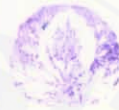


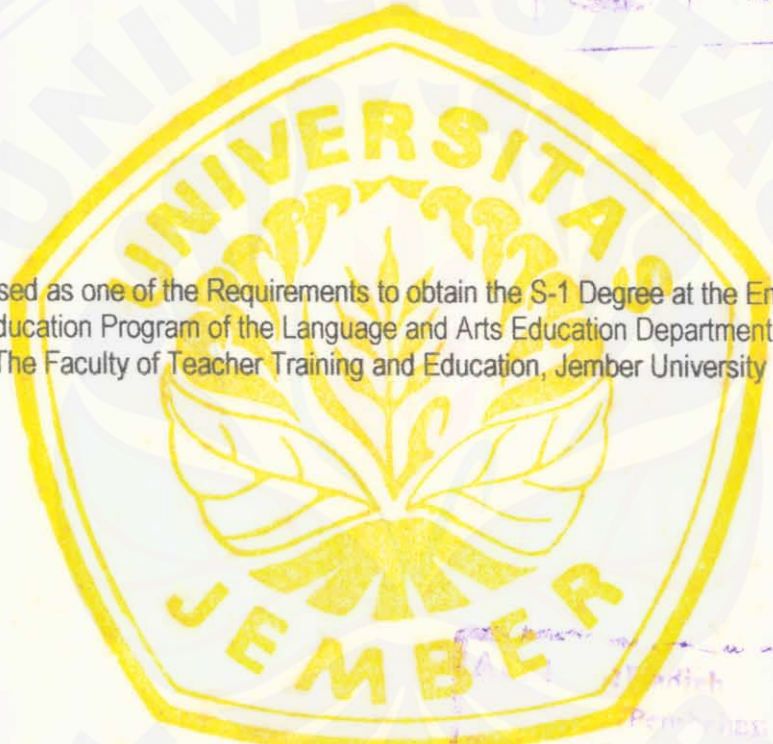
**A DESCRIPTIVE STUDY OF TEACHING ENGLISH VOCABULARY
FOR THE FIFTH-YEAR STUDENTS AT SDN KEPATIHAN 02 JEMBER
IN THE ACADEMIC YEAR 2002/2003**

THESIS



Unit UPT Perpustakaan
UNIVERSITAS JEMBER

Proposed as one of the Requirements to obtain the S-1 Degree at the English Education Program of the Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University



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**THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2003**

MOTTO

A rolling stone gathers no moss

(Anonymous)



DEDICATION

1. My beloved parents, Suhenan and Sri Hartami. Thank you so much for your advice, care, attention, and supports that you have given to me.
2. My older brother, Gesang A. S. and his fiance (Meti Suharni). Thanks for being there for me and thanks a lot for your support and understanding.
3. My younger brother and sister, Johan H. S. and Endah H. S. You still have much time to do good things in your life and be nice kids!
4. My beloved husband, Ahmad Saihodin. Our struggle is not finished yet.
5. My baby, Keisha Alea Al Insyira Syaihudin. You are my little star. I love you so much.
6. My family in Sotabar-Pamekasan, Madura. I love you all.
7. My best friends, Mimid and Ita. We are sisters, aren't we? I love you all so much. Don't forget me!



APPROVAL SHEET

A DESCRIPTIVE STUDY OF TEACHING ENGLISH VOCABULARY FOR
THE FIFTH-YEAR STUDENTS AT SDN KEPATIHAN 02 JEMBER
IN THE ACADEMIC YEAR 2002/2003

Thesis

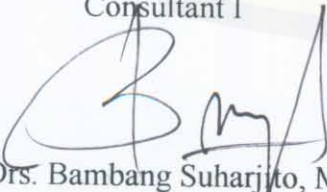
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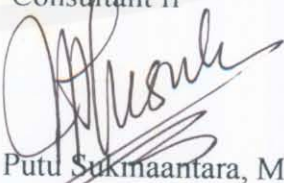
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On : Friday

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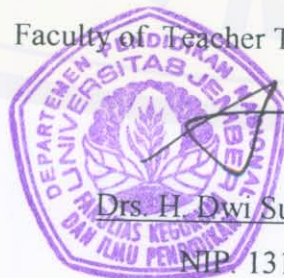
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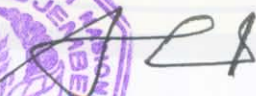
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Jember, 2003

The Writer

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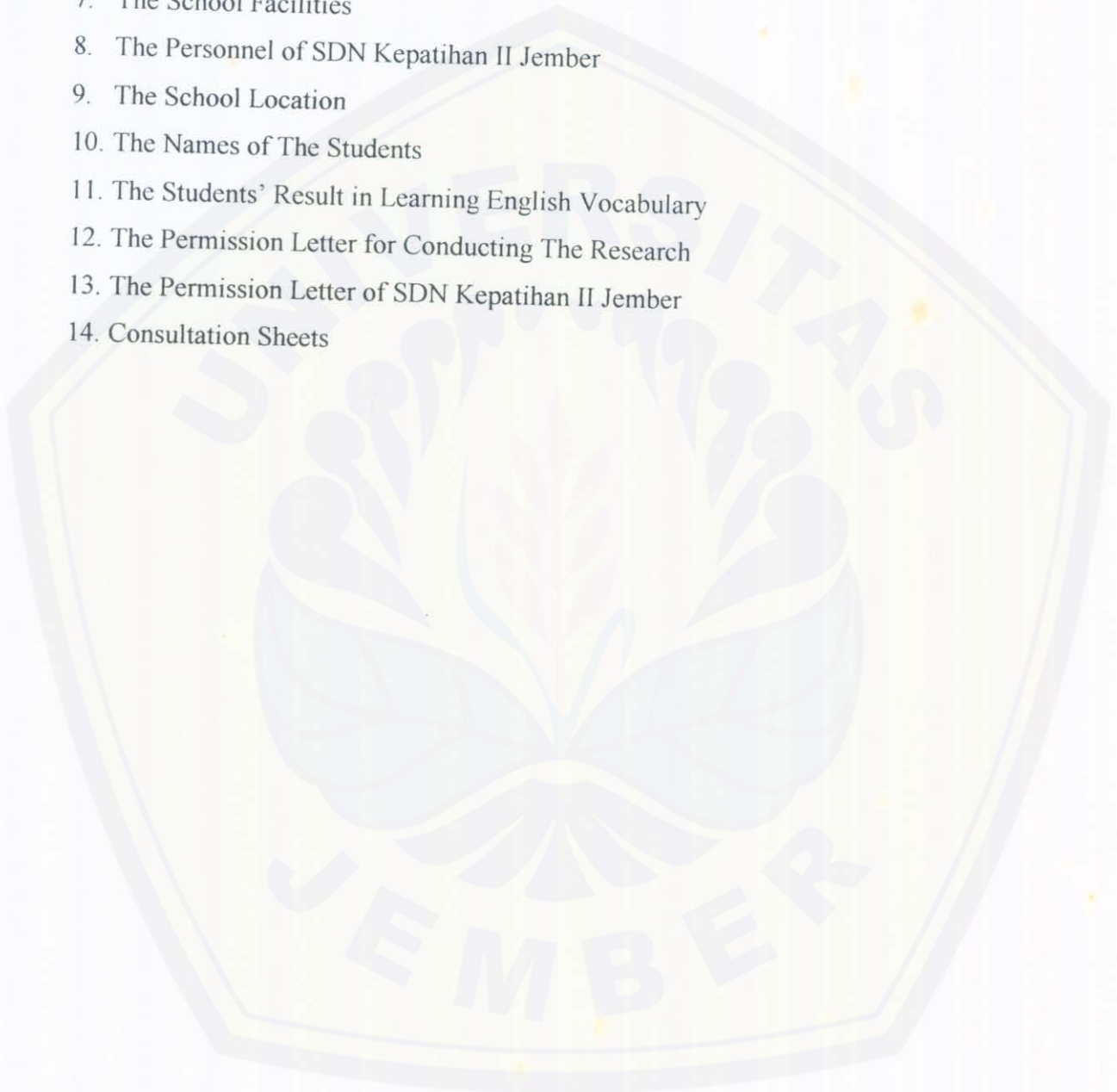
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ABSTRACT

Dyah Sri Susanti. 2003. **A Descriptive Study of Teaching English Vocabulary for the Fifth-year Students at SDN Kapatihan 02 Jember in the Academic Year 2002/2003**

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

Consultants: 1) Drs. Bambang Suharjito, M.Ed
2) Drs. I Putu Sukmaantara, M.Ed

Key Words: Teaching English Vocabulary

The objective of the research was to describe the process of English teaching vocabulary for the fifth grade students of SDN Kapatihan 02 Jember. Descriptive qualitative was applied in this research. The teacher and the students were data resources. The data were obtained by observing the vocabulary teaching learning process, interviewing the teacher, and documentation. Then, the data was transcribed. The finding of the research revealed that in doing effort of attracting the students' attention, using the method, giving understandable questions, distributing the questions, doing variation of the movement, method variation, media variation, giving non-verbal reinforcement, distributing of attention, sensitivity, responsibility delegation, summarizing the lesson and evaluating were good because she always did those skills of teaching during observation. In doing apperception, doing question variation, giving verbal reinforcement, and encouraging the students to the next acquiring were enough or sufficient because she did those skills twice during observation. Unfortunately, in doing organization of material, giving observe question and doing the voice variation were bad because she only did those skills once during the observation. Furthermore, there were no additional media for English teaching. Based on the results, it is important for the teacher to improve her ability in teaching and to possess a collection of pictures or any other media for English teaching especially vocabulary.



I. INTRODUCTION

1.1 Background of the Study

One of the languages in the world is English. English is a world language that is used in written or oral form for daily communication in the 21st century. Crystal (2000:108) mentions that English has become the only global language that is used all over the world nowadays. Furthermore, Toolan (1997:8) estimates that English becomes mother tongue or first language for about 400 million speakers and becomes the second language for about 250 million speakers and about 1 billion speakers use English as a foreign language, totally at about 1/3 people in the world use and master English in various level. Therefore, it is undoubtful that English is important for acquiring global information and maintaining global communication.

Concerning with English teaching, English in Indonesia is taught as a local content for elementary schools. As a local content at elementary school, English is not given at all elementary schools in Indonesia because not all schools have the same condition. The need of each school is also different from one to another.

According to this local content curriculum, the fifth year students is one of the level where the students of elementary schools get English subject for the first time. In this case, the students are the elementary students of the fifth grade who are considered as young learners. Young learners in the way they learn English have a specific way that is different from adults. The way young learners learn language is learning by doing. Therefore, students need an interesting experience about studying English that it can grow students' interest and motivation to learn English. Slameto (1995) states that students' interest and motivation are very important for the students to be interested and then practice the language. Fisher and Terry (1977:27), young learners are different from adult ones. Therefore, we should consider their cognitive development, their thinking and reasoning abilities in teaching the elementary school students. In fact, Indonesian elementary school

English teachers often use adult frame in teaching, as they are not well prepared to teach young learners. They never get the knowledge about the children's psychology and the theory of teaching English for young learners (Alwasilah, 1999).

Based on preliminary study, it is known that the English teacher had no English qualification. This problem makes the teaching learning process does not run effectively and thus the target language cannot be achieved. Therefore, a research on "A Descriptive Study of Teaching English Vocabulary for the fifth-year Students at SDN Kepatihan 02 Jember in the academic year 2002/2003" is significant to be conducted.

1.2 Problem Formulation

Based on the background of the study, the problems were divided into general problem and specific problems. The problems were as follows:

1.2.1 General Problem

How is the teaching of English vocabulary for the fifth-year students at SDN Kepatihan 02 Jember in the academic year 2002/2003?

1.2.2 Specific Problem

1. How does the English teacher apply the skill of giving set induction in teaching vocabulary for the fifth-year students of SDN Kepatihan 02 Jember?
2. How does the English teacher apply the skill of giving explanation in teaching vocabulary for the fifth-year students of SDN Kepatihan 02 Jember?
3. How does the English teacher apply the skill of asking question in teaching vocabulary for the fifth-year students of SDN Kepatihan 02 Jember?
4. How does the English teacher apply the skill of giving stimulus variation in teaching vocabulary for the fifth-year students of SDN Kepatihan 02 Jember?
5. How does the English teacher apply the skill of giving reinforcement in teaching vocabulary for the fifth-year students of SDN Kepatihan 02 Jember?

6. How does the English teacher apply the skill of class management in teaching vocabulary for the fifth-year students of SDN Kepatihan 02 Jember?
7. How does the English teacher apply the skill of closing the lesson in teaching vocabulary for the fifth-year students of SDN Kepatihan 02 Jember?

1.3 Operational Definitions

It is important to define the variable of the research to avoid misunderstanding in order to keep the discussion on the track. The variable is as follows:

1.3.1 A Descriptive Study

A descriptive study means a detail description about certain phenomenon by describing the facts occurred in the field (Suryabrata, 1991:18). In this research, the researcher described the process of vocabulary teaching in detail conducted by the English teacher in the fifth year of SDN Kepatihan 02 Jember.

1.3.2 English Vocabulary Teaching

English vocabulary teaching here means the English vocabulary that should be taught for the fifth-year elementary school students based on the English basic course outline of the 1994 Local Content Curriculum. Besides, English vocabulary teaching means the process of teaching vocabulary that focuses on the integrated skills of teaching vocabulary (the skills of giving set induction, explaining the material, asking, giving stimulus variation, reinforcement, managing the class and closing the lesson) (Guidance book of micro teaching, 1998:34) conducted by the English teacher in the first term of the fifth year students of SDN Kepatihan 02 Jember in the academic year 2002/2003.

1.3.3 Elementary School Students

Elementary school students in this research is the fifth-year students of SDN Kepatihan 02 Jember in the academic year 2002/2003.

1.4 Objectives of the Study

The objectives of this research were formulated into general objective and specific ones.

1.4.1 The General Objective

The objective of this study is to describe the process of teaching English vocabulary for the fifth-year students at SDN Kapatihan 02 Jember in the academic year 2002/2003.

1.4.2 The Specific Objectives

1. To describe how the English teacher applies the skills of giving set induction in teaching vocabulary for the fifth-year students of SDN Kapatihan 02 Jember.
2. To describe how the English teacher applies the skills of giving explanation in teaching vocabulary for the fifth-year students of SDN Kapatihan 02 Jember.
3. To describe how the English teacher applies the skills of asking question in teaching vocabulary for the fifth-year students of SDN Kapatihan 02 Jember.
4. To describe how the English teacher applies the skills of giving stimulus variation in teaching vocabulary for the fifth-year students of SDN Kapatihan 02 Jember.
5. To describe how the English teacher applies the skills of giving reinforcement in teaching vocabulary for the fifth-year students of SDN Kapatihan 02 Jember.
6. To describe how the English teacher applies the skills of class management in teaching vocabulary for the fifth-year students of SDN Kapatihan 02 Jember.
7. To describe how the English teacher applies the skills of closing the lesson in teaching vocabulary for the fifth-year students of SDN Kapatihan 02 Jember.

1.5 Significance of the Research

It is expected that the results of this research might share contribution for these following people:

1.5.1 The Researcher

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

1.5.2 Other Researchers

The results of this research might be useful for other researchers as information or input to conduct further researches within the same design.

1.5.3 The English Teachers

The results of this research might be used as an input or a kind of motivation in order to mastering the skills of teaching. It can be done by inviting the teacher of Teacher Training and Education Faculty to train the English teachers.



II. LITERATURE REVIEW

2.1 Definition of Vocabulary

We cannot deny that vocabulary plays an important role in language teaching especially in learning language. Vocabulary is an important area of language, simply because vocabulary or words are the tools of thought (Fardhani:1994:1). It means that by having vocabularies as major element of language, people will be able to communicate with others. If the students master enough vocabularies, the students will not have any difficulties in understanding English. Cross (1991:5) says that some teachers believe that learners should hear new words before they tell them and before they read them.

In language itself, there are many kinds of vocabularies. Vocabulary consists of one or more than one words, even thousand words. Cameron (1994:34) states that words seem to be a basic level category in learning language and in learning about language; other levels are less natural in thought and so take more time and effort to learn as explicit terms. In addition, Webster (1981:2560) defines vocabulary as a list or collection of words or words and phrases, alphabetically arranged and explained or defined. Hornby (1991:461) defines vocabulary as total number of words in a language or list of words with their meanings, especially at the back of a book used for teaching a foreign language.

2.2 Kinds of Vocabularies

During the preschool years, vocabulary growth occurs very rapidly and children possess an extensive vocabulary on which to build when they enter school. According to Haycraft (1978:44) in Hatch and Brown (1995:370) vocabulary is grouped into two types: receptive vocabulary which means “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly,” and productive vocabulary which means “words which the student understands, he/she can pronounce correctly and use constructively in speaking and writing”.

Furthermore, Gairns and Redman (1998:64) also divide vocabulary into two types, receptive and productive vocabulary. Receptive vocabulary is language items, which can only be recognized and comprehended in the context of reading and listening material. Productive vocabulary is language items, which the learner can recall and use appropriately in speech and writing.

Based on Ellis and Sinclair's classification (1989:63), vocabulary can be divided into two groups, passive and active vocabulary. Passive vocabulary contains language items that can be recognized and understood in context of reading or listening. Active vocabulary contains language items, which the learner can use appropriately in speaking and writing. Meanwhile, Nation (1990: 94) divides vocabulary into two groups. First, active vocabulary, which is to be used by the learner in speaking or writing. Second, passive vocabulary, which is needed for listening and reading.

Corson (1983:5-6) in Nation (1990:94) also distinguishes between productive (active) and receptive (passive) vocabulary. He calls the active vocabulary a "motivated" vocabulary. It consists of all the words we need to use and feel no reluctance in using in our everyday life. Passive vocabulary includes the active vocabulary and also the learners' "unmotivated" vocabulary. The unmotivated vocabulary can be divided into two groups: (1) words which are only partly understood and are not well known enough to use actively, and (2) words which are not needed in daily communication.

In conclusion, there are two vocabularies. They are receptive (passive) vocabulary that can be recognized and understood in context of reading and listening material; productive (active) vocabulary that can be used in speaking and writing.

2.3 Methods of Teaching Vocabulary

At various stage of proficiency, different methods that facilitate the learning process, must be employed without putting aside the textbook selected.

Nation (1990:3) clarifies methods of teaching vocabulary as listed below:

1. Material is prepared with vocabulary learning as a consideration.

This means that it is easier to relate the lessons to the experiences and interests of your pupils.

2. Words are dealt with, as they happen to occur.
This means that if an unknown word appears in a reading passage, the teacher gives some attention to it at the moment it causes a problem. Teacher gives the meaning, spelling and grammar.
3. Vocabulary is taught in connection with other language activities.
For example, the vocabulary of a reading passage is dealt with before the learners read the passage.
4. Time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activity.
For example, time is spent on learning spelling rules or on activities like dictionary use, guessing words, the use of word parts, or list learning.

Furthermore, Hatch and Brown (1995:372) mention some steps to teach vocabulary. The steps are as follows:

1. Encountering new words
The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The strategies here included learning new words by reading books, listening to TV and radio, reading newspapers and magazines.
2. Getting the word form
The second step essential to vocabulary learning appears to be the getting of a clear image-visual or auditory or both of the form of the vocabulary item.
3. Getting the word meaning
This step includes such strategies as “asking native English speakers what words mean”, “asking people who speaking native language the meaning of new words”, “making pictures of word meanings in my mind”, and “explaining what I mean and asking someone to tell me the English word”.
4. Consolidating word form and meaning in memory
Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection. Teacher and the students mention vocabulary/words, applying images and sounds, reviewing well to strengthen the form-meaning and employing actions to give meaning. It can be done by doing those kinds of vocabulary learning drills.
5. Using the word
Use of the word seems to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

Doff (2000:1) mentions some techniques for teaching new words as listed below:

1. Say the word clearly and write it on the board.
2. Get the class to repeat the word in chorus.

3. Translate the word into the students' own language.
4. Ask students to translate the word.
5. Draw a picture to show what the word means.
6. Give an English example to show how the word is used.
7. Ask questions using the new word.

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

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

Gairns and Redman offered the second techniques; non-verbal techniques. These techniques are not a teacher-centered, but they tend to make the students active in classroom. In this case, the teacher can use teaching aids and interesting activities. Teaching aids are everything that help the teacher presents material. They include real objects and pictures. Real objects can be used to make the students understand deeply the material given by the teacher. Connel et al (1962: 230) quote that concrete materials such as actual objects, models and specimens

give realism to oral instruction and help to link the classroom with the outside world. Scott and Yteberg (1990: 5) also suggest that teachers have to possess plenty of objects and pictures to work with and to make the students close the surroundings. Furthermore, Lado (1979:125) argues that real objects or models of real objects are effective in showing the meaning of the words. From the description above, it can be summed up that using real objects and pictures can be chosen as a good alternative in teaching vocabulary to children.

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

The last technique that is still needed to be employed by teacher is translation. Although the teacher has explained the words in the target language, but there are always some words that cannot be understood by students in a foreign language. Sometimes, the definition in the target language still makes the students confused. Therefore, the translation into the students' native language is required. Lado, Baldwin and Loba (in Notion, 1982) note that the translation of the meaning into native language is consistently superior to presentation through the foreign language. Supporting this idea, Mishima (in Notion, 1982) points out that a translation in a native language will be more meaningful because it will have many more associates for the learner than a known synonymous word in the foreign language.

To sum up, teaching vocabulary to elementary students is not easy. Therefore, the teacher is demanded to find suitable techniques of teaching. These techniques have to be created based on the children characteristics, in order to motivate and to overcome the boredom of the children. The teacher can use verbal, non-verbal techniques or translation. However, the most important point

that needs to be noticed by the teacher is that the students are interested and attracted to the interesting activities which can make them happy. The interesting and enjoyable activities will motivate them to learn English.

2.4 The Considerations in the Teaching English at Elementary School

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

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

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

2.4.1 The Syllabus

A syllabus is a written statement about the content, procedures and requirements of a practical course (Burden and Byrd, 1992:42). Meanwhile, Robinson (1991:34) states that a syllabus functions as guideline and context for class content. Huda (1999:107) also says that a syllabus is the plan that is applied by a teacher into classroom activities. Hence, the establishment of the syllabus is viewed as the control in learning process. Therefore, there are four aspects, which should be considered in designing a syllabus, namely:

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

2.4.2 The Materials

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

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

2.4.3 The Qualified Teacher

Kasbollah (1993) quotes that teacher is one of the factors that determine whether the teaching will be successful or not. The teacher is the most influential person in the classroom that manages all of the activities in the classroom.

Teaching elementary school students is different from teaching adults because elementary school students cannot be forced to learn something in the same way as adults. In this case, a teacher is demanded to plan and and to create a good atmosphere, variety of learning activities and to use the materials effectively to motivates students in learning. In other words, a teacher should have the ability

of how to conduct the process of teaching English well. Hence, a qualified teacher is needed in teaching English for elementary schools.

According to Asworth in Herlinawati (1999:15), there are four characteristics that should be fulfilled to be a qualified teacher. They are:

1. Knowledge. An ideal English teacher must have in-depth knowledge of subjects field. He has to master everything concerning with his subjects field. A teacher is the source from whom students get knowledge in the classroom. He will be the person to whom students will ask everything. He has to realize that students' needs always develop as well as the students' development. Therefore, to have in-depth knowledge is an urgent aspect for a teacher.
2. Personal qualities. To be a good English teacher, the attitude of the teacher towards the children is important to be noticed. The English teachers should have good personality. As the elementary students are less motivated to learn, the EFL teachers should be patient, helpful, encouraging, creative, fond of children and able to adjust themselves with children world.
3. Professionalism. A professional teacher should always develop his ability by joining any activities that improve the quality of teaching and that enhance his/her profession. Some of the activities are: joining in-service program, workshop/training, and taking part in teacher's organization.
4. Skills. An ideal teacher has to master the integrated skills of teaching in succeeding the teaching learning process. The skills include the skills of giving set induction and closure, the skill of explaining the material, the skill of asking question, the skill of giving stimulus variation, the skill of giving reinforcement and the skill of classroom management.

2.4.4 The Skills of Teaching

2.4.4.1 Set Induction

Usman (1995:81) defines set induction as the efforts or activities done by a teacher to create pre-condition, so that the students are ready to learn. Furthermore, Muth and Alverman (1992 in Burden and Byrd, 1999:67) say that it is the initial activity in the beginning of the lesson that

is used to induce students to a state of wanting to learn. In this step, students are able to concentrate mentally to what is being learned. Set induction can be done by the activities such as stating the aim to be achieved, attracting the students' attention, giving leading questions, and making relation between the previous material and the material that will be taught.

2.4.4.2 Explanation

The skill of explaining material also takes an important role in teaching learning process. Explaining the material is the process of transferring information orally to the children. This presentation is organized systematically in order to make students easily understand. On the other hand, this presentation is one way of interaction between the teacher and the students (Usman, 1995:81).

2.4.4.3 Asking Question

Asking question is important to be noticed. Asking questions plays an important role in teaching learning process. Systematic question and a good technique in asking question will give positive effect to the students (Usman, 1995:66). It will force students' mind to be active.

According to Burden and Byrd (1998:92), the questions can be developed into the level of cognitive domain namely: knowledge, comprehension, application, analysis, synthesis and evaluation. Specifically, Usman (1995: 69) defines those six levels of questions as follows:

1. Knowledge questions are the questions aimed to recall or check the students' memory. These questions are usually use what, where, when and who, or wh-question words.
2. Comprehension questions are those that expect the students to comprehend the material by answering the questions using their own words.

3. Application questions are the questions that require the answer as an application of the information or knowledge got before.
4. Analysis questions are those that force the students to identify, find the evidence and draw the conclusions.
5. Synthesis questions are the questions that require more than one answers and force the students to predict, solve the problems and look for the information.
6. Evaluation questions are the questions that ask the students to evaluate or give a comment to an issue given.

2.4.4.4 Stimulus Variation

It is undoubted that the skill of giving stimulus variation is the important skill in teaching elementary students. Usman (1995: 76) declares that the skill of giving stimulus variation is teacher's activities in order to overcome the boredom of the students in learning. By doing such ind activity, hopefully the students will learn enthusiastically, participate, and get in touch with the learning process.

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

2.4.4.5 Reinforcement

Reinforcement for students' participation is always needed in order to maintain the students' motivation and interest in learning. Usman (1995: 73) clarifies that reinforcement is the teacher's responses on the efforts that have been done by the students in order to inform, to correct or to give feedback to students. By giving reinforcement the teacher expects students to do the same action. The aims of giving reinforcement are:

1. To increase the students' attention to the lesson
2. To increase the students' motivation in learning
3. To increase the learning activity and maintain the students' positive attitude (Usman, 1995: 73).

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

- a. Miming or gesturing such as smiling, nodding
- b. Contacting such as touching, shaking hand or raising the students' hand
- c. Interesting activities such as game or song
- d. Giving something/real things to the students or symbol, such as candy, drawing card picture or giving comment in the students' book (Usman, 1995: 74-75).

2.4.4.6 Classroom Management

Usman (1995: 89) defines that classroom management is the effort to create and to maintain the optimal atmosphere for the teaching learning process in the classroom. The optimum condition will be created if the teacher manages the class well. Hence, the components of class management according to Usman (1995: 89) are as follows:

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

2. Attention. The teacher has to pay attention to all students.
3. Giving reinforcement for the students' participation. It will make them motivated to learn.
4. Giving a warning, especially to the students who disturb the process of teaching learning.
5. Responsible delegation.
6. Focussing on the group attention.

2.4.4.7 Closure

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

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



III. RESEARCH METHODS

3.1 The Research Design

This research is in the form of qualitative descriptive study. Therefore, it is not necessary to hypothesize the study but only describe everything that happened in the research. The research subject here was the fifth-year students of SDN Kepatihan 02 Jember in the academic year 2002/2003 and the English teacher. In this research, the researcher observed the research subjects and interviewed the English teacher. Besides, the researcher did documentation. The purpose of doing observation, interview and documentation was getting the data. After the data were obtained, the data were analyzed by applying descriptive-qualitative analysis. The data were transcribed in the form of transcripts. Besides, the obtained data from documentation was also included.

3.2 The Area of Determination Method

The research was conducted in SDN Kepatihan II Jember. This area was chosen because the teaching of English especially in this school developed well. It could be known from the method that is used by the teacher in teaching English and from the list of the achievement in joining English contest. Besides, it was possible to get permission to conduct the research at that school.

3.3 The Research Subject

The respondents of this research were the English teacher and the fifth-year students of SDN Kepatihan 02 Jember. The total number of the respondents was 65, 1 teacher and 64 students (35 males and 29 females).

3.4 Data Collection Methods

The methods of collecting the data used in this research were observation, interview, and documentation.

3.4.1 Observation

Observation was done in order to know the process of teaching vocabulary and to know the students' interest in learning English vocabulary through the ways given by the teacher. In this research, the researcher as a non-participant observer. It means the researcher only observed and recorded without participating during teaching learning process. Furthermore, observation here was naturalistic observation, which means observing individuals in their natural settings. The researcher only observed and recorded what happened as things naturally occurred. The observation took four times, starting from March 6th – March 27th, 2003. The results were in the form of transcript.

3.4.2 Interview

Interview was done to attain the supported data about the teaching English vocabulary at SDN Kepatihan 02 Jember. The interview between the researcher and the teacher was in the form of structured interview. The interview was the transcribed.

3.4.3 Documentation

Documentation was done to attain supported data such as the students' results through the test/examination that was given by the teacher in learning English vocabulary, list of names of the students and others.

3.5 Data Analysis Method

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



IV. RESULTS AND DISCUSSION

4.1 The Results

The research which was conducted on March 6th – March 27th, 2003 at SDN Kepatihan 02 Jember has revealed some findings using observation, interview and documentation.

4.1.1 The Results of Observation

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

At SDN Kepatihan 02 Jember, English was taught as a local content. It has been given from grade four to grade six. There is only one female teacher teaching English.

From the observations done in the classroom every Thursday, from 6th March 2003 up to 27th March 2003 (See Appendix 5a-5d), it was found that vocabulary was taught integratedly. The teacher rarely gave apperception to the students before beginning the lesson. She did it twice, in the third and the fourth observation. She always attracted the students' attention by showing picture (See Appendix 5a, 5b, 5d) and giving games (See Appendix 5c). In addition, she did not state the teaching objective. Instead of it, she began the lesson by reminding the students to the last lesson by using real things (See Appendix 5a) and pictures (See Appendix 5b) and discussing the homework. Sometimes, she told the topic of the materials (See Appendix 5c-5d).

Referring to teaching technique, the teacher taught new vocabulary by lecturing, translating, repeating the vocabularies several times and asking the students to memorize the vocabularies by giving them questions such as "What is

the English words of mobil”, etc. She explained the material clearly (See Appendix 5a – 5d).

The teacher asked questions clearly to the students. She also distributed the questions to all students in the class and gave the students the same chance to answer. The questions were often given in the beginning of the lesson when the teacher reviewed the previous lesson and during the teaching learning process. Those questions were in “what question” form such as, “*what is the English words for empat persegi panjang, mobil?*”, etc. Other questions were given in “order form” to do something, for example to do exercises. Those questions such as, “*practice these dialogues*”, “*arrange these words correctly*”, “*circle true or false*”, and “*fill in the blanks*”. Besides, there was a kind of question that was delivered as a request or a command. For example, “*Bisakah kalian tenang agar suara saya dapat terdengar dengan jelas?*”. However, in this skill of asking questions, the teacher never used the students’ answer as a feedback.

During the teaching learning process, the use of stimulus variation could be found. The methods used by the teacher were the combination of several methods. The methods were lecturing, translating, repeating, question-answer, and dictating. She also gave the students an enjoyable activities such as games eventhough she gave it once (see Appendix 5c). She brought her own pictures, used real things, pictures stated in the book as media in teaching vocabulary. Besides, she walked around the class during teaching learning process.

Reinforcements in verbal and non-verbal were given during teaching learning process. In this case, the teacher often said “good”, “excellent” (See Appendix 5b), “bagus” dan “pintar” (See Appendix 5c). She also came closer to the students to give attention (See Appendix 5a – 5d), smiling, touching the students warmly (See Appendix 5b), giving some presents to the students who won the game (See Appendix 5c) and raising her thumb to show that the students were good (See Appendix 5d). After the students finished discussing the homework, the teacher gave mark (e.g.; 100, 90, 80, etc) on the students’ book.

In managing the class, it seemed that the teacher could control the class well. She gave the same attention to all students. She also actively responded to

everything happened in the class during the process of teaching learning. For example, she warned a student who disturbs the teaching learning process. In addition, the teacher gave the students responsibility such as doing the exercises or homework.

When the time was up, the teacher closed the lesson by summarizing the lesson, giving some questions to the students that related to the topic. The questions were used as an evaluation. Sometimes, the teacher gave homework. Finally, the teacher closed the class by saying goodbye to the students (for the observation results, see Appendix 5a-5d).

Other observations were dealing with the number of the students and the condition of the school. The fifth year of SDN Kepatihan 02 Jember consisted of 64 students. There were 35 males and 29 females students. The size of the class was about 6m x 7m. The students were sitting in pairs for each table. The classroom was completed with the chairs, tables, a cupboard, a blackboard, an Indonesian flag and some English pictures such as parts of the body, fruits, etc., hung on the wall.

4.1.2 The Result of Interview

The interview was done with the English teacher at the school. The interview was used to complete the data collected from the observation. Besides, it was used to crosscheck the data obtained before. This interview was conducted based on the interview guide written in Appendix 2. The results are as follows:

1. Teaching English to elementary school is very important because the teaching English since they are in elementary school can make them learn English and form their accent and pronunciation easier. Thus, it is very reasonable if the teaching English is started from elementary school.
2. At SDN Kepatihan 02 Jember, English has been taught since 6 years ago as local content, started from the fourth-year. Since the last 2 years, English has been taught from the first-year.
3. The teacher uses textbook published by Erlangga (Get Ready for Beginners) Jilid 2 for grade five and LKS published by CV. Teguh Karya.

4. The teacher often used media such as pictures, real things and games or quiz to teach English vocabulary.
5. In the past, the teacher usually prepared lesson plan before teaching, now she seldom prepares it because there are many books that have a kind of lesson plan in the cover.
6. The teacher gave non-verbal reinforcement and presents to raise the students' interest and motivation to learn English.
7. Teacher often gave homework and reviewed the material to the students in order to strengthen their memory about the material. Besides, she also gave tests in order to know how far the students accept the material.
8. Teacher was not sure that her method in teaching English vocabulary was good for other English teachers and the other students. It depends on the condition of the level and the mental of the students.
9. The teaching English vocabulary is given integratedly with the four skills.

4.1.3 The Results of Documentation

The data obtained from the documentation dealt with the school personnel of SDN Kepatihan 02 Jember, the location of SDN Kepatihan 02 Jember, the school facilities of SDN Kepatihan 02 Jember, the list of students' name, the students' result of the test and the example of English lesson.

1. The personnel of SDN Kepatihan 02 Jember
The number personnel of SDN Kepatihan 02 Jember in the academic year 2002/2003 were 13 persons (4 male and 9 females). The complete data listed in Appendix 8.
2. The location of SDN Kepatihan 02 Jember
It is on Dr. Sutomo Street, Kecamatan Kaliwates, Kabupaten Jember. It is near "Tanjung" market. The complete data listed in Appendix 9.
3. The school facilities of SDN Kepatihan 02 Jember
SDN Kepatihan 02 Jember has some facilities for the students. They are 5 classrooms, 2 offices (1 for the principal and the administration staff, the other one for the teachers), 1 canteen, 1 mosque and yard. The conditions of the

room are good. As an information, 1 classroom is used for the first and the second year. The first year used it first, then the second year. The detail information is listed in Appendix 7.

4. The list of students' name

There are 64 students in the fifth-year of SDN Kepatihan 02 Jember (35 males and 29 females). The complete data listed in Appendix 10.

5. The students' result of the test

There are 45 students who got more than 50 and 19 students who got less than 50 for their Mid Semester. For Semester, there are 51 students who got more than 50, 14 students who got less than 50.

4.2 Discussion

The English teaching has been stated as local content and the government expects it can be applied at all elementary schools in Indonesia. Unfortunately, it cannot be fulfilled successfully because not all elementary school in Indonesia have the same condition to apply English teaching at their schools such as lack of facilities, do not prepare English teacher and do not have English syllabus. Disregarding these problems, there are also many schools that try to apply English as a local content to help students to get knowledge about English. For example, SDN Kepatihan 02 Jember.

SDN Kepatihan 02 Jember prepared the English teacher whom have English educational background. Ideally, the best English teachers for elementary school are those who have background in English education (Istikhomah, 2000:19). Furthermore, Usman (1995:7) supports that they are who have competency in their educational field will have better capability in conducting the teaching learning process, so a good result is achieved. However, being interviewed dealing with the importance of English, the teacher expressed her point of view, "According to me, learning English as early as possible is very important to prepare the students master international language. Besides, English will be their daily language in the future" (Interview transcript can be seen on Appendix 3).

Therefore, she thought that it was important to give the elementary students the English subject.

Concerning with the material, she explained the material not only based on the book but also based on curriculum. The books were *Get Ready for Beginners Jilid 2* for grade five published by Erlangga and *LKS* published by CV. Teguh Karya. Thus, there was an adjustment between the books and curriculum. Furthermore, dealing with the method in explaining materials, she taught the students by using media such as games, pictures, and real things. She also gave some presents to the students to attract the students' attention. It could be proved by her statement, "...basically, the children here get bored easily, so I apply stimulus variation for teaching difficult lesson in order to attract the students' attention, such as giving some presents to them. It will make them learn English seriously". It also proved by the observation result (it can be seen on Appendix 5a-5d).

Concerning with the preparation, in the past, teacher made any lesson plan for the English teaching. Now, she never makes it anymore because there were many books that have a kind of lesson plan inside of the cover. Being interviewed, she said, "...today, there are many books that have a kind of lesson plan inside the cover" (see interview transcript in Appendix 3). The teacher introduced new vocabularies with the same techniques, but in the fourth observation she taught new vocabularies by showing some pictures and asking the students to give the meaning based on those pictures. Nevertheless, she often used the same techniques such as lecturing, translating, repeating the vocabularies by giving the students questions. Ideally, a teacher should prepare the lesson plan before teaching. It is needed not only by novice teachers but also the experienced teachers. Lesson plan is obviously important because through the lesson plan teachers may present the teaching steps or activities better. The teacher can vary her teaching techniques in every meeting. David (in Suryosubroto, 1996:28) states that to facilitate the students' learning, the teacher is expected to design and deliver instruction. Furthermore, supporting the idea above, Burden and Byrd

(1999:19) explains that a plan that is designed carefully and comprehensive will have a positive effect on the students' learning.

In addition, this school was lack of facilities, especially the facilities for English teaching learning. From the observation and documentation it was obtained that the school prepared only the general facilities such as tables, chairs, cupboards, mosque, canteen and others. There were only three English pictures (in the fifth grade) hung on the wall. There were no special facilities and media for English teaching such as English storybooks, some compact disks (CD) that content of English songs, video, television or cassette to train students' pronunciation and listening skill. Therefore, the media used in English teaching learning were not varied. The teacher only used games, some pictures whether the pictures were stated in the books and made it by her, and real things provided in the classroom such as books, tables, etc.

Actually, media of instruction or teaching aids are important things to help students comprehend the materials and to help the teacher in presenting the materials. However, when the condition does not allow to provide all of them, it does not mean the teaching learning process will be bored and stopped. We can use everything as media such as pictures from magazines, newspapers, calendar; asking students to bring some things such as vegetables, fruits, photos; asking students to go out of the classroom and pointing some objects outside the classroom. It will be interesting activities because the children will get more fun than studying in the classroom without any media created by the teacher.

The last discussion is about the application of the skills of teaching. From the observation, it was found that in doing set induction the teacher just said good morning to the students and reviewed the last material. She began to attract the students' attention by using media (pictures, games, and real things). Sometimes, she told the topic of the materials. She never told the teaching objectives. Usman (1995:84) says that set induction is done to create pre-condition, so that the students are mentally ready to learn the new lesson.

In explaining the materials, the teacher explained the materials clearly. She also gave an illustration when the students got difficulties in understanding certain

words. For example, when the students asked the meaning of flower, the teacher did not give the meaning directly, but she said, "Mawar is a flower, Melati is also a flower". Thus, the students concluded it and she checked it whether it was correct or wrong. Here, some techniques offered by Doff (2000:1) were adopted. Firstly, the teacher wrote the English vocabularies and the meaning on the blackboard. Then, she said it clearly and got the class to repeat the words in chorus. Further, she asked questions using the new words. To reinforce the students, sometimes the teacher gave the students a game, but there was only one game given. It was crossword puzzle.

When giving questions, the teacher's questions were understandable. She distributed the questions to all of the students. The teacher varied her questions. She did not ask the students the meaning of the words given, but she also gave the questions that need the students' comprehension. Refers to Usman (1995:67), the questions such as, "Bisakah kalian tenang agar suara saya dapat terdengar dengan jelas?" is categorized into compliance questions. Meanwhile, according to Bloom's taxonomy, the questions such as, "What is the English words for empat persegi panjang?" belong to knowledge questions. Knowledge questions are defined as questions that tend to make the students recall the knowledge or to check the students' memory (Usman, 1995:68). Besides, based on the Bloom's classification, the questions in the form order such as, "Practice these dialogues", "Arrange these words correctly", "Fill in the blanks" or "Circle true or false" fall into application questions. Unfortunately, the teacher never used the students' answer as a feedback.

In stimulus variation, the teacher varied the methods by lecturing, translating, repeating and question-answer. She varied the media by using game, real things and pictures only. The teacher also varied her movement by walking around the class.

In doing reinforcement, the teacher did verbal reinforcement by saying "good", "excellent", "bagus" dan "pintar" ; non-verbal reinforcement by smiling, touching, raising her thumb, coming closer to the students to give attention. The teacher also gave a mark on the students' books after the students and the teacher

discussed the homework together and also gave the presents to the students. According to Usman (1995:73), reinforcement can be used to increase the students' attention to the lesson, to increase the students' motivation in learning and to maintain the students' positive attitude.

Furthermore, it seemed that the teacher could manage the class well. She gave the same attention to the students. She focused the students' attention to the material while she was explaining the materials. She also gave the students responsibility. Besides, she also responded the cases happened in the classroom that might disturb the teaching learning process. In closure, the teacher always summarized the lesson and gave some questions to the students. Sometimes, the teacher also gave homework. Before leaving the class, she said a leave taking such as goodbye to the students.

To sum up, the point that can be taken into account is that the teacher's educational background influences the teaching learning process in the classroom. Everything happens in the classroom is depend on the teacher's ability in conducting the teaching learning process.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

English has been applied at SDN Kepatihan 02 Jember since six years ago. The English teaching is begun from the fourth up to the sixth year. English is taught in this school as a local content. There is a female English teacher taught here.

SDN Kepatihan 02 has no sufficient facilities to support the English teaching. The school only has the general facilities such as tables, chairs, blackboards, cupboards, and others school equipment. There are no additional facilities that can be used as media of English teaching.

At SDN Kepatihan 02 Jember, the teacher chooses materials based on the curriculum and the textbooks that were used. The books are Get Ready for Beginners Jilid 2 for grade five published by Erlangga and LKS published by CV. Teguh Karya.

In the beginning of the lesson, teacher rarely gives apperception. In giving apperception, it is sufficient because she does it twice (in the third and fourth observation) during four observations. Teacher only reviews the previous lesson by showing some pictures or using real things and asking the students related to the pictures. In attracting the students' attention, it is good because she always does it. Unfortunately, she never states the teaching objectives.

In explaining the materials, the teacher uses lecturing, translating, repeating and asking-answering. The teacher uses enjoyable activities such as game. The teacher in every meeting always did those methods. Thus, it is good. The teacher never uses terms and illustration to explain the materials. Her organization of material is bad because she did it once (in the first observation only).

When asking questions, she always distributes the questions to all students and the students have the same chance to answer the questions (it can be known from the first until the fourth observations). Her questions are understandable. Sometimes, she varies her questions. She gives the observation questions once.

(She did it in the fourth observation). Unfortunately, the teacher never uses the students' answer as a feedback. It is bad because during observation she never does it.

In doing stimulus variation, it is good because she always did movement variation, methods variation and media variation. She never do voice and interaction variation.

Verbal and non-verbal reinforcement is given to the students to support the students to learn. She also gives mark on the students' book and gives presents to the students. The verbal reinforcement is enough because during observation she did it equally. She did it in the second and third observation. The good one is she always does non-verbal reinforcement in every meeting.

Furthermore, the teacher can manage the class well by giving the same attention to the students, focusing the students' attention to the material, giving the students responsibility, and responding to everything happened in the classroom.

In closure, the teacher makes a summary and gives some evaluations to the students. Sometimes, she gives homework. Finally, she leaves the class by saying goodbye.

5.2 Suggestions

Based upon the findings of the research, the researchers would like to give some suggestions. They are:

1. Hopefully, the English teacher has more capability in teaching vocabulary especially in applying the skills of teaching, in making the preparations before teaching and in using the technique of teaching. By having good preparations such as lesson plan, teachers may present the steps of teaching better and avoid the use of the same technique in every meeting.
2. Considering that young learners like to be active and to have fun, the teacher must be able to create and to select activities that involve the students and make them happy. These activities should be varied to overcome the students' boredom in learning. Thus, the English teacher

should has a collection of pictures or any other media such as songs, stories, movies for teaching English especially vocabulary for elementary school students.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Descriptive Study of Teaching English Vocabulary for the Fifth-Year Students at SDN Kepatihan 02 Jember in the Academic Year 2002/2003	How is the process of teaching English vocabulary for the fifth-year students at SDN Kepatihan 02 Jember in the academic year 2002/2003?	The process of teaching vocabulary	<ol style="list-style-type: none"> 1. Set induction 2. Explanation 3. Asking question 4. Stimulus variation 5. Reinforcement 6. Classroom Management 7. Closure 	<ol style="list-style-type: none"> 1. Participants: the English teacher and the students of SDN Kepatihan 02 Jember 2. Document 	<ol style="list-style-type: none"> 1. Research design: descriptive qualitative. 2. Research area: purposively 3. Respondent determination method: purposive sampling 4. Data collection method: observation, documentation, interview. 5. Data analysis: descriptive-qualitative.

Interview Guide

Informan : English Teacher

1. Bagaimana pendapat Anda tentang pengajaran Bahasa Inggris di SD?
2. Hal apakah yang menjadi alasan dalam pemberian Bahasa Inggris di SD?
3. Fasilitas apa saja yang digunakan untuk mengajarkan Bahasa Inggris?
4. Bagaimana cara Anda mengajarkan tiap-tiap ketrampilan (membaca, menulis, berbicara, dan mendengarkan/menyimak)?
5. Sebelum mengajar, apakah Anda selalu membuat persiapan seperti Rencana Pengajaran?
6. Apakah Anda menggunakan metode-metode khusus dalam mengajar Bahasa Inggris?
7. Bagaimana cara menyesuaikan metode dengan materi?
8. Apabila ada murid Anda yang mempunyai kosakata lebih sedikit daripada yang lain, apakah Anda mempunyai metode khusus?
9. Bagaimana cara penyampaian materi, apakah sesuai dengan lesson plan atau tidak karena kadang-kadang situasi kelas dapat membuat rencana kita berjalan dengan cepat atau mungkin lebih lambat?
10. Apakah didalam pengajaran Bahasa Inggris khususnya kosakata, Anda memberikan tes?
11. Apakah Anda merasa bahwa metode-metode yang telah digunakan selama ini nantinya akan menjadi metode-metode yang usang dimasa yang akan datang atau muncul metode-metode baru didalam pengajaran Bahasa Inggris?
12. Apakah hal-hal yang sudah Anda lakukan selama ini sudah efektif dan efisien?
13. Bagaimana cara melakukan pengulangan materi tersebut?
14. Apakah pengajaran kosakata disekolah diajarkan secara integrated (terpadu) atau secara terpisah? Misalnya didalam mengajarkan membaca (reading),

apabila murid menemukan kata-kata yang sulit, apakah Anda mengartikannya secara terpisah?

15. Jadi bisa disimpulkan bahwa didalam pengajaran kosakata, empat ketrampilan tersebut diajarkan secara seimbang?



Interview Transcript

Name of Informant : Dra. Winda W.
Occupation/Position : English Teacher
Name of Interviewer : Dyah Sri Susanti
Occupation/Position : Researcher
Instrument : Interview guide, note taking and tape recorder
Date/Time : March, 6th 2003/ 10.30 am – 13.15 pm

Description of interview :

Q1 : Bagaimana pendapat Anda tentang pengajaran Bahasa Inggris di SD?

T : Penting sekali. Menurut saya belajar Bahasa Inggris sejak dini penting untuk mempersiapkan mereka menguasai bahasa internasional. Apalagi Bahasa Inggris akan menjadi bahasa keseharian di masa mendatang.

Q2 : Hal apakah yang menjadi alasan dalam pemberian Bahasa Inggris di SD?

T : Sekarang kita memasuki era global. Memang sih, dahulu tidak diajarkan Bahasa Inggris. Namun, di sekolah-sekolah tertentu seperti Sekolah Dasar Kristen (SDK) sudah diajarkan Bahasa Inggris sejak dini karena pengajaran bahasa sejak dini akan membuat anak lebih mudah mempelajarinya. Apabila mereka terlambat belajar bahasa maka akan timbul rasa takut membuat kesalahan yang akan menjadi suatu kendala. Jadi, sejak 6 tahun yang lalu Bahasa Inggris sudah mulai diajarkan bagi kelas 4, 5, 6 sebagai muatan lokal. Mulai 2 tahun terakhir ini, Bahasa Inggris sudah mulai diberikan sejak kelas 1 – 6. Disekolah ini juga diajarkan mulai kelas 1 – 6. Disini kita dapat membuktikan bahwa dengan pengajaran Bahasa Inggris sejak dini maka aksen dan cara mengucapkan kata murid akan lebih mudah dibentuk. Apabila pengajaran Bahasa Inggris diberikan dikelas 4 – 6/lebih lambat, tentunya akan sulit untuk dibentuk. Selain itu, beban tambahan pelajaran bagi mereka juga banyak.

Q3 : Fasilitas apa saja yang digunakan untuk mengajarkan Bahasa Inggris?

T : Buku panduan/wajib untuk anak-anak yaitu *Get Ready for Beginners* terbitan Erlangga. Selain itu juga menggunakan LKS terbitan CV. Teguh Karya. Jadi dengan cara itu materi dapat divariasikan dan membuat anak-anak mengerjakan latihan-latihan secara mandiri. Saya juga menggunakan media berupa benda-benda atau gambar-gambar yang dapat saya bawa ke dalam kelas.

Q4 : Bagaimana cara Anda mengajarkan tiap-tiap ketrampilan (membaca, menulis, berbicara dan mendengarkan)?

T : Cara mengajarkan menulis (*writing*) yaitu dengan cara mendengarkan (*listening*), mencongak. Misalnya, saya mengajarkan tentang *Present Continuous Tense*. Saya berkata, "Mereka sedang bermain dilapangan" dalam Bahasa Indonesia kemudian mereka menerjemahkan langsung kedalam Bahasa Inggris. Jadi mereka dilatih dalam hal menulis, kosakata dan strukturnya. Cara mengajarkan berbicara (*speaking*) yaitu saya memberikan dialog yang harus dihafalkan. Untuk pertemuan berikutnya, mereka mempraktekkannya didepan kelas, berbicara dengan teman. Jadi nilai diperoleh dari kreativitas anak dalam mengajak lawan bicara. Misalnya, A bertanya, "What is your father?". B bingung untuk menjawab. Si A tidak boleh langsung mengartikan pertanyaannya tetapi harus memancing Si B dengan berkata "Is your father a doctor? Is your father a teacher?" sehingga Si B langsung menyimpulkan bahwa Si A bertanya tentang pekerjaan ayah Si B. Cara mengajarkan mendengarkan/menyimak (*listening*) yaitu saya membaca satu paragraf, mereka menulis. Setelah itu ditukar antar teman dan saya menulisnya dipapan. Jadi, mereka akan tahu tulisannya. Mendengarkan disini diajarkan sama dengan di perguruan tinggi yaitu 3 kali bicara. Pertama kali mereka menyimak untuk mendapatkan keseluruhan cerita, kedua kalinya mereka menulis, ketiga kalinya mereka menyimpulkan. Baru setelah itu ditukar antar teman karena bila tidak dengan mendengarkan (*listening*), murid-murid terkadang tidak hati-hati dalam menulis. Jika dengan cara ini, maka mereka tidak akan sempat bertanya kepada teman,

mengobrol atau mencontek. Cara mengajarkan membaca yaitu saya membaca kemudian murid-murid mengikuti. Apabila ada kata-kata yang sulit, saya memberitahukan artinya namun secara tidak langsung. Misalnya, mereka bertanya tentang arti “flower”. Maka saya memberi petunjuk dengan mengatakan, “Mawar is a flower, melati is a flower”. Jadi mereka menyimpulkan bahwa arti “flower” adalah bunga dan saya membenarkannya. Setelah itu mendiskusikan pertanyaan-pertanyaan yang berkaitan dengan bacaan.

Q5 : Sebelum mengajar, apakah Anda selalu membuat persiapan seperti Rencana Pengajaran?

T : Biasanya begitu, namun sekarang sudah banyak buku-buku panduan dimana pada bagian depannya terdapat semacam materi pembelajaran. Selain itu kita mempunyai kisi-kisi materi, GBPP, dan materi pembelajaran dari Diknas. Jika materi tidak terdapat dibuku, maka disesuaikan dengan GBPP dan materi dari Diknas. Jadi saling disesuaikan.

Q6 : Apakah Anda menggunakan metode-metode khusus dalam mengajar Bahasa Inggris?

T : Tentu karena pada dasarnya anak-anak cenderung bosan. Misalnya, untuk mengajarkan materi-materi yang sulit, saya memberikan umpan balik untuk membuat mereka tertarik, seperti memberi hadiah-hadiah agar mereka tergerak untuk belajar serius. Bagi mereka yang tidak serius, saya memberikan hukuman.

Q7 : Bagaimana cara menyesuaikan metode dengan materi?

T : Kita mesti masuk ke dunia anak-anak. Kita tidak bisa memaksa mereka untuk berfikir dewasa. Misalnya, saya mengajarkan tentang alphabet. Saya berkata, “What film is it? B-A-T-M-A-N”. Lalu murid-murid menjawab, “Batman”. Mereka akan senang sekali jika dihubungkan dengan dunia mereka. Contohnya lagi, saya mengajarkan tentang shopping. Saya berkata, “What is the currency of RI?”. Mereka bingung lalu saya pancing dengan kalimat “Ringgit is the currency of Malaysia”. Jadi ketika saya ulangi lagi pertanyaannya, mereka bisa menjawabnya yaitu rupiah. Jadi kita tidak boleh

mendikte mereka tetapi membiarkan mereka untuk berjuang mendapatkan sesuatu.

Q8 : Apabila ada murid Anda yang memiliki kosakata lebih sedikit daripada yang lain, apakah Anda mempunyai metode khusus?

T : Saya memberikan PR pada mereka, misalnya tuliskan sebanyak mungkin benda-benda yang ada diruang tamu/ dikelas. Lalu saya suruh mereka untuk menuliskannya dipapan dengan cara mencongak/ cepet-cepetan. Dari hal itu bisa kelihatan yang mempunyai kosakata kurang dan lebih. Bagi mereka yang mempunyai kosakata lebih sedikit, saya memberikan PR lagi biar tidak minder.

Q9 : Bagaimana cara penyampaian materi, apakah sesuai dengan lesson plan atau tidak karena kadang-kadang situasi kelas dapat membuat rencana kita berjalan dengan cepat atau mungkin lebih lambat?

T : Kita mengusahakan harus sesuai dengan lesson plan. Namun, kadang-kadang ada saja gangguannya. Misalnya murid-murid latihan gerak jalan atau paduan suara. jadi, kita mencari cara agar pada pertemuan berikutnya materi yang tertinggal dapat kita sampaikan pada murid atau pertemuan berikutnya efektif. Jika kita turuti saja untuk tidak mengajar hal itu tidak mungkin apabila mengajar hanya separuh itu juga tidak mungkin karena kita harus mengulang dua kali jadi saya mengajar seperti biasa. Bagi murid yang tidak masuk, kita beri PR. Pertemuan berikutnya kita ulangi lagi dengan cara yang dapat membuat anak aktif terlibat didalamnya karena anak di batasi oleh rasa jenuh. Jika kita terlalu memaksakan materi, maka materi tidak akan di kuasai oleh anak.

Q10: Apakah didalam pengajaran Bahasa Inggris khususnya kosakata Anda memberikan tes ?

T : Pasti sesudah dua lesson ada tes.

Q11: Apakah Anda merasa bahwa metode-metode yang telah digunakan selama ini nantinya akan menjadi metode yang usang di masa yang akan datang atau akan muncul metode baru dalam pengajaran Bahasa Inggris?

T : Kita memang harus belajar dari situasi karena menurut saya mengajar itu seni. Jadi harus pas dan kreatif. Masyarakat kita juga bervariasi baik level dan mentalnya. Seperti halnya murid disini, bila diberikan materi yang terlalu mudah mereka tidak tertarik. Mereka lebih suka kepada hal-hal yang menantang. Kadang-kadang saya memberikan pertanyaan tentang kosakata namun bidangnya saya campur misalnya kosakata tentang IPA dan IPS. Jadi mereka harus membayangkan artinya, contohnya “ What is the capital city of Amerika ?” . Kadang-kadang mereka belum mendapatkan materi tersebut namun saya yakin bila mereka mendengarnya secara terus-menerus, mereka akan ingat. Saya harus memvariasikan materi karena murid disini cenderung cepat bosan.

Q12: Apakah hal-hal yang sudah Anda lakukan selama ini sudah efektif dan efisien?

T : Ya. Hal ini dilihat dari hasil ulangan mereka. Jika 50% mereka mendapatkan nilai yang bagus, maka saya rasa metode saya berhasil. Jika tidak saya harus mengulangi lagi materinya.

Q13: Bagaimana cara melakukan pengulangan materi tersebut ?

T : Saya teruskan dulu materi selanjutnya. Materi yang akan di ulang, saya selipkan lagi ke materi itu dan apabila saya ingin memberikan materi tersebut saya akan memberikan ulang kepada mereka yang tidak mampu. Jadi mereka akan selalu ingat bahwa di setiap ulangan, materi yang saya berikan pasti keluar. Jadi dalam mengajar bahasa harus selalu diulang agar mereka tidak lupa lagi.

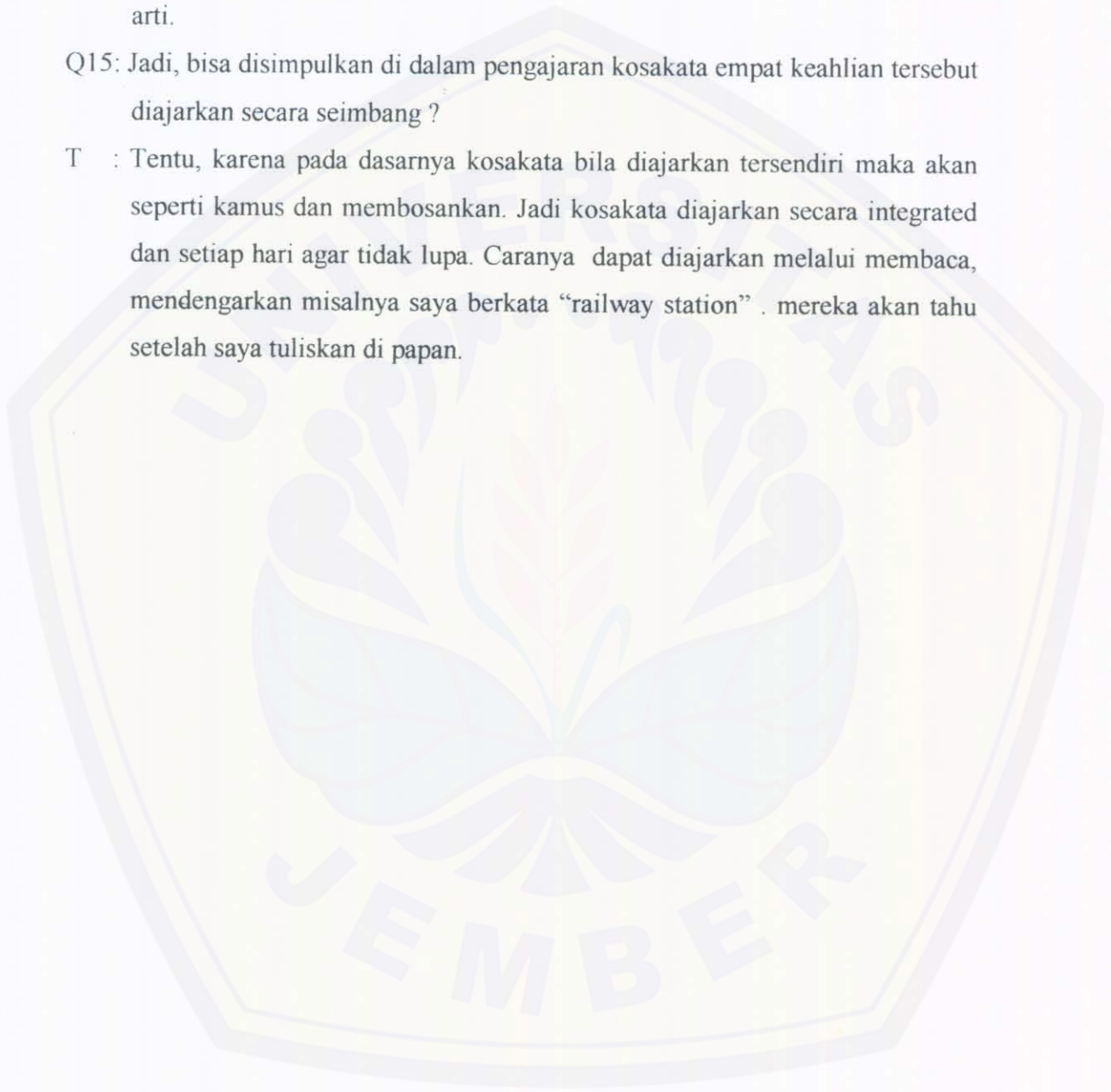
Q14: Apakah pengajaran kosakata di sekolah diajarkan secara integrated (terpadu) atau secara terpisah ? Misalnya didalam mengajarkan membaca apabila murid menemukan kata-kata yang sulit apakah ibu mengartikannya secara terpisah ?

T : Tidak, saya memberikan artinya secara integrated. Misalnya dalam berbicara, bila mereka tidak tahu artinya maka saya beritahukan. Namun ada kalanya saya memberikan kuis untuk mengajarkan kosakata sehingga mereka tertarik dan saling berebut untuk menjawabnya. Paling tidak mereka

termotivasi. Saya mengatakan kepada mereka bahwa kosakata tidak harus selalu kalian tahu artinya, tetapi bisa juga kalian pernah lihat atau dengar. Yang penting penulisannya benar menurut Bahasa Inggris dan itu memiliki arti.

Q15: Jadi, bisa disimpulkan di dalam pengajaran kosakata empat keahlian tersebut diajarkan secara seimbang ?

T : Tentu, karena pada dasarnya kosakata bila diajarkan tersendiri maka akan seperti kamus dan membosankan. Jadi kosakata diajarkan secara integrated dan setiap hari agar tidak lupa. Caranya dapat diajarkan melalui membaca, mendengarkan misalnya saya berkata “railway station” . mereka akan tahu setelah saya tuliskan di papan.



OBSERVATION GUIDE

No	Skills Component	Observation Result	Notes
1	Set Induction a. Apperception b. effort of attracting the students' attention c. stating teaching objective		
2	Explanation a. the exact use of method b. the exact use of term c. the exact use of example/illustration d. organization of material		
3	Asking question a. the understandable question b. observe question c. the distribution of question d. question variation e. the use of students' answer as feedback		
4	Stimulus variation a. the variation of the movement b. the sound variation c. method variation d. media variation e. variation of interaction		
5	Reinforcement		

	a. verbal b. non-verbal		
6	Classroom Management a. the distribution of attention b. focusing attention c. sensitivity d. responsibility delegation		
7	Closure a. summarizing the lesson b. evaluating c. encouraging the students to the next acquiring		

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

Panduan Observasi

No	Komponen Ketrampilan	Hasil	Keterangan
1	Ketrampilan membuka pelajaran a. apersepsi b. usaha menarik perhatian c. mengemukakan tujuan pelajaran		
2	Ketrampilan menjelaskan a. ketepatan menggunakan metode b. ketepatan menggunakan istilah c. ketepatan penggunaan contoh/illustrasi d. pengorganisasian materi pelajaran		
3	Ketrampilan bertanya a. kejelasan pertanyaan b. pertanyaan menggali c. distribusi pertanyaan d. variasi pertanyaan e. penggunaan jawaban siswa sebagai balikan		
4	Ketrampilan variasi stimulus a. variasi gerak b. variasi suara c. variasi metode d. variasi media e. variasi interaksi		
5	Ketrampilan memberi penguatan a. penguatan verbal b. penguatan non-verbal		
6	Ketrampilan mengelola kelas a. pendistribusian perhatian b. pemusatan perhatian c. bersikap tanggap d. pendelegasian tanggungjawab		
7	Ketrampilan menutup pelajaran a. merangkum pelajaran b. mengevaluasi c. mendorong penguasaan lebih lanjut		

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

Hasil Observasi

Observasi ke : 1
 Tanggal : 6 Maret 2003
 Materi : Transportasi dan Medical World

No	Komponen Keterampilan	Hasil	Keterangan
1	Ketrampilan membuka pelajaran a. Apersepsi b. Usaha menarik perhatian c. Mengemukakan tujuan pelajaran	- ✓ -	Hanya mengulang materi minggu lalu tentang bentuk benda (shape). Guru menggunakan 'real things' dalam mengulang materi minggu lalu dan juga menggunakan gambar untuk topik hari itu.
2	Ketrampilan menjelaskan a. ketepatan menggunakan metode b. ketepatan menggunakan istilah c. ketepatan penggunaan contoh/illustrasi d. pengorganisasian materi pelajaran	✓ - - ✓	Menggunakan metode menuliskan, menterjemahkan, membaca, meminta siswa untuk menirukan pengucapan guru dan tanya jawab. - - Sesuai dengan buku panduan dan LKS yang digunakan
3	Ketrampilan bertanya a. kejelasan pertanyaan b. pertanyaan menggali c. distribusi pertanyaan d. variasi pertanyaan	✓ - ✓ ✓	Pertanyaan yang diberikan mudah di mengerti oleh siswa. - Guru mendistribusikan pertanyaan secara merata kepada siswa dan juga memberi kesempatan yang sama kepada setiap siswa untuk menjawab. Pertanyaan yang diberikan tidak hanya menanyakan tentang arti dari kosakata yang diberikan tersebut secara langsung tetapi juga

			<p>diberikan dalam bentuk kuis. Misalnya: it is a kind of transportation. It has four wheels and long shape. AKAS, LORENA are the examples of it. What is it? —</p>
4	<p>e. penggunaan jawaban siswa sebagai balikan Ketrampilan variasi stimulus a. variasi gerak b. variasi suara c. variasi metode d. variasi media e. variasi interaksi</p>	<p>— ✓ — ✓ ✓ —</p>	<p>Guru bergerak ke depan, belakang, samping dan tengah kelas. Guru menggunakan metode yang sama yaitu menuliskan, menterjemahkan, membaca, meminta siswa untuk menirukan dan tanya jawab. Guru menggunakan real things dan gambar-gambar yang terdapat dibuku sebagai media. —</p>
5	<p>Ketrampilan memberi penguatan a. penguatan verbal b. penguatan non-verbal</p>	<p>— ✓</p>	<p>Guru memberikan penguatan non-verbal dengan mendekati siswa untuk memberi perhatian.</p>
6	<p>Ketrampilan mengelola kelas a. pendistribusian perhatian b. pemusatan perhatian c. bersikap tanggap d. pendelegasian tanggungjawab</p>	<p>✓ — ✓ ✓</p>	<p>Guru memberikan perhatian yang sama kepada setiap siswa. Guru memberikan peringatan kepada siswa yang mengganggu jalannya proses belajar mengajar. Guru memberikan kesempatan yang sama kepada setiap siswa untuk menjawab pertanyaan dan aktif dalam kegiatan belajar mengajar.</p>
7	<p>Ketrampilan menutup pelajaran a. merangkum pelajaran b. mengevaluasi</p>	<p>✓ ✓</p>	<p>Guru menyimpulkan materi yang telah dipelajari Guru memberi evaluasi dengan memberi pertanyaan yang berkaitan dengan topik.</p>

c. mendorong penguasaan lebih lanjut	✓	Guru memberikan PR yang diambil dari LKS dan mengingatkan para siswa untuk mengerjakan PRnya, kemudian guru mengucapkan salam.
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(Diambil dari Buku Pedoman Pelaksanaan Pengajaran Mikro, 1998:35, diubah sesuai dengan kebutuhan)



Hasil Observasi

Observasi ke : 2
 Tanggal : 13 Maret 2003
 Materi : Family (1)

No	Komponen Keterampilan	Hasil	Keterangan
1	Ketrampilan membuka pelajaran a. apersepsi b. usaha menarik perhatian c. mengemukakan tujuan pelajaran	- ✓ -	Hanya menanyakan PR, membahasnya dan mengulang materi minggu lalu. Guru menggunakan gambar-gambar dalam mengulang materi minggu lalu.
2	Ketrampilan menjelaskan a. ketepatan menggunakan metode b. ketepatan menggunakan istilah c. ketepatan penggunaan contoh/illustrasi d. pengorganisasian materi pelajaran	✓ - - -	Guru membaca teks dan siswa mengulang membaca teks tersebut. Guru menulis, menerjemahkan, membaca, meminta siswa untuk menirukan pengucapan guru dan tanya jawab.
3	Ketrampilan bertanya a. kejelasan pertanyaan b. pertanyaan menggali c. distribusi pertanyaan d. variasi pertanyaan	✓ - ✓ ✓	Pertanyaan yang diberikan mudah di mengerti oleh siswa. Guru mendistribusikan pertanyaan secara merata kepada siswa. Guru tidak hanya menanyakan arti kosakata yang telah diberikan,

			tetapi juga memberikan pertanyaan yang membutuhkan pemahaman siswa. Misal: What is your father's name? How many sisters and brothers do you have?	-	
4	<p>e. penggunaan jawaban siswa sebagai balikan</p> <p>Ketrampilan variasi stimulus</p> <p>a. variasi gerak</p> <p>b. variasi suara</p> <p>c. variasi metode</p> <p>d. variasi media</p> <p>e. variasi interaksi</p>	<p>✓</p> <p>-</p> <p>✓</p> <p>✓</p> <p>-</p>	<p>Guru bergerak ke depan, belakang, samping dan tengah kelas.</p> <p>Guru menggunakan metode yang sama yaitu menuliskan, menterjemahkan, membaca, meminta siswa untuk menirukan dan tanya jawab.</p> <p>Guru menggunakan gambar-gambar tentang penyakit untuk mengulang materi minggu lalu.</p>		
5	<p>Ketrampilan memberi penguatan</p> <p>a. penguatan verbal</p> <p>b. penguatan non-verbal</p>	<p>✓</p> <p>✓</p>	<p>Guru berulang kali mengatakan "good dan excellent".</p> <p>Guru memberikan senyuman dan sentuhan sebagai penerapan penguatan non-verbal.</p> <p>Setelah membahas PR, guru memberi nilai pada buku PR siswa.</p>		
6	<p>Ketrampilan mengelola kelas</p> <p>a. pendistribusian perhatian</p> <p>b. pemusatan perhatian</p> <p>c. bersikap tanggap</p> <p>d. pendelegasian tanggungjawab</p>	<p>✓</p> <p>-</p> <p>✓</p> <p>✓</p>	<p>Guru memberikan perhatian yang sama kepada setiap siswa.</p> <p>Guru memberikan peringatan kepada siswa yang mengganggu jalannya proses belajar mengajar.</p> <p>Guru memberikan kesempatan yang sama kepada setiap siswa untuk menjawab pertanyaan dan aktif dalam kegiatan belajar mengajar.</p>		
7	<p>Ketrampilan menutup pelajaran</p> <p>a. merangkum pelajaran</p> <p>b. mengevaluasi</p>	<p>✓</p> <p>✓</p>	<p>Guru menyimpulkan materi yang telah dipelajari</p> <p>Guru melakukan evaluasi dengan memberi pertanyaan yang</p>		

	c. mendorong penguasaan lebih lanjut	—	berkaitan dengan topik hari itu, kemudian guru mengucapkan salam.
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(Diambil dari Buku Pedoman Pelaksanaan Pengajaran Mikro, 1998:35, diubah sesuai dengan kebutuhan)



Hasil Observasi

Observasi ke : 3
 Tanggal : 20 Maret 2003
 Materi : Family (2)

No	Komponen Keterampilan	Hasil	Keterangan
1	Ketrampilan membuka pelajaran	✓	Guru memberitahukan topik hari itu dan pertanyaan yang berkaitan dengan topik. Guru memberikan sebuah permainan yaitu teka-teki silang.
	a. apersepsi	✓	
	b. usaha menarik perhatian	—	
2	c. mengemukakan tujuan pelajaran	—	Guru menggunakan metode yang berbeda yaitu menggunakan permainan untuk mereview kosakata yang telah diberikan pada pertemuan minggu lalu.
	Ketrampilan menjelaskan	✓	
	a. ketepatan menggunakan metode	—	
	b. ketepatan menggunakan istilah	—	
3	c. ketepatan penggunaan contoh/illustrasi	—	Guru menerjemahkan langsung apabila siswa tidak mengerti akan maksud pertanyaan yang diberikan. Guru berkata, "Do you still remember the material about family?". Karena para siswa diam, guru
	d. pengorganisasian materi pelajaran	—	
	Ketrampilan bertanya	✓	
	a. kejelasan pertanyaan		

	<p>b. pertanyaan menggali</p> <p>c. distribusi pertanyaan</p> <p>d. variasi pertanyaan</p> <p>e. penggunaan jawaban siswa sebagai balikan</p>	<p>—</p> <p>✓</p> <p>—</p> <p>—</p>	<p>pun berkata: “Apakah kalian masih ingat akan materi dengan topik keluarga?”. Para siswa pun menjawab “Ya”.</p> <p>Guru mendistribusikan pertanyaan secara merata.</p>
4	<p>Ketrampilan variasi stimulus</p> <p>a. variasi gerak</p> <p>b. variasi suara</p> <p>c. variasi metode</p> <p>d. variasi media</p> <p>e. variasi interaksi</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>—</p>	<p>Guru bergerak ke depan, belakang, samping dan tengah kelas.</p> <p>Guru membaca teks dengan nyaring dan jelas.</p> <p>Memperagakan dialog, mendiktekan beberapa kosakata siswa harus menuliskan kosakata yang didiktekan beserta artinya.</p> <p>Menggunakan permainan</p>
5	<p>Ketrampilan memberi penguatan</p> <p>a. penguatan verbal</p> <p>b. penguatan non-verbal</p>	<p>✓</p> <p>✓</p>	<p>Guru berulang kali mengatakan “Bagus” dan “Pintar”.</p> <p>Guru memberikan hadiah kepada pemenang kuis berupa makanan ringan.</p>
6	<p>Ketrampilan mengelola kelas</p> <p>a. pendistribusian perhatian</p> <p>b. pemusatan perhatian</p> <p>c. bersikap tanggap</p> <p>d. pendelegasian tanggungjawab</p>	<p>✓</p> <p>—</p> <p>✓</p> <p>✓</p>	<p>Guru memberikan perhatian yang sama kepada setiap siswa.</p> <p>Guru memberikan peringatan kepada siswa yang mengganggu jalannya proses belajar mengajar. Guru menanggapi pertanyaan dari salah seorang siswa yang bertanya.</p> <p>Guru memberikan kesempatan yang sama kepada setiap siswa untuk menjawab pertanyaan dan aktif dalam kegiatan belajar mengajar.</p>
7	<p>Ketrampilan menutup pelajaran</p> <p>a. merangkum pelajaran</p> <p>b. mengevaluasi</p>	<p>✓</p> <p>✓</p>	<p>Guru menyimpulkan materi yang telah dipelajari.</p> <p>Guru melakukan evaluasi yang berkaitan dengan topik.</p>

	c. mendorong penguasaan lebih lanjut	✓	Guru juga memberikan PR dan mengingatkan para siswa untuk mengerjakan PRnya, kemudian guru mengucapkan salam.
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(Diambil dari Buku Pedoman Pelaksanaan Pengajaran Mikro, 1998:35, diubah sesuai dengan kebutuhan)



Hasil Observasi

Observasi ke : 4
 Tanggal : 27 Maret 2003
 Materi : Parts of the Body

No	Komponen Ketrampilan	Hasil	Keterangan
1	Ketrampilan membuka pelajaran a. apersepsi b. usaha menarik perhatian c. mengemukakan tujuan pelajaran	✓ ✓ -	Guru memberitahukan topik hari itu. Guru menggunakan gambar bagian-bagian tubuh untuk menjelaskan materi hari itu. —
2	Ketrampilan menjelaskan a. ketepatan menggunakan metode b. ketepatan menggunakan istilah c. ketepatan penggunaan contoh/illustrasi d. pengorganisasian materi pelajaran	✓ — — —	Guru menuliskan beberapa kosakata sambil menunjuk gambar, para siswa yang mengartikannya berdasarkan gambar. Kemudian guru membaca kosakata tersebut dan para siswa menirukan pengucapannya. — — —
3	Ketrampilan bertanya a. kejelasan pertanyaan b. pertanyaan menggali	✓ ✓	Pertanyaan yang diberikan mudah di mengerti oleh siswa. Guru memberikan pertanyaan yang bersifat menggali, misal: T: Where is your eye? S: This is my eye (sambil menunjuk matanya).

			<p>T:How many eyes do you have? Berapa mata yang kamu miliki? S:Two eyes</p> <p>Guru mendistribusikan pertanyaan secara merata kepada siswa dan juga memberi kesempatan yang sama kepada setiap siswa untuk menjawab.</p> <p>— —</p>
	<p>c. distribusi pertanyaan</p> <p>d. variasi pertanyaan</p> <p>e. penggunaan jawaban siswa sebagai balikan</p>	<p>✓</p> <p>— —</p>	
4	<p>Ketrampilan variasi stimulus</p> <p>a. variasi gerak</p> <p>b. variasi suara</p> <p>c. variasi metode</p> <p>d. variasi media</p> <p>e. variasi interaksi</p>	<p>✓</p> <p>—</p> <p>✓</p> <p>✓</p> <p>—</p>	<p>Guru bergerak ke depan, belakang, samping dan tengah kelas.</p> <p>—</p> <p>Guru menggunakan metode yang sama yaitu menuliskan, menterjemahkan, membaca, meminta siswa untuk menirukan dan tanya jawab.</p> <p>Guru menggunakan gambar bagian-bagian tubuh untuk menjelaskan materi hari itu.</p> <p>—</p>
5	<p>Ketrampilan memberi penguatan</p> <p>a. penguatan verbal</p> <p>b. penguatan non-verbal</p>	<p>—</p> <p>✓</p>	<p>Guru memberikan penguatan non-verbal dengan mendekati siswa untuk memberi perhatian dan juga berulang kali memberikan acungan jempol kepada para siswa.</p> <p>—</p>
6	<p>Ketrampilan mengelola kelas</p> <p>a. pendistribusian perhatian</p> <p>b. pemusatan perhatian</p> <p>c. bersikap tanggap</p> <p>d. pendelegasian tanggungjawab</p>	<p>✓</p> <p>—</p> <p>✓</p> <p>✓</p>	<p>Guru memberikan perhatian yang sama kepada setiap siswa.</p> <p>—</p> <p>Guru memberikan peringatan kepada siswa yang mengganggu jalannya proses belajar mengajar.</p> <p>Guru memberikan kesempatan yang sama kepada setiap siswa untuk</p>

7	Ketrampilan menutup pelajaran a. merangkum pelajaran b. mengevaluasi c. mendorong penguasaan lebih lanjut	✓ ✓ —	menjawab pertanyaan dan aktif dalam kegiatan belajar mengajar. Guru menyimpulkan materi yang telah dipelajari Guru melakukan evaluasi dengan memberi pertanyaan yang berkaitan dengan topik hari itu. —
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(Diambil dari Buku Pedoman Pelaksanaan Pengajaran Mikro, 1998:35, diubah sesuai dengan kebutuhan)



Rangkuman Hasil Observasi

NO	Komponen Keterampilan	Hasil Pertemuan			
		1	2	3	4
1	Keterampilan membuka pelajaran				
	a. Apersepsi	-	-	✓	✓
	b. Usaha menarik perhatian	✓	✓	✓	✓
	c. Mengemukakan tujuan pelajaran	-	-	-	-
2	Keterampilan menjelaskan				
	a. Ketepatan menggunakan metode	✓	✓	✓	✓
	b. Ketepatan menggunakan istilah	-	-	-	-
	c. Ketepatan penggunaan contoh/ilustrasi	-	-	-	-
	d. Pengorganisasian materi pelajaran	✓	-	-	-
3	Keterampilan bertanya				
	a. Kejelasan pertanyaan	✓	✓	✓	✓
	b. Pertanyaan menggali	-	-	-	✓
	c. Distribusi pertanyaan	✓	✓	✓	✓
	d. Variasi pertanyaan	✓	✓	-	-
	e. Penggunaan jawaban siswa sebagai balikan	-	-	-	-
4	Keterampilan variasi stimulus				
	a. Variasi gerak	✓	✓	✓	✓
	b. Variasi suara	-	-	✓	-
	c. Variasi metode	✓	✓	✓	✓
	d. Variasi media	✓	✓	✓	✓
	e. Variasi interaksi	-	-	-	-
5	Keterampilan memberi penguatan				
	a. Penguatan verbal	-	✓	✓	-
	b. Penguatan non-verbal	✓	✓	✓	✓
6	Keterampilan mengelola kelas				
	a. Pendistribusian perhatian	✓	✓	✓	✓
	b. Pemusatan perhatian	-	-	-	-
	c. Bersikap tanggap	✓	✓	✓	✓
	d. Pendelegasian tanggungjawab	✓	✓	✓	✓
7	Keterampilan menutup pelajaran				
	a. Merangkum pelajaran	✓	✓	✓	✓
	b. Mengevaluasi	✓	✓	✓	✓
	c. Mendorong penguasaan lebih lanjut	✓	-	✓	-

DOCUMENTATION GUIDE

No	The Data taken	Data Resources
1	The School Personnel	Document
2	The Location of SDN Kepatihan 02 Jember	Document
3	The School Facilities	Document
4	The List of Students' name	Document
5	The Students' Result of the Test	Document

SCHOOL FACILITIES

No	Kinds of facilities	Total
1	Office	2
2	Classroom	5
3	Canteen Room	1
4	Mosque	1
5	Yard	1

Source: Administration of SDN Kepatihan 02 Jember

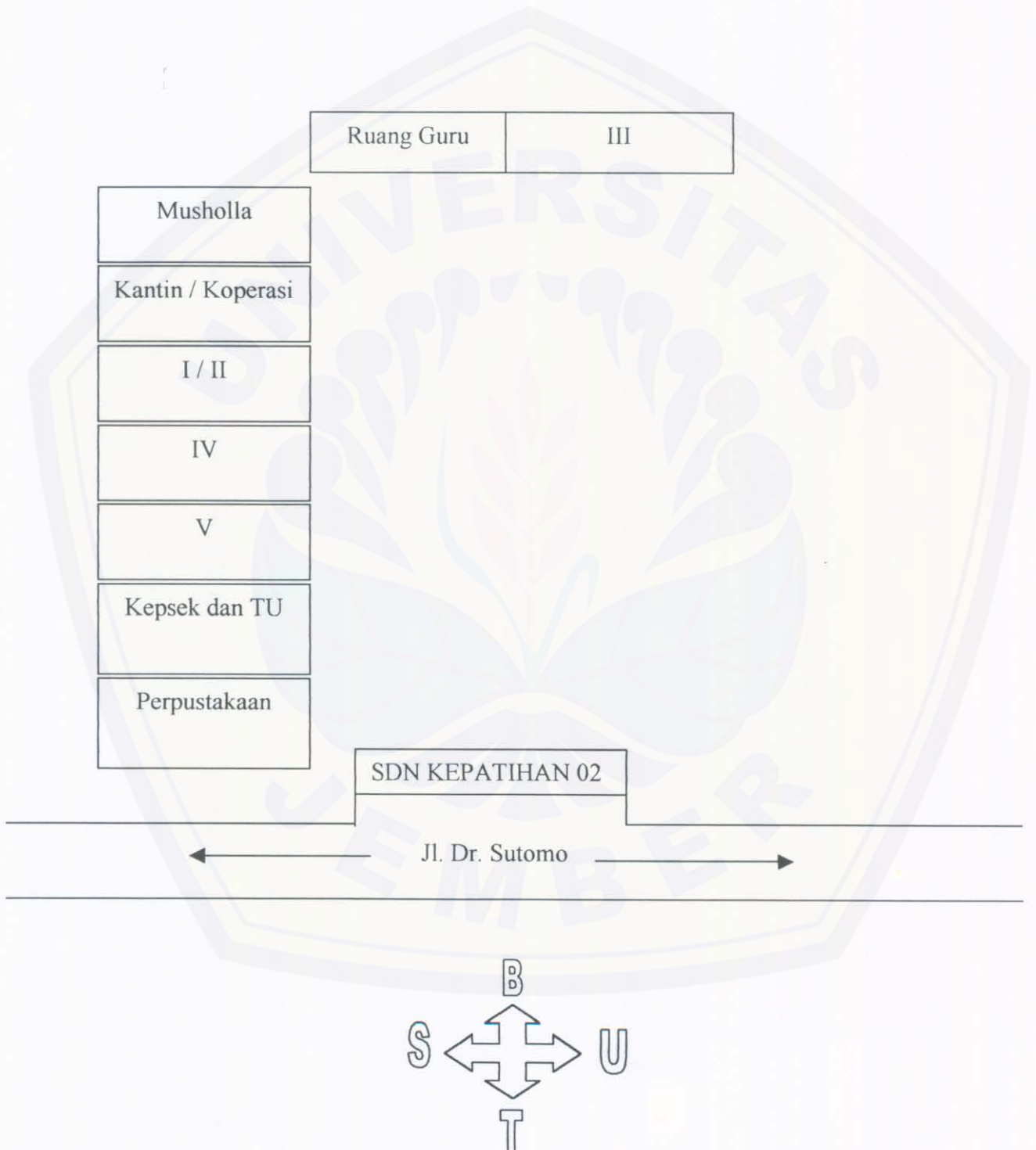


**THE PERSONNEL OF SDN KEPATIHAN 02 JEMBER
KECAMATAN KALIWATES – KABUPATEN JEMBER**

NO	NAMA	NIP	PENDIDIKAN	TUGAS
1	Sriptiningsih	130 308 995	SPG	Kepsek
2	Sri Sunartik	130 497 546	D2	Pramuka/Bendahara
3	Sri Hartitik, S.Pd	130 581 690	Sarjana	Koperasi
4	Sri Maulani	130 730 413	D2	Perpustakaan
5	Titin Sumarni, S.Pd	130 749 055	Sarjana	Pramuka/Koperasi
6	Dra. Tri Elok Mn.	131 197 488	Sarjana	-
7	Dra. Emi Sundari	131 335 504	Sarjana	Perpustakaan
8	Abd. Hadi	131 244 657	D2	Pramuka/Guru Agama I-VI
9	Sukirman, S.Pd	131 521 014	Sarjana	Guru Penjas I- VI/UKS
10	Dra. Winda W.	-	Sarjana	Bhs. Inggris/Komputer
11	Krisno H., S.Pd	-	Sarjana	Perpustakaan
12	Sri Wahyu N.	-	SMA	Tata Usaha
13	Fuat	130 969 186	SD	Pesuruh

Source : Administration of SDN Kapatihan 02 Jember

THE LOCATION OF SDN KEPATIHAN 02 JEMBER



NAMES OF THE STUDENTS

No	NAME	SEX
1	Aditya Fahri Y	Male
2	Aditya Nizar	Male
3	Ahmad Sultan Z	Male
4	Alfin Fahmi	Male
5	Alief Umangi	Male
6	Amirdza	Male
7	Andaka M.	Male
8	Angga Diar	Male
9	Anita Febrianti	Female
10	Anita Indri Nur	Female
11	Arief afandi	Male
12	Bella pratiwi	Female
13	Bening Hayuni	Female
14	Bustanil Arifin	Male
15	Chalida Noor D.	Female
16	Citra Agustina	Female
17	Devi Adelia	Female
18	Diah Amalia P.	Female
19	Didi Chairus S.	Male
20	Doni Mahendra	Male
21	Dwi Purnomo	Male
22	Eduard Rizki	Male
23	Eriski Cahyo	Male
24	Erwin Pebrianto	Male
25	Fairus Maulida	Female
26	Faradila Nur	Female
27	Fendhi Noviansyah	Male
28	Fitri Aprilia	Female
29	Ina Manikam	Female
30	Intan Mayasari	Female
31	Iqbal Fahrur R.	Male
32	Irfan Prasetyo	Male
33	Isyana Marida	Female
34	M. Hasan Richy	Male
35	M. Miftah Farid	Male
36	M. Misban Akbar	Male
37	M. Nur Habiburahman	Male
38	M.Bastian Arif	Male

39	Mahardika	Male
40	Maria Ulfa	Female
41	Nasrinia Nur I.	Female
42	Nia Ayu	Female
43	Nia Fitri H.	Female
44	Nila Novitasari	Female
45	Novianti Diani R.	Female
46	Nurisya Alfinina	Female
47	Okta Hermawan	Male
48	Riski Hipriyanti	Female
49	Riski Nurdika	Male
50	Riskian Fajaresa	Male
51	Samekto priambodo	Male
52	Sangaji Wicaksono	Male
53	Sindi Putri Utami	Female
54	Siska Ayu Wukandari	Female
55	Siti Sarifatul aiqoh	Female
56	Sofiana Mardianti	Female
57	Sukma Juni Sisworo	Male
58	Tomi Hermawan	Male
59	Vinandika	Male
60	Vonia Dwi Anggraini	Female
61	Wiwin Reza	Female
62	Yusniar Ade	Male
63	Yusup Putra	Male
64	Zulaikha Rahmi	Female

DAFTAR NILAI MID SEMESTER DAN SEMESTER GASAL KELAS V – SDN KEPATIHAN 02 JEMBER

NO	NAMA	MS	S
1	Aditya Fahri Y.	84	88
2	Aditya Nizar	40	50
3	Ahmad Sulton Z.	62	41
4	Alfin Fahmi	38	40
5	Alief Umangi	60	74
6	Amirdza	72	70
7	Andaka M.	80	82
8	Angga Diar	68	46
9	Anita Febrianti	84	92
10	Anita Indri Nur	94	96
11	Arief Afandi	44	48
12	Bella Pratiwi	60	72
13	Bening Hayuni	74	78
14	Bustanil Arifin	32	62
15	Chalida Noor D.	60	75
16	Citra Agustina	46	40
17	Devi Adelia	80	62
18	Diah Amalia P.	30	45
19	Didi Chairus S.	46	48
20	Doni Mahendra	58	66
21	Dwi Purnomo	42	52
22	Eduard Rizki	54	67
23	Eriski Cahyo	60	65
24	Erwin Febrianto	46	40
25	Fairus Maulida	64	72
26	Faradila Nur	60	66
27	Fendhy Noviansyah	60	52
28	Fitri Aprilia	54	42
29	Ina Manikam	62	58
30	Intan Mayasari	52	70
31	Iqbal Fahrur R.	52	66
32	Irfan Prasetyo	58	68
33	Isyana Marida	54	50
34	M. Bastian Arif	84	90
35	M. Hasan Ricky	40	42
36	M. Miftah Farid	34	50
37	M. Misban Akbar	62	50

38	M. Nur Habiburahman	62	69
39	Mahardika	40	45
40	Maria Ulfa	70	74
41	Nasrinia Nur I.	44	56
42	Nia Ayu	52	54
43	Nia Fitri H.	48	52
44	Nila Novitasari	68	68
45	Novianti Diani R.	50	60
46	Nurisya Alvidina	68	76
47	Okta Hermawan	34	52
48	Riski Hiprianti D.	36	40
49	Riski Nurdika	52	66
50	Riskian Fajaresa	48	62
51	Samekto Priambodo	42	55
52	Sangaji Wicaksono	25	30
53	Sindi Putri Utami	64	80
54	Siska Ayu Wulandari	84	91
55	Siti Sarifatul Aiqoh	62	66
56	Sofiana Mardianti	62	74
57	Sukma Juni Sisworo	80	72
58	Tomi Hermawan	70	62
59	Vinandika	82	96
60	Vonia Dwi Anggraini	75	68
61	Wiwin Reza	55	71
62	Yusniar Ade	62	65
63	Yusuf Putra	66	66
64	Zulaikha Rahmi	68	70

