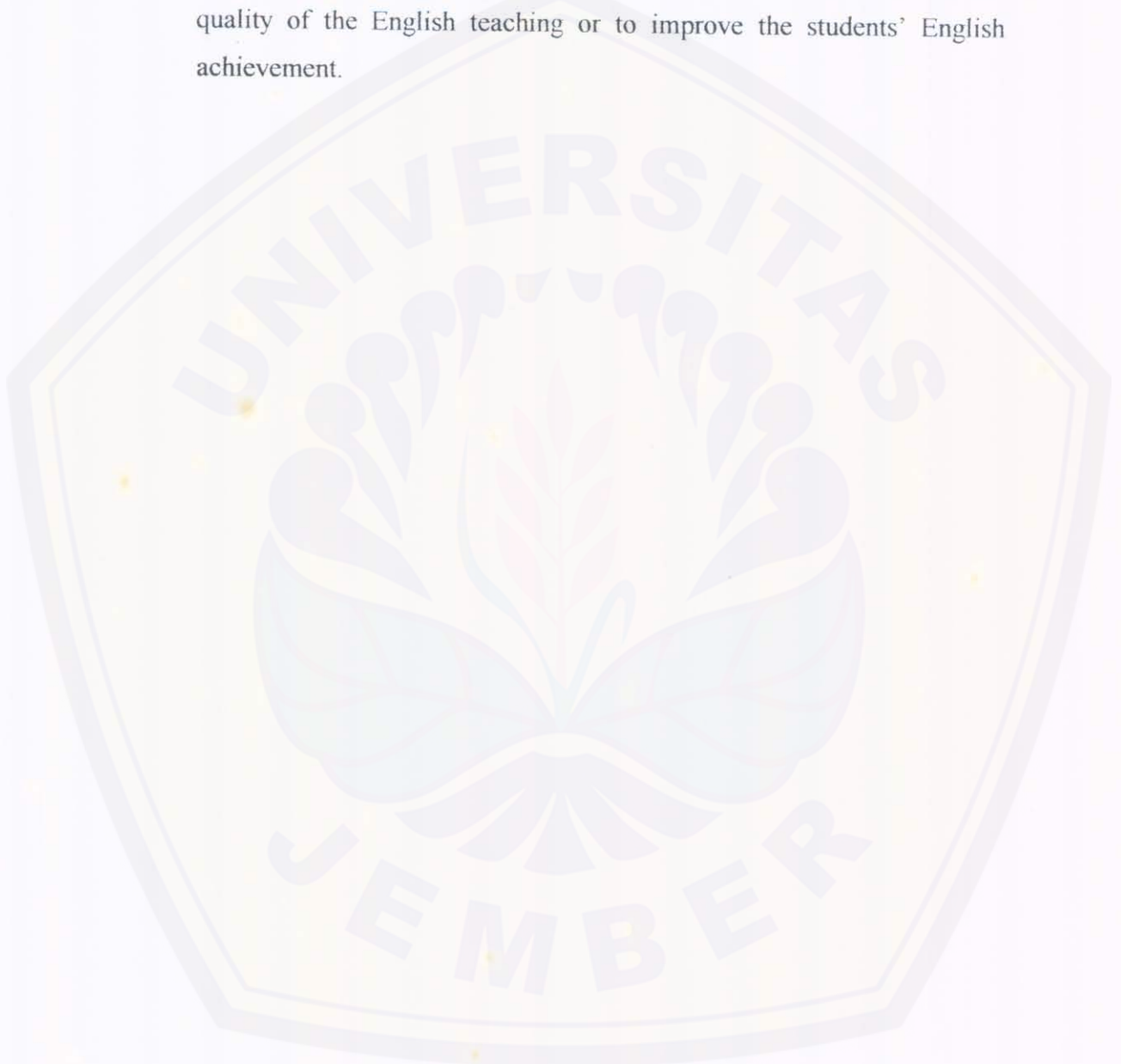
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RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Recources	Research Methods
The English Teaching Learning Process at the Fourth Grade Students of SDN Jember Lor I in the 2002/2003 Academic Year	1. What approach does the teacher apply in teaching English? 2. What techniques does the teacher apply in teaching English? 3. What English skills and components does the teacher teach to the students? 4. How are the procedures used by the teacher in teaching English? 5. What kinds of media does the teacher use in teaching English? 6. How are the students' activities in the English teaching learning process? 7. How does the teacher evaluate the students' English achivement?	The English teaching learning process	1. The approach used in teaching English 2. The techniques used in teaching English 3. The English skills and components taught 4. The English teaching procedures used by the teacher 5. The kinds of media used by the teacher 6. The students' activities in the English teching learning process 7. The teachers's evaluation of the students' English achievement	1. The English teacher of SDN Jember Lor I 2. The fifth grade students of SDN Jember Lor I in the 2002/2003 academic year 3. Documents	1. Research Design Descriptive reseach Area Determination SDN Jember Lor I (purposive method) 2. Respondent determination method Population 3. Data collection methods - Primary data: Observation : observation guide Interview : - interview guide - tape recorder 4. - Suporting data: Documentation & documentation guide 5. Data analysis Descriptive analysis

OBSERVATION GUIDE

No.	The indicators	Subject
1.	The approach used in teaching English	The teacher and the students
2.	The techniques used in teaching English	
3.	The language skills and components taught	
4.	The procedures of teaching English	
	a. Introduction	
	b. Core activities	
	c. Closing	
5.	The media used in teaching English	
6.	The student's activities in the English teaching	
7.	The evaluation	
	a. Process	
	b. Product	

Appendix 3

a. **The Results of Observation Conducted on Tuesday, March 27th 2003 (Observation 1)**

Subject : English
Language Skill : Reading
Language Focus : Vocabularies, Pronunciation, Structure
Time : 2x40'

1. Teaching Learning Process
   - Approach: Communicative Approach
   - The English Teaching Learning Activities

Teacher's Activities	Students' Activities
Introduction	
➤ Greeting ➤ Asking questions about the last materials ➤ Giving some leading questions	➤ Greeting ➤ Answering questions ➤ Answering leading questions
Main Activities	
➤ Asking two of the students to read the dialogue text in pairs	➤ Reading the dialogue text and the others were expected to listen but most of the students were playing and talking each other
➤ Reading the dialogue text with the correct pronunciation	➤ Reading after the teacher
➤ Explaining the materials and discussing the difficult words	➤ Some students were listening to the teacher but most of the students were playing and talking each other
➤ Asking the students to note the materials	➤ Taking a note, most students were noisy at this time
➤ Asking three of the students to read the reading text	➤ The three of the students read the reading text one by one and the others were expected to listen but most of the students were playing and talking each other
➤ Asking the students to do the exercise	➤ Doing the exercise
➤ Asking the students to collect their work	➤ Collecting their work
Closing	
➤ Reviewing the materials discussed through giving questions to the students	➤ Answering

2. Resources : - Get ready for Beginners by Erlangga
   - Teacher's made materials

3. Evaluation : Product Evaluation : The students' work that they were collected

b. **The Results of Observation Conducted on Tuesday, April 3rd 2003 (Observation 2)**

Subject : English

Language Skill : Reading

Language Focus : Vocabularies, Pronunciation, Structure

Time : 2x40'

1. Teaching Learning Process
   - Approach : Communicative Approach
   - The English Teaching Learning Activities

Teacher's Activities	Students' Activities
Introduction	
➤ Greeting	➤ Greeting
➤ Asking questions about the last materials given	➤ Answering questions
Main Activities	
➤ Asking one of the students to read the reading text in pairs	➤ Reading the dialogue text and the others were expected to listen but they were playing and talking with their friends
➤ Reading the reading text with the correct pronunciation	➤ Reading after the teacher
➤ Explaining the materials and discussing the difficult words	➤ Some students were listening to the teacher but most of the students were playing and talking each other
➤ Asking the students to note the materials	➤ Taking a note, most students were noisy at this time
➤ Asking the students to do the exercise	➤ Doing the exercise
➤ Asking the students to collect their work	➤ Collecting their work
Closing	
➤ Giving the homework	➤ Some students directly note the homework, some students noted while playing and talking each other, some students were playing and talking each other

2. Resources : - Get ready for Beginners by Erlangga
   - Teacher's made materials

3. Evaluation : Product Evaluation : The students' work that they were collected

c. **The Results of Observation Conducted on Tuesday, April 10th 2003 (Observation 3)**

Subject	: English
Language Skill	: Speaking
Language Focus	: Vocabularies, Pronunciation
Time	: 2x40'

1. Teaching Learning Process
   - Approach : Communicative Approach
   - The English Teaching Learning Activities

Teacher's Activities	Students' Activities
Introduction	
➢ Greeting ➢ Discussing the homework by asking the students to write the answer on the blackboard	➢ Greeting ➢ Some students were writing and the rest were noisy
Main Activities	
➢ Asking the students to make the dialogue based on the example given in pairs and then demonstrate it in front of the class	➢ Some students directly made a dialogue, memorize it then demostrate it in front of the class and some students were doing it whiletalking and playing with their friends
Closing	
➢ Asking the students to study hard at home	➢ Most of the students did not pay attention to the teacher

2. Resources : - Get ready for Beginners by Erlangga
   - Teacher's made materials
3. Evaluation : Process Evaluation : The students' Performance in front of the class

d. **The Results of Observation Conducted on Tuesday, April 17th 2003 (Observation 4)**

Subject	: English
Language Skill	: Writing
Language Focus	: Vocabularies, structure
Time	: 2x40'

1. Teaching Learning Process
   - Approach : Communicative Approach
   - The English Teaching Learning Activities

Teacher's Activities	Students' Activities
Introduction	
➢ Greeting	➢ Greeting
➢ Giving a quiz about the materials given	➢ Doing the quiz
Main Activities	
➢ Explaining the materials from the book	➢ Most of the students were not pay attention to the teacher's explanation
➢ Asking the students to write the sentences based on the materials given	➢ Some students directly wrote the sentences, some students wrote while playing and talking each other, some students were playing and talking each other
➢ Asking the students to collect their work	➢ Collecting their work
Closing	
➢ Asking the students to study hard at home	➢ Most of the students did not pay attention to the teacher

2. Resources   : - Get ready for Beginners by Erlangga
                     - Teacher's made materials
3. Evaluation   : Product Evaluation : The students' work that they were collected

e. **The Results of Observation Conducted on Tuesday, April 24th 2003 (Observation 5)**

Subject   : English
Language Skill   : Reading
Language Focus   : Vocabularies, Pronunciation, Structure
Time   : 2x40'

1. Teaching Learning Process
    -   Approach: Communicative Approach
    -   The English Teaching Learning Activities

Teacher's Activities	Students' Activities
Introduction	
➢ Greeting	➢ Greeting
➢ Giving some leading questions by showing some pictures	➢ Answering the leading questions
Main Activities	
➢ Asking one of the students to read the reading text in pairs	➢ Reading the reading text and the others were expected to listen but they were playing and talking with their friends

Teacher's Activities	Students' Activities
➤ Reading the dialogue text with the correct pronunciation	➤ Reading after the teacher
➤ Explaining the materials and discussing the difficult words	➤ Some students were listening to the teacher but most of the students were playing and talking each other
➤ Asking the students to note the materials	➤ Taking a note, most students were noisy at this time
➤ Asking three of the students to read the reading text	➤ The three of the students read the reading text one by one and the others were expected to listen but most of the students were playing and talking each other
➤ Asking the students to do the exercise	➤ Doing the exercise
➤ Giving quiestions about the materials orally	➤ Answering orally
Closing	
➤ Giving the homework	➤ Some students directly note the homework, some students noted while playing and talking each other, some students were playing and talking each other

2. Resources   : - Book : - Get ready for Beginners by Erlangga

                           - Teacher's made materials

               - Media: Pictures

3. Evaluation   : Process Evaluation : The students' orally answer

f. The Results of Observation Conducted on Tuesday, March 27th 2003 (Observation 6)

Subject	: English
Language Skill	: Reading
Language Focus	: Vocabularies, Pronunciation, Structure
Time	: 2x40'

1. Teaching Learning Process

- Approach: Communicative Approach
- The English Teaching Learning Activities

Teacher's Activities	Students' Activities
Introduction	
➤ Greeting	➤ Greeting
➤ Giving some leading questions by showing the real things	➤ Answering the leading questions
Main Activities	
➤ Asking one of the students to read the reading	➤ Reading the reading text and the others were

text ➢ Reading the reading text with the correct pronunciation ➢ Explaining the materials by using the real things and pictures and discussing the difficult words ➢ Asking the students to read the instruction then did the instruction about how to use electronic equipment ➢ Asking the students to do the exercise	expected to listen but they were playing and talking with their friends ➢ Reading after the teacher ➢ Most of the students were interested to the lesson ➢ Doing the instruction one by one and the rest were noisy they also want to do ➢ Doing the exercise
Closing	
➢ Asking the students to study hard at home	➢ Most of the students did not pay attention to the teacher

2. Resources : - Book : - Get ready for Beginners by Erlangga
              - Teacher's made materials
         - Media: - Pictures
              - Real things
3. Evaluation : Process Evaluation : The students' Practising the instruction
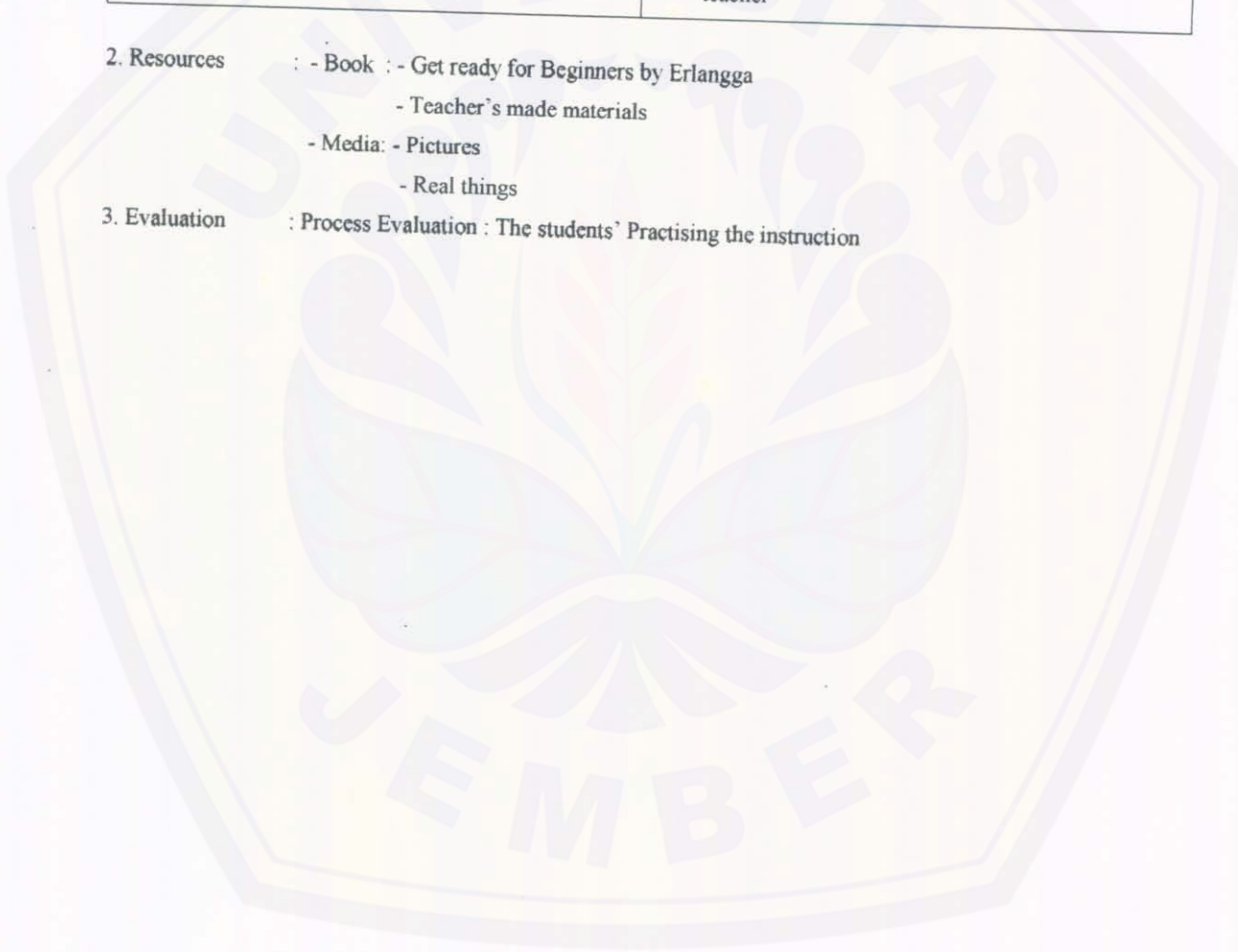
INTERVIEW GUIDE

1. Saya melihat ibu menggunakan pendekatan komunikatif dalam mengajar, apakah itu benar?

2. Tetapi saya melihat ibu menemui kendala di dalam menggunanakan pendekatan komunikatif, apakah benar?

3. Dari hasil observasi saya tidak melihat ibu mengajarkan listening secara terpisah melainkan terintegrasi dengan reading writing dan speaking, apakah listening memang selalu diajarkan secara terintegrasi dengan empat ketrampilan bahasa tersebut, pernahkan listening diajarkan secara terpisah dengan keempat ketrampilan bahasa tersebut tetapi terintegrasi dengan komponen bahasa yang lain?

4. Mohon penjelasan dari ibu tentang evaluasi pembelajaran bahasa Inggris yang dilakukan ibu?

DOCUMENTATION GUIDE

No	The data taken	Data recources
1.	The list of the students' names	Document
2.	The schedule of the English teaching	Document
3.	The lesson plans of the teacher	Document
4.	The school facilities	Document
5.	The school personnel	Document

The Names of the Fourth Grade Students of SDN Jember Lor I

1. Diastri Ferdilla
2. Dian Dwi CP
3. Abdul Kholik N
4. Ardianto Wahyu
5. Aldi Bahaduri
6. Abdiel Harwin
7. Ahmad Wahyudi
8. Arif Budiman
9. Alfian Parahita
10. Amelia Kharismayanti
11. Annisa Yudhistia
12. Ayu Ratu diah
13. Bagus Dhimas Putra
14. Billy Dias TM
15. Candra Adhiaksa
16. Dita Pratiwi
17. Debby Eka C
18. Dhoni Siamsyah
19. Ezra Janitra R
20. Ertrian Andhika
21. Fahmi Alfian
22. Karsono Puguh
23. Lina Cintiana
24. Maulana Fadhil S
25. M Nizar Dwi P
26. M taufigur H
27. M Immanullah
28. Nugroho Suryo A
29. Nofanda Agra P
30. Novita Wahyu M
31. Oktavia Eka H
32. Putri Dini P
33. Pramudita Kanya
34. Paramudita
35. Pagi Gemilang
36. Rhugandanu N S
37. Rizal Elga L
38. Riyan Gilang W
39. Riesta Putri K
40. Sulvianti Tania S
41. Sitti Rukmi J
42. Tito Prasojo
43. Utama Perdana P
44. Welly Tri W
45. Wona Martinanda
46. Zhaskia M D
47. Rezha Pratama
48. Rizky Sahlanta
49. Dimas Didik S
50. Faisal Anggoro
51. Desty K
52. Rafif Anwar
53. Arvy Janitra
54. Amalia Hayu
55. Rizki Yaman

Appendix 7

JADWAL MATA PELAJARAN KELAS IV SDN JEMBER LOR I
TAHUN PELAJARAN 2002 /2003

KLS	No	WAKTU	SENIN	SELASA	RABU	KAMIS	JUM'AT	SABTU
IV	1	07.00-07.40	UPACARA	PENJASKES	MATEMATIKA	MATEMATIKA	IPS	BHS. INDONE
	2	07.40-08.20	PPKN	PENJASKES	MATEMATIKA	MATEMATIKA	IPS	BHS. INDONE
	3	08.20-09.00	PPKN	BHS. INDONESIA	MATAMATIKA	MATEMATIKA	IPS	BHS. INDONE
	4	09.00-0920	ISTIRAHAT	ISTIRAHAT	ISTIRAHAT	ISTIRAHAT	ISTIRAHAT	ISTIRAJHAT
	5	09.20-10.00	IPA	BHS. INDONESIA	IPA	BHS. INDONESIA	IPS	BHS. DAFRA
	6	10.00-10.40	IPA	AGAMA	IPA	BHS. INGGRIS	MATEMATIKA	BHS. DAERA
	7	10.40-11.20	IPA	AGAMA	IPA	BHS. INGGRIS	MATEMATIKA	PRAMUKA
	8	11.20-11.40	ISTIRAHAT	ISTIRAHAT	ISTIRAHAT	BHS. INGGRIS		
	9	11.40-12.20	KETRAMPILAN	KESENIAN	BHS INDONESIA	SEJARAH		
	10	12.20-1300	PKK	KESENIAN	BHS. INDONESIA	SEJARAH		

HARI : .... TGL. : 6 MMa 2003

No	Jam Perte muan/Mata Pelajaran	PB / SPB Pembelajaran	Tujuan Pembelajaran Khusus	Kegiatan Pembelajaran / KBM	Sumber Belajar / Peraga	Alat Penilaian / Evaluasi	Rangkuman Materi Kegiatan Pembelajaran	Keterangan
1	Jam ...	Numbers (2)			Picture text	Number text	$2 + 3 + 5 = 13$	
Feb 4							Two plus three plus five	

Catatan :

Mengetahui
Kepala Sekolah

Guru Kelas

HARI : Kamis .... TGL : 12 Maret 2013

No	Jam Pertemuan/Mata Pelajaran	PB / SPB Pembelajaran	Tujuan Pembelajaran Khusus	Kegiatan Pembelajaran / KBM	Sumber Belajar / Peraga	Alat Penilaian / Evaluasi	Rangkuman Materi Kegiatan Pembelajaran	Keterangan
	Kelas IV	Numbers (2)	*Siswa dapat : - Mengatakan waktu - Pengaturan makanan sehari-hari*	- Menentukan True atau False	Buku	Tertulis H.4	$13 + 17 = 30$ $20 : 4 = 5$	
							- How many students are in the classroom? - There are SC students in the classroom	
							- I like orange very much. - My favourite fruit is orange	

Catatan :

Mengetahui
Kepala Sekolah

Guru Kelas

THE SCHOOL FACILITIES

No	Kinds of facilities	Total
1.	Classrooms	7
2.	Library	1
3.	Teachers room	1
4.	Headmaster room	1
5.	Administration room	1
6.	Kopsis	2
7.	UKS room	1
8.	Musola	1
9.	Aula	1

Source : Administration of SDN Jember Lor 1 Jember

DATA PERSONIL SDN JEMBER LOR I
TAHUN PELAJARAN 2002-2003

No	Nama	Jabatan	Pangkat, Gol/Ruang	Tugas Sekolah	Tugas Tambahan	Ket
1.	Fransisca Sutilah	Guru Kelas	Pembina, IV/a	Mengajar Kelas VI	-	Pemegang Tabungan Karya Wisata/TABREK
2.	Dra. Hartatik	Guru Kelas	Pembina IV/a	Mengajar Kelas IV	-	Dana pengeluaran harian
3.	Nistijaningsih	Guru Kelas	Penata TK.I, III/d	Mengajar Kelas III	-	----
4.	Suharni Rohisaningsih	Guru Kelas	Penata TK.I, III/d	Mengajar Kelas I	-	---
5.	Sri Listyawati	Guru Kelas	Penata TK.I, III/d	Mengajar Kelas V	-	Pengepul Keuangan BP-3 Kelas I S.d VI
6.	Drs. IBK.Suasana	Guru Ag. Hindu	Penata, III/c	Mengajar Ag. Hindu	-	Pembagi Gaji
7.	Windyah Astuti	Guru Kelas	Penata, III/c	Mengajar Kelas II-a	-	Pemegang uang buku
8.	Ani Manisah	Guru Ag. Islam	Penata Muda TK.I, III/b	Mengajar Ag. Islam	-	Bendahara uang warung sehat dan menarik BP-3 Kelas IV, V dan VI
9.	Samsul Arifin	Guru Penjas	Penata Muda, III/a	Mengajar Penjas	-	Memegang uang koperasi siswa (pertokoan)
10.	Martini	Guru Ag. Katolik	Penata Muda III / a	Mengajar Kelas II-b / Agama Katolik	-	Memegang uang Dharma Wanita / Kompak
11.	Nunuk Suhartik	GTT	-	Mengajar Keterampilan Kelas IV, V dan VI	-	Pelayan KOPSIS Sekolah / Warung Sehat
12.	R. Sri Dharmawati	GTT	-	Mengajar Unggulan Matematika	-	-
13.	Erna Pujiati	GTT	-	Mengajar Bhs. Inggris	-	Menarik uang BP-3 Kelas I,II dan III
14.	Neman	Sukwan Penjaga	-	5 K	-	---

Appendix

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 68

Nomor   : 7112 /J25.1.5/PL5/2001   Jember, ...Maret.........2003
Lampiran : Proposal
Perihal   : Ijin Penelitian   '1 4 MAR 2003

Kepada   : Yth. Sdr. Kepala SDN Jember Lor I
                    Jember
                 di. –
                    Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerang-
kan bahwa Mahasiswa tersebut di bawah ini :

N a m a   : Tanti Dwi Wahyuni
N i m   : 980210401143
Jurusan/Program   : PBS / Pendidikan Bahasa Inggris

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

The English Teaching Learning Process at the Fourth
Grade of SDN Jember Lor I in the 2002 / 2003 Academic
Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar
memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.
Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

                                                      an. Dekan
                                                      Pembantu Dekan I,

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

Appendix 12

DINAS PENDIDIKAN DAN KEBUDAYAAN

SEKOLAH DASAR NEGERI JEMBER LOR I

Jl. PB SUDIRMAN No.

SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Kepala Sekolah SDN Jember Lor I Jember, menerangkan bahwa:

Nama   : Tanti Dwi Wahyuni
Nim   : 980210401148
Fakultas   : Keguruan dan Ilmu Pendidikan
Program Study : Bahasa Inggris
Alamat   : Jl. Kalimantan Gg. Kelinci 8A Jember

Telah mengadakan penelitian dalam rangka menyusun skripsi dengan jadul : The English Teaching Learning Process at the Fourth Grade Students of SDN Jember Lor I in the 2002 / 2003 Academic Year

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

Jember, Mei 2003

Kepala Sekolah
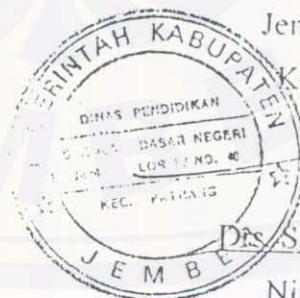
Drs. SAHD ABDULLAH

Nip. 130 458 667

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : TANTI DWI WAHYUNI
NIM/Angkatan   : 980210401148 / 1998
Jurusan/Program Studi   : PBS / P. BAHASA INGGRIS
Judul Skripsi   : THE ENGGLISH TEACHING LEARNING PROCESS AT THE
                                   FOURTH GRADE STUDENTS OF SDN JEMBER LOR I IN
                                   THE 2002 / 2003 ACADEMIC YEAR

Pembimbing I   : Dra. SITI SUNDARI, M. A.
Pembimbing II   : Drs. BAMBANG SUHARJITO, M. Ed.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	28 JUNI 2002	RESEARCH MATRIX	
2.	24 DESEMBER 2002	CHAPTER I, II, III	
3.	7 JANUARI 2003	CHAPTER I, II, III	
4.	6 FEBRUARI 2003	CHAPTER i, II, III	
5.	10 FEBRUARI 2003	CHAPTER I, II, III	
6.	28 FEBRUARI 2003	CHAPTER I, II, III	
7.	28 APRIL 2003	CHAPTER I, II, III	
8.	3 JUNI 2003	CHAPTER I, II, III, IV, V	
9.	17 JUNI 2003	CHAPTER I, II, III, IV, V	
10.	7 NOVEMBER 2003	CHAPTER I, II, III, IV, V	
11.			
12.			
13.			
14.			
15.			

CATATAN   : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
             2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : TANTI DWI WAHYUNI

NIM/Angkatan   : 980210401148 / 1998

Jurusan/Program Studi : PBS / P. BAHASA INGGRIS

Judul Skripsi   : THE ENGLISH TEACHING LEARNING PROCESS AT THE
FOURTH GRADE STUDENTS OF SDN JEMBER LOR I IN
THE 2002 / 2003 ACADEMIC YEAR

Pembimbing I   : DRA. SITI SUNDARI, MA.

Pembimbing II   : DRS. BAMBANG SUHARJITO, M.Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	23 MEI 2002	RESEARCH MATRIX	
2.	14 JUNI 2002	RESEARCH MATRIX	
3.	8 AGUSTUS 2002	CHAPTER I	
4.	12 SEPTEMBER 2002	CHAPTER I, II, III	
5.	9 OKTOBER 2002	CHAPTER I, II, III	
6.	19 NOPEMBER 2003	CHAPTER I, II, III	
7.	6 JUNI 2007	CHAPTER I, II, III, IV, V	
8.	9 JULI 2007	CHAPTER I, II, III, IV, V	
9.	31 JULI 2007	CHAPTER I, II, III, IV, V	
10.	10 SEPTEMBER 2007	CHAPTER IV, V	
11.	6 NOPEMBER 2007	ABSTRACT	
12.	8 NOPEMBER 2007	ABSTRACT	
13.			
14.			
15.			

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

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