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**AN ANALYSIS OF TEACHERS' PEDAGOGICAL COMPETENCE
IN TEACHING ENGLISH FOR YOUNG LEARNERS**

(A Study of English Teachers in Elementary Schools in Tanah Datar Regency)

THESIS

*Submitted to Tarbiyah Department Teaching English Study Program to Fulfill one
the Requirements to Obtain Bachelor Degree In Teaching English*

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2016**

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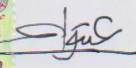
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THESIS ADVISORS' APPROVAL

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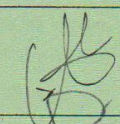
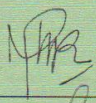
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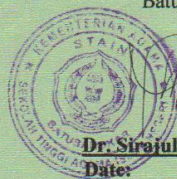
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ABSTRAK

AINUL MARDIAH, 11 104 029, dengan judul “**AN ANALYSIS OF TEACHERS’ PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH FOR YOUNG LEARNERS** (A Study of English Teachers in Elementary Schools in Tanah Datar Regency)”. Program Study Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah kurangnya kompetensi pedagogic guru dalam pengajaran bahasa inggris di Sekolah Dasar. Penelitian ini bertujuan untuk mendeskripsikan bagaimana kompetensi pedagogik guru sekolah dasar dalam mengajarkan bahasa Inggris.

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan metode deskriptif, Instrument utama dalam penelitian ini adalah peneliti sendiri. Peneliti melakukan sumber data berupa dokumen berupa Rancangan Pelaksanaan Pembelajaran. Kemudian peneliti juga melakukan observasi kedalam kelas untuk melihat bagaimana pengimplementasian RPP tersebut. kemudian, peneliti juga melakukan wawancara berdasarkan observasi yang telah dilakukan. Sumber data dalam penelitian ini adalah RPP, observasi, dan interview pada lima Sekolah Dasar (SD) di Kabupaten Tanah Datar yaitu SDN 01 Balai Batu, SDN 05 Kampung Baru, SDN 07 Supanjang, SDN 29 Cubadak, dan SDN 31 Balai Labuah Bawah. Data dalam penelitian ini adalah pengelolaan pembelajaran oleh guru yaitu menyusun Rancangan Pembelajaran dan pengimplementasiannya dalam kelas. Pengelolaan pembelajaran tersebut berdasarkan teori Barnawi (2012).

Hasil penelitian secara umum menunjukkan bahawa terdapat embilan indicator yang harus dikuasai oleh guru dalam menyusun rencana pelaksanaan pembelajaran, yaitu *describe the learning objectives, organize material based on the competencies specified, organize material based on the material order and groups, allocating time, determine the appropriate method, designing learning procedures, determine instructional media, practicum equipment, and materials to be used, determine the source of learning, determining appropriate valuation techniques*. dan dalam pengimplementasian dalam pembelajaran, guru harus mempunyai dua belas indikator yang harus dikuasai yaitu *open lesson with the appropriate method, presents the subject matter in a systematic, learning to apply the methods and procedures that have been determined, regulate the activities of students in class, using instructional media, lab equipment, and materials that have been determine, using learning resources selected, Motivate students by using a positive way, Interact with students using communicative language, Open lesson with the appropriate method, Presents the subject matter in a systematic , Provide questions and feedback, Study concluded*.

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Then, she would like also to send *Salawat* and *Salam* to the great prophet Muhammad SAW who had brought mankind to the bright world. This thesis is written as one of the requirements to obtain the bachelor degree (S.1) of Teaching English Study Program of Tarbiyah Department of State Islamic Collage (STAIN) Batusangkar.

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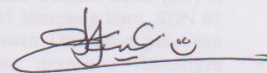
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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is one language which has been introduced at primary school or elementary school. It means that the school has autonomy to add English to its curriculum as a local content. Besides, policy of Depdikbud RI No. 0487/1992, chapter VIII and supported by decision letter of Education and Cultural Minister No. 060/0/1994, 25 of February 1993 point out, that every school can add its curriculum not contract the aims of national education. Next, it found in Standard Competence and Basic Competency for elementary school (2009:2) said that the main purpose of teaching English in elementary school is to introduce the beginners to build positive attitude for English. The purposes of offering English is to introduction English in early and make students familiar with English. Students in elementary school are interested to be able to listen, speak, read, and write vocabularies that related with their life.

The reason of teaching English for young learners is because, as Sukarno (2008:58) stated that children's brain is still flexible. They also learn anything at any stage as long as learning material is presented in a comprehensible way, including language. Similarly, Kristiana (2012:1) said that English has two advantages when it has been taught since in an elementary school. First, elementary school is golden age to learn a foreign language, 6-13 years old is right age to learn foreign language. Children have good brain for receiving

something new. Second, English as preparation for students to face English subject in a junior high school. If students learn English in elementary school, they will not be awkward in learn English in junior high school.

Brown (2007:7) explained that teaching is helping someone learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understands. It means that, teaching is process in helping or guiding someone to do something.

In teaching English, teachers should have eight components. They include the learning environments, the contents of learning, the teaching and learning strategy, the recourses of learning, media, mastery, and measurement. First, the learning environments. It is the primary importance in teaching and learning English. Second, the content of learning, Teacher must create creative class and make the lesson more comfortable. Third, resources of learning, It means that references that teacher takes. Fourth, teaching and learning strategy, it means that the teachers' planning before lesson activity. Fifth, media, Media can support teacher to make student understand that he/she gives. Sixth, motivations, with motivation, students are more interested with English. Seventh, mastery, it means that internalization of learning resulting habitual change behavior. Eighth, measurement. This is concerned with the behavior aspects of the objective.

Teaching English in elementary school means teaching for young learner, because students are still young whose age is under 15 year old. There are three

classes of young learners, which are very young learners (age 3-6 years old), young learners (7-9 years old), and older/late young learners (10-12 years old). Nunan (2005:2) said that young learners are children between age of about 5 years old to 12 years old. Teaching English to young learners is different from teaching English for adult, because young learners have their young learners own way.

Successful in teaching young learners, the teachers have to know characteristic of young learners. As quoted by Kasihani (2007:15) characteristic of young learners are (1) they are mostly egocentric, means that they likes materials with their life, for example my friend, my house, etc. (2) they are difficult to difference between abstract and the real ones, to make materials real, teacher should take real media for help them. (3) children are imaginative and active. Teacher can be playing music for media. (4) They are easily got bored. Teacher should take several techniques for teaching English for young learners. (5) They like story and humors.

In teaching English, the teacher ideally has four teaching competences. They are pedagogical competence, personality competence, social competence and professional competence. First, Pedagogical competence is the teacher's ability to manage the learning of students. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 on Standards of Academic Qualifications and Competencies Teachers,

described in more detail what should be owned and controlled by the teacher associated with Pedagogical Competence.

First, the teacher should master the characteristics of learners from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual. Second, He/she master the learning theory and principles of learning to educate. Third, develop a curriculum related to the subject of teaching or taught. Fourth, she/he conducts educational learning. Fifth, utilizes information and communication technology for the sake of learning. Sixth, facilitate the development of student potential to actualize various potentials. Seventh, communicates effectively, empathetic and polite with learners. Eighth, conducts assessments and evaluation process and learning outcomes. Ninth, utilizes the results of assessment and evaluation for the sake of learning. Tenth, conducts the reflective acts for the improvement of the quality of learning. By mastering pedagogical competence, student teachers are expected to understand and implement the learning activities in accordance with applicable regulations and in accordance with the needs of students. Therefore, those students can receive lessons better and more fun.

Pedagogical competence is one of the absolute competences of teachers need to be mastered. Pedagogical competence is the teacher's ability to manage the learning of students. Pedagogical competence is distinctive competencies, which will differentiate teachers to other professions and will determine the degree of success of the process and the learning outcomes of participants for

students. Furthermore, learning for elementary school students. Thus, researchers wanted to see the extent to which teachers develop these competencies. This performance to be possessed by the teacher. Mastering the characteristics of learners master the learning theory and principles of learning to educate. curriculum development. Learning activities to educate. the development potential of learners Communication with learners Assessment and Evaluation.

Second, personality competence. Personality characteristics associated with success in the teachers improve their expertise is covering psychological cognitive flexibility and openness. Cognitive flexibility or fluidity realm of copyright is the ability to think is followed by simultaneous and adequate actions in certain situations.

Third, social competence. This competence how teacher makes the relationship between other teacher, students, and her/him environment. To be able to carry out the role of civil society, teachers must have a competency (1) the normative aspects of education, which is to be a good teacher is not quite hung to the talent, intelligence, and skill, but also must be acting in good faith so that it is linked with the norms used as a foundation in carrying out its duties, (2) consideration before selecting a professorship, and (3) have a program that leads to the advancement of society and the advancement of education. Based on the above, the social competence of teachers is reflected by the indicator (1) the interaction of teachers and students, (2) the interaction of the teacher with the

school principal, (3) the interaction of teachers with colleagues, (4) the interaction of teachers and parents, and (5) teacher interaction with the community

Fourth, Professional competence, According to Law No. 14 of 2005 on Teachers and Lecturers, professional competence is "the ability of mastering the subject matter is broad and deep". Ministry of Education (2004:9) suggests professional competence include professional development, understanding insight and mastery of academic study. Professional development includes (1) following the development of science and technology information that supports the profession through a variety of scientific activities, (2) transfer the textbook/scientific work, (3) develop a variety of learning models, (4) writing papers, (5) writing/composing lesson summary, (6) write textbooks, (7) write module, (8) write scientific papers, (9) conduct scientific research (action research), (10) found the appropriate technology, (11) making media, (12) creates a work of art, (13) accredited training, (14) following the qualifying education, and (15) participated in curriculum development. the professional competence of teachers is reflected in the indicator (1) the mastering ability in the subject matter, (2) the ability of research and preparation of scientific work, (3) the ability of professional development, and (4) understanding of the insights and educational foundation..

Based on the preliminary researcher, the researcher saw the teacher's activity in classroom. The teacher taught in the fifth grade. The theme of lesson

was about classroom. First, teacher greets the students and students reply teacher's greets. Before they were learning about vegetables, teacher invited students say basmallah. After that, teacher started the lesson about classroom. Before builds students' vocabulary, teacher asks to students what's name of things in the school? Students answered the teachers' question. After that, teacher was building students' vocabulary based on his question. Teacher writes several things school on whiteboard. Teacher builds students' vocabulary in order to become students understand with lesson and more comfortable. Next, teacher was giving learning objective.

After that, teacher gives students exercise related to the material. Ask students' to write the right answer in the paper. Exercise technique was written test and exercise from was written question. After students finish their exercise, teacher and students discuss the answer. Next, teacher gives a chance for students to ask that their not understand. Next, the teacher gives the reinforcement about the material that has been learned. In addition, teacher gives the conclusion for the material that has been learned. In close lesson, teacher was giving homework. Homework was translated vocabulary related to the material. Then, teacher and students said hamdallah.

In this section, teacher should do several things in classroom. First, teacher should be creative. Second, teacher did not give motivation to students. Third, teacher did not explain what learning proposes. Fourth, teacher did not manage the classroom. Fifth, teacher less gives reward to students.

In other side, for teachers who are not really in providing certification information, it will be monitored, especially those teaching hours less than 24 hours. Teachers should always prepare a minimum of one KD, one RPP, and one daily test scores; Daily test: replications that represent one RPP. Teacher evaluations are comprised of personality dimensions, social, preparing lesson plans, the execution of the learning, the implementation of open and close the lesson, learning stimulus variation, and questioning skills. Therefore, teachers need ongoing professional development.

Based on the phenomena above, the researcher wants to conduct a research entitled, “An Analysis of Teachers’ Pedagogical al Competence in Teaching English for Young Learners (A Study of English Teachers’ in Elementary School at Tanah Datar Regency).

B. Research Focus and Question

Based on the background of the problem above, the researcher focuses her research on teachers’ pedagogical competence in teaching English for young learner at elementary school in Tanah Datar Regency.

Based on the researcher focus above, the research question is: “what is teachers’ pedagogical competence in management in learning process?”

C. Definition of The Key Terms

To avoid misunderstanding about this research, the researcher defines some terms as follows:

1. Teachers' pedagogical competence is the teacher should can be design in lesson plan and implementing in the class.
2. Teaching English is helping young learners to do something, especially in learning English.
3. Young Learners is as children who are in primary or elementary school at SDN 01 Balai batu, SDN 05 Kampung Baru, SDN 07 Supanjang, SDN 29 Cubadak, SDN 31 Balai Labuah Bawah.

D. Purpose of the Research

Based on the research question, the main purpose of this research is to find out teachers' pedagogical competence in management in learning process.

E. Significance of the Research

The result of this research is expected to useful and meaningful for:

1. English Teachers

The result of this research hopefully can develop teachers' pedagogical competence in teaching English. In addition, teacher can comprehend with students' characteristics. Therefore, teacher can comfortable more with their pedagogical competence.

2. The Head Master

This research, hopefully gave more attention to English teacher in their school. The headmaster can facilitate the English teacher for implementing the learning.

3. The Researcher Herself

The result of this research gave significant information for research herself about the teachers' pedagogical competence in teaching English for young learners. It was also hoped that the result of this research can give meaningful experience for the researcher someday in the future when she acts an English teacher. Significance is to get Sarjana Degree (S1) from English department of STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Nature of Young Learners

a. Definition of Young Learners

Some experts define young learners variously. According to Kasihani (2007), young learners are students in elementary school by age around 6 to 12 years old. It is supported by Nunan (2005:2) points out those young learners are children between the ages of about 5 years to 12 years old.

Furthermore, Scott and Ytreberg (2001) distinguish two groups of young learners, one between the age of 5 to 7 years old and another at the ages of 8 to 11 years old. They distinguish young learners by considering their ability to differentiate between abstract and concrete.

Then, McKay (2006) states that young learners as children who are in primary or elementary school. In the term of age, young learner are between are ages of approximately five and twelve. Meanwhile, Yuliana (2012:12) states that the definition of young learners in mainly based on the years spent in the primary or elementary stages of formal education before the transition to secondary school.

Young learners are students in primary school or elementary school before transition to junior high school. Their ages are about 5 to

12 years old. In addition, they distinguish two groups. First, between are ages of 5 to 7 years old. Second, between are ages of 8 to 12 years old. Generally, the age of sixth grade of elementary school in Indonesia is 11 to 12 years old. Thus, the sixth grade students of elementary school can be categorized as young learners.

b. The Characteristics of Young Learners

The young learners are only children in the beginning of their schooling. Mostly, they are students in elementary school. They have own characteristics in learning with differentiate from adult. It is essential for the teacher to understand the young learners' characteristics because it will play a crucial role how the teacher builds a lesson and how she/he can make sure that the young learners are fully involved in the learning process.

According to Kasihani (2007:15), there are five characteristics of young learners. First, they are mostly egocentric. It means that they like materials which are close to their life, such as my family, my house, etc. in order to get their interest in learning English, the teacher must choose the materials that related to their habit and daily life.

Second, they are difficult to differentiate the abstract and the real ones. In this case, the teacher must avoid the use of the abstract media because it can make students' misconception in interpreting meaning. It is better for the teacher to be creative in choosing the suitable

media, because the students need the real media that are close to their life to help them understand the materials.

Third, children are imaginative and active persons. They like learning by playing or physic movement. Playing is the part of children life. The fun activities such as games, story and song can motivate them in learning. In this case, the teacher should be creative to create the atmosphere in class as fun as possible by elaborating the fun activities in learning process.

Forth, they easily bored. The various teaching techniques are needed by the teacher by the teacher in order to avoid bore some. The techniques can be adopted from many relevant resources or it may be create by the teacher herself such as by grouping students, giving space of time activity, several of materials and the intonation of voice.

Fifth, they like story and humors. Learning by telling story may as an effective way for the teacher to get students attention in the classroom. Children can learn language through listening the story and social massage in the story. Therefore, learning by listen the story may help to improve their language.

Moreover, Harmer (2003:38) states that young learners have some characteristics. First, they respond to meaning even if they do not understand individual word. Young learners are able to get the idea of sentence by understanding by the context. They do not keep attention to

meaning of each word. They know the whole meaning, but they cannot answer if the teacher asks them the meaning of every word. Thus, it is easier for young learners to get whole meaning than individual meaning.

Second, they often indirectly rather than directly. They learn from everything in their environment. Young learners are not only learning from the teacher explanation, but also from whatever they get around them.

Third, their understanding comes not only from explanation, but also from they see and hear. Besides, their understanding comes not just from explanation but also from what they see and touch. It is easier from them to learn from everything or something that they can see. They learn from everything in the surrounding. Furthermore, they are able to learn from what they hear.

Fourth, they find abstract concepts such as grammar rules difficult to grasp.. Young learners are easy to learn about concrete thing. It will be easier for them to learn something that they can see, hear, and touch. Grammar is one of the abstract things that are learned by the children. They find difficulties when they learn about grammar. Sometimes, it can be out of their through. Therefore, when teaching grammar, teacher should consider the best way to make the children understand.

Fifth, they are generally display an en enthusiasm for learning and a curiosity about the world around them. Young learners are more attracted when they learn something funny than conventional. They like to learn everything around them. They want to know something new that they had never seen before. They are fully of curiosity. So, young learners interested to learn funny and attractive thing around them.

Sixth, they have a need for individual attention and approval from the teacher. As children, young learners need attention especially from their teacher. Little attention from the teacher makes them have more motivation to study. In addition, they need teacher's opinion of their work. Teacher's opinion is important things for their progress in learning process.

Seventh, they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom. Children like to learn something that close with their home cultures. They like to talk about their family and thing around them.

In addition, Scoot and Yteberg (1991:2) states that some other characteristics of young learners. They as follows:

- 1) They know that the world is governed by rules. They may not always understand the rules, but they know that they are to be obeyed, and the rules to nature a feeling of security.

- 2) They understand situations more quickly than they understand the language use.
- 3) They use language skills long before they are aware of them.
- 4) Their own understanding comes through hands, eyes, and ears. The physical world is dominant at all the times.
- 5) They are very logical-what you say first happens first.
“Before you turn off the light, put your book away” can mean I turn off the light and then I put your book away.
- 6) They have a very short attention and concentration span.
- 7) Young children sometimes have difficulty in knowing what fact is and what fiction is. The dividing line between the real world and the imaginary world is not clear.
- 8) Young children are often happy playing and working alone but the company of others. They can be very reluctant to share.
- 9) The adult world and the child's world are not the same.
Children do not always understand what adults are talking about. The difference is the adults usually find out by asking questions, but children do not always ask.
- 10) They will seldom admit that they do not know something either.
- 11) Children cannot decide for themselves what to learn.

12) Children love to play, and learn best when they are enjoying themselves.

13) Children are enthusiastic and positive about learning.

Young learners have some characteristics that teachers should know. They are best attractive classroom that colorful, various techniques and activities in the classroom. They also take language from their language from their daily environment. Thus, the teacher should provide various activities for hearing and doing in the classroom. Children like to learn something close to them of their curiosity.

2. Teaching English for Young Learners

a. Nature of Teaching English for Young Learners

There are some theories about teaching English for young learners from experts. Harmer (2001:37) states that people believe that children learn a language faster than adult do. Rusiana (2012:3) also supports it, teaching English for young learners (TEYL) in becoming a trend including in Indonesia. The current demands require them to learn English at their early ages. One of the considerations is introduce them with new language beyond their native language. There is a common believe that starting earlier is the better. Hence, it can be understood that the best time for learning English is when the students are still young learner have a special capacity to learn a new language.

Teachings for young learner also have some aims. Rina and Kamal in Wilya (2012:22) suppose three purposes in teaching English in elementary school. First, English is the important language in globalization era. English used as communication tool with people in many countries. Second, by having good English the students will be easy to access information and technology. Third, learning English give more challenges students to expand their opportunity in better life in their future.

From the explanation above, it can be understand that teaching English for young learner is introduce them with new language beyond their native language at their early ages. When the students are still young age, they will learn language faster than adult do. Furthermore, teaching English to young learner also give good benefits for them.

b. Principles of Teaching English for Young Learners

Teaching English for young learners must be fun and interactive for them. The materials have to be suitable with students 'development and need. The fun activities are the ways for teaching English for them. Chodijah in Kasihani (2007:33) states that there are five principles of teaching English for young learners. First, the teacher must speak slowly. She or he must avoid to speak fast because the students will be bored and lose concentration when they listen their

teacher speaks too fast. It also makes them confused and do not understand what teachers says.

Second, the teacher should be careful to use choice of word in conversation. The teacher must use simple word, because students do not like long sentence and it will make them confused. They can be ignored their attention to the teacher when they do not understand what the teacher says.

Third, the teacher always uses English in conversation. This way may help students to practice their listening skill. The more students hear the English words, the more they get vocabulary in English and it became easier for them to understand what teacher says. In this case, the teacher also helps students to expand capability in language, especially in listening skill.

Fourth, the teacher may use gesture or facial expression to make use she means when she talks with students. Sometimes, students are difficult to comprehend what the teacher means in talking. By using gesture when she talks with students, it can help to guess what the teacher means and makes them easy to understand.

Fifth, the teacher must use media in teaching. By using media such as picture or real objects can be make students interests in learning English beside they can easy understand about materials. When the students give full attention in leaning, the process of learning is looked

like active and fun. Therefore, media can motivate students in learning English.

Furthermore, Mc.Closkey (2005:7-9) states that the teacher should consider seven principles used in teaching English for young learner. First, the teacher should offers learners enjoyable and active role in learning experience. They will give full attention for doing something when they feel the activity is exciting and enjoy at the time. Thus, the teacher should provide the process of learning and materials as fun possible for them and also give them many opportunities to be active in any language environment.

Second, the teacher should help the student to develop and practice language through collaboration. The young learners are social; learners who want to have cooperation with another. They are like making a friend with people around them. Therefore, the teacher should provide opportunities for them to communicate the others, both their teacher and their friends.

Third, the teacher should multiple-dimensional and thematically organized activities. Thematic organization offers the teacher opportunities to cycle and recycles related language and concepts, so that they can support children as they develop to the complex connection that lead to learning.

Fourth, the teacher should provide graphic organizers that can help students understand the language patterns. In applying these activities, the teacher just needs a little instruction and can make students interested in learning.

Fifth, the teacher should integrate with content. It means the students' academic learning is not delayed while they learn language. Students who are learning two languages in school in a bilingual setting curriculum can be integrated across languages. So that the children in second language classrooms encounter the same concepts that they do in the first language classroom but with new labels, both reinforcing the content area learning and facilitating the new language learning because it is based on what children already know.

Sixth, the teacher should validate and integrate home language and culture. It means that the teacher helps young learners use their knowledge and learning experience of their home language to expand their learning in second language. Acquiring a new language should clearly be an additive process and should never necessitate losing students' mother tongue.

Seventh, the teacher should provide clear goals and feedback on performance. It means that the teacher must establish clear language and content goals for learners and provide learners with feedback on their progress toward those goals. The teacher can also encourage learners to

begin evaluate their own progress toward accomplishing goals to help them become independent and self-motivated learners.

In conclusions, there are ten principles of teaching English for young learners. They are speaking slowly, being careful to use choice word, using English in conversation, using gesture, using media, offering enjoyable, helping students to develop and practice language, using multi-dimensional and thematically organized activities, integrating language with content and culture, and providing clear goals and feedback on performance.

c. The Importance of Teaching English for Young Learners

The teaching and learning English in elementary school provides English competencies in age that students can learn something new. According to Kristiana (2012:1), English has three advantages when it has been taught since in elementary school. First, an elementary school age is an excellent time to learning a foreign language. 6 to 13 years old is the right age to learn a foreign language because students' brain is good for receive something new. Second, English as preparation for students to face English subject in Junior High School. It means that an English lesson is a compulsory subject and it is a foreign language in a Junior high school. So that the students should learn it since elementary school for avoid difficulties.

Third, English as preparation for students to face globalization era. It means that in this globalization era, everyone should have competence and improve his/her quality in daily life. Learning since elementary school, will make someone can use their quality in globalization era. They will be easy to get a job because he/she has skill in English.

According to Sukarno (2008:58), children's brains are still flexible is presented in a comprehensible way, including language. Besides, children's attitude to other language and culture are open these attitudes help children learn the language.

In conclusion, it can be concluded that elementary school is the best time to learn English, because their brain is flexible. With learning English early, the student will be able to easily face English subject at the next level. They will be able to get a job, because they learned English early.

d. Problems in Teaching English for Young Learners

In during learning process, several problems happened. According Davis (2011), there are several problems of teaching English in classroom. First, students become overly dependent on teacher. Mostly, students will automatically look to teacher for correct answer instead of trying themselves,

Second, students always use their mother language. Because the students do not understand if they make a complete sentence. Third, students are defiant it will happen when the students get bored. Fourth, there are different personalities between students in classroom. This makes the teacher should have good media or strategies to learn them. Fifth, students did not understand the instruction from the teacher. The teacher should giving instruction with simple word that easy for them.

Sixth, students are bored, inattentive, and unmotivated. This is happen when they lose concentration and not interest with lesson; in this case, the student should more motivation the students. Seventh, students are unprepared and tardiness. Every student has different personality and ability.

Based on theory, problem that usually faced by teachers in teaching for young learners are students become overly dependent on teacher. They always use mother language, they are did not understand the instruction from the teacher, and they bored or unmotivated. So that, the teacher should know characteristic of their students in classroom.

3. Pedagogical Competence

a. Definition of Pedagogical Competence

According to Law No. 14 of 2005 on teachers and lecturers of article 1, paragraph 10 states that competence is a set of knowledge, skills, and behaviors that must be owned, internalized and mastered by

teachers or lecturers in carrying out the duties of professionalism. According Wahyudi (2012:22) pedagogical competence is the ability of a teacher to manage the learning process of learners.

According in Law No. 14/2005 about teacher and lecturer, Pedagogical competence is the ability to manage the learning of students, which include: a) understanding of the learners, b) the designer and the implementation of learning, c) evaluation of learning and, d) the development of learners to actualize various potentials. This competence can be seen from the ability to plan teaching and learning program, the ability to implement or manage the interaction of teaching and learning, and the ability to make an assessment. Mulyasa (2007:75) also mention Pedagogical competence is the ability of a teacher to manage the learning process of learners. Besides pedagogical capability is also demonstrated in helping, guiding and leading the learners.

Based on the above understanding, the pedagogical competence of teachers the ability and skills of teachers in managing learning that includes an understanding of the learners, the design and implementation of learning, evaluation of learning, and the development of learners to actualize various potentials.

b. Teachers' Competence in Pedagogical Competence

1. Understanding insight or educational foundation

Teachers have a background in science education so that it has the expertise academically and intellectually. Referring to learning-based management system subject (subjects), the teacher should have conformity between the scientific backgrounds to the subject which is fostered, in addition, teachers have skill and experience in the organization of learning in class. Authentically both of these can be proved by academic diploma and diploma teaching skills (teaching certificate) and educational institutions that accreditation by government. According Asmani in Barnawi and Arifin (2012:122) teacher should have six subcomponents in understanding insight include:

- a. Comprehend education foundation,
- b. Comprehend education principle,
- c. Comprehend students development,
- d. Comprehend learning phenomenological related learning material,
- e. Apply collaboration in work activity,
- f. Employing technology progression in education.

2. Understanding of the learners

Teachers have an understanding of the psychology of child development that truly knows the right approach made to the students. Teachers can guide your child through the difficult times experienced

in the age of the child. Teachers have the knowledge and understanding of the child's personal background, the children and determine the solution and the right approach.

Implementation of this function does not have to beat the other functions, he remains aware that even know, do not have to tell everything he knew. Didactic, teachers create situations so that learners trying to discover for themselves what should be known. Teachers should be able to contain her emotions to answer all questions put to him, so that the authority is not to kill the creativity of learners.

Teachers translate past experience into a meaningful life for students. In this case, there is a deep and wide chasm between one generation to another, so does the experience of parents have a lot more meaning than our grandmothers. A learner who learns now, psychologically are far away from human experience that must be understood, digested and realized in education. Teachers need to bridge this gap for students, if not, then it can take part in the learning process that resulted in not using its potential

3. Development of curriculum/syllabus

Definition of curriculum according to Law No. 20 of 2003 on National Education System set out in Article 1, point 19 as follows:

"The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for the organization of learning activities to achieve certain educational goals"

The term curriculum is used in education implies a certain amount of knowledge or subjects that must be taken or completed the student to achieve the educational goals or competencies that have been set.

Barnawi (2012:131) suggests five principles in curriculum development, include:

- a) Principle of Relevance. This principle is the basis of the most basic principles of a curriculum.
- b) The principle of flexibility. The principle of flexibility associated with some flexibility in the implementation phase of the curriculum.
- c) The principle of continuity. The development of a child's learning process takes place continuously,
- d) The principle of efficiency. Curriculum has been implemented using tools - simple tools and requires little cost.
- e) The principle of effectiveness. Although the principle of the curriculum was easy, simple, and cheap, its success

must be considered in quantity and quality for curriculum development can not be released and the elaboration of educational planning.

Syllabus is a lesson plan to a group of subjects / themes include certain standard of competence, basic competence, and subject matter/learning, learning activities, indicators, assessment, allocation of time and resources/material/learning tool. Syllabus is a translation standards and basic competencies to the subject matter/learning, learning activities, and indicators of achievement of competencies for assessment.

Syllabus Development Principles include:

- a) Scientific. Overall material and activities that are being charge in the syllabus must be correct and verifiable scientifically.
- b) Relevant. The scope, depth, degree of difficulty and the order of presentation of the material in the syllabus in accordance with the level of development of physical, intellectual, social, emotional, and spiritual learners.
- c) Systematic. The components of the syllabus are functionally interconnected in achieving competence.
- d) Consistent. The existence of a consistent relationship (steady, consistent) between the basic competencies,

indicators, subject matter, learning experiences, learning resources, and assessment systems.

- e) Adequate. Coverage indicators, subject matter, learning experiences, learning resources, and assessment systems sufficient to support the achievement of basic competence.
- f) Actual and Contextual. Coverage indicators, subject matter, learning experiences, learning resources, and assessment systems pay attention to the development of science, technology and cutting-edge art in real life, and what happened.
- g) Flexible. Overall syllabus components can accommodate the diversity of learners, educators, and the dynamic changes taking place in schools and the demands of society.

4. Management in the learning

The ability to manage the learning is the culmination of the ability of an educator. In lessons, teachers should create a socio-emotional relationships are good. Teachers love and nurture students, any student respect and obey his master. Both must be mutual respect and appreciate that learning can be both effective and enjoyable. Learning management at least contain the activities of planning, implementation, and evaluation. According to Asmani in

Barnawi (2012:132-133) there are four subcomponents learning management competencies that must be mastered teachers. The subcomponents in the form of efforts;

- a. Develop learning plans;
- b. Implementing learning;
- c. valuation and their learning achievements of learners; and
- d. Conduct a follow-up assessment of learning achievements of learners,

Table 1. Indictors of Preparing Lesson Plans and Implement Learning

Competencies	Indicators
a. Preparing lesson plans	a) Describe the learning objectives b) Organize material based on the competencies specified c) Organize material based on the material order and groups d) Allocating time e) Determine the appropriate method f) Designing learning procedures g) Determine instructional media, practicum equipment, and materials to be used h) Determine the source of learning i) determining appropriate valuation techniques
b. Implementing learning	a. Open lesson with the appropriate method b. Presents the subject matter in a systematic c. Learning to apply the methods and procedures that have been determined d. Regulate the activities of students in class e. Using instructional media, lab equipment, and materials that have been determined f. Using learning resources selected

Competence	Indicators
	g. Motivate students by using a positive way h. Interact with students using communicative language, i. Open lesson with the appropriate method j. Presents the subject matter in a systematic k. Provide questions and feedback l. Study concluded

Learning implementation in accordance to Regulation No. 74 on 2008 teachers must educate. Educating has two important properties, which affect and maturing. Teachers can influence students in their growth and development in order to grow and develop in accordance with what had been expected. Growth and development is expected in all aspects, whether cognitive, affective, and psikomotoric. The cognitive aspect is developed to train the ability to think abstractly and were able to resolve the problem through the process of thinking. Affective aspects are developed so that learners have the ideal attitude is a reflection of the inner moral condition. Psychomotor aspect developed to train physical skills, to facilitate the person doing the activity. In short, to educate is to make the students to be smart and good man.

Learning is a process of two-way communication between two or more subjects. Therefore that why, learning must be dialogue. Learning should last active two-way communication. Unlike the conservative tame learning learners merely to maintain the status quo. Dialogic learning made fairly without interference from certain parties who have interests. Here learners can be master of his own thoughts. This learning opens up space on the students to actively participate in their ideas or ideas. The moment of brainstorming (brainstorming) and inclusive attitude adaah two main things in a dialogical process. Relationships must be built is a relationship of mutual respect and respect between teachers and learners

5. The use of technology in learning

In the organization of teacher learning using technology as a medium. Providing learning materials and administer the use of information technology. Get children to interact with technology.

Teachers are required to have competence in the use of learning technologies, especially the Internet (e-learning), so that it is able to utilize a wide range of knowledge, technology, and information in carrying out its primary task of teaching and forming competence of learners. Teachers are required to have the ability to organize, analyze and choose the most appropriate information directly related to the formation of competencies of learners and learning objectives. Thus, control of teachers to the standard of

competence in the field of learning technologies can be used as one indicator of teacher competence standards and certification.

6. Evaluation of learning outcome

Teachers have the ability to evaluation learning undertaken include planning, response of children, children's learning outcomes, methods and approaches. To be able to evaluate the teacher should be able to plan a proper assessment, measurement correctly, and make accurate conclusions and solutions.

Evaluation of the results of study conducted to determine changes in behavior and the formation of competence of learners, which can be done with the class assessment, basic skills test, the final assessment of educational units and certification, benchmarking, and assessment of the program.

Specifically related to learning, evaluation is carried out with the aim of:

- a. Describe the learning ability of students.
- b. Assess the success of learning process.
- c. Determine the follow-up assessment
- d. Provide accountability (accountability)

7. Development of learners to actualize various potentials.

Teachers have the ability to guide the children create containers for children to identify and train potential to actualize their

potential. One effort that can be done to develop this capability is to carry out action research, action research, based on planning and solutions to the problems facing children in learning. So that the results can increase a child's learning and teacher, planning targets can be achieved. In principle, all of the above pedagogical competence aspects can always be improved through the development of the study of the problem and alternative solutions.

Teachers have the ability to guide the child, create containers for children to identify and train potential to actualize their potential. One effort that can be done to develop this capability is to carry out action research. Classroom action research, based on planning and solutions to the problems facing children in learning. The results can increase a child's learning and teacher planning targets can be achieved. In principle, all of the above aspects of pedagogical competence can always be improved through the development of the study of the problem and alternative solutions.

In the Education Minister Regulation No. 16 of 2007 has set the standard pedagogical competence of teachers. Standard pedagogical competence of teachers is minimal capabilities that must be owned by teachers in organizing learning. Teacher competency standards include core competencies of teachers that are translated into the competency of teachers. The following are standard

pedagogical competence of teachers of subjects in SD / MI, SMP / MTs, SMA / MA, and SMK / MAK:

**Table 2 Standard Pedagogical Competence of Teachers
of Subjects in SD / MI, SMP / Mts, SMA / MA, and SMK / MAK**

No	KOMPETENSI INTI GURU	KOMPETENSI GURU MATA PELAJARAN
1.	Menguasai karakteristik peserta didik dari aspek fisik, moral, spiritual, sosial, kultural, emosional, dan intelektual.	- Memahami karakteristik peserta didik yang berkaitan dengan aspek fisik, intelektual, sosial-emosional, moral, spiritual, dan latar belakang sosial-budaya. - Mengidentifikasi potensi peserta didik dalam mata pelajaran yang diampu. - Mengidentifikasi bekal-ajar awal peserta didik dalam mata pelajaran yang diampu. - Mengidentifikasi kesulitan belajar peserta didik dalam mata pelajaran yang diampu.
2.	Menguasai teori belajar dan prinsip-prinsip pembelajaran yang mendidik.	- Memahami berbagai teori belajar dan prinsip-prinsip pembelajaran yang mendidik terkait dengan mata pelajaran yang diampu. - Menerapkan berbagai pendekatan, strategi, metode, dan teknik pembelajaran yang mendidik secara kreatif dalam mata pelajaran yang diampu.
3.	Mengembangkan kurikulum yang terkait dengan mata pelajaran yang diampu.	- Memahami prinsip-prinsip pengembangan kurikulum. - Menentukan tujuan pembelajaran yang diampu. - Menentukan pengalaman belajar yang sesuai untuk mencapai tujuan pembelajaran yang diampu. - Memilih materi pembelajaran yang diampu yang terkait dengan pengalaman belajar dan tujuan pembelajaran. - Menata materi pembelajaran secara benar sesuai dengan pendekatan yang dipilih dan karakteristik peserta didik. - Mengembangkan indikator dan

No	KOMPETENSI INTI GURU	KOMPETENSI GURU MATA PELAJARAN
		instrumen penilaian.
4.	Menyelenggarakan pembelajaran yang mendidik.	1. Memahami prinsip-prinsip perancangan pembelajaran yang mendidik. 2. Mengembangkan komponen-komponen rancangan pembelajaran. 3. Menyusun rancangan pembelajaran yang lengkap, baik untuk kegiatan di dalam kelas, laboratorium, maupun lapangan. 4. Melaksanakan pembelajaran yang mendidik di kelas, di laboratorium, dan di lapangan dengan memperhatikan standar keamanan yang dipersyaratkan. 5. Menggunakan media pembelajaran dan sumber belajar yang relevan dengan karakteristik peserta didik dan mata pelajaran yang diampu untuk mencapai tujuan pembelajaran secara utuh. 6. Mengambil keputusan transaksional dalam pembelajaran yang diampu sesuai dengan situasi yang berkembang.
5.	Memanfaatkan teknologi informasi dan komunikasi untuk kepentingan pembelajaran.	1. Memanfaatkan teknologi informasi dan komunikasi dalam pembelajaran yang diampu.
6.	Memfasilitasi pengembangan potensi peserta didik untuk mengaktualisasikan berbagai potensi yang dimiliki.	1. Menyediakan berbagai kegiatan pembelajaran untuk mendorong peserta didik mencapai prestasi secara optimal. 2. Menyediakan berbagai kegiatan pembelajaran untuk mengaktualisasikan potensi peserta didik, termasuk kreativitasnya.
7.	Berkomunikasi secara efektif, empatik, dan santun dengan peserta didik.	1. Memahami berbagai strategi berkomunikasi yang efektif, empatik, dan santun, secara lisan, tulisan, dan/atau bentuk lain. 2. Berkomunikasi secara efektif, empatik, dan santun dengan peserta didik dengan bahasa yang khas dalam interaksi kegiatan/permainan yang mendidik yang terbangun secara siklikal dari (a) penyiapan kondisi psikologis peserta

No	KOMPETENSI INTI GURU	KOMPETENSI GURU MATA PELAJARAN
		didik untuk ambil bagian dalam permainan melalui bujukan dan contoh, (b) ajakan kepada peserta didik untuk ambil bagian, (c) respons peserta didik terhadap ajakan guru, dan (d) reaksi guru terhadap respons peserta didik, dan seterusnya.
8.	Menyelenggarakan penilaian dan evaluasi proses dan hasil belajar.	1. Memahami prinsip-prinsip penilaian dan evaluasi proses dan hasil belajar sesuai dengan karakteristik mata pelajaran yang diampu. 2. Menentukan aspek-aspek proses dan hasil belajar yang penting untuk dinilai dan dievaluasi sesuai dengan karakteristik mata pelajaran yang diampu. 3. Menentukan prosedur penilaian dan evaluasi proses dan hasil belajar 4. Mengembangkan instrumen penilaian dan evaluasi proses dan hasil belajar. 5. Mengadministrasikan penilaian proses dan hasil belajar secara berkesinambungan dengan menggunakan berbagai instrumen. 6. Menganalisis hasil penilaian proses dan hasil belajar untuk berbagai tujuan. 7. Melakukan evaluasi proses dan hasil belajar.
9.	Memanfaatkan hasil penilaian dan evaluasi untuk kepentingan pembelajaran.	1. Menggunakan informasi hasil penilaian dan evaluasi untuk menentukan ketuntasan belajar 2. Menggunakan informasi hasil penilaian dan evaluasi untuk merancang program remedial dan pengayaan. 3. Mengkomunikasikan hasil penilaian dan evaluasi kepada pemangku kepentingan. 4. Memanfaatkan informasi hasil penilaian dan evaluasi pembelajaran untuk meningkatkan kualitas pembelajaran.
10.	Melakukan tindakan reflektif untuk peningkatan kualitas pembelajaran.	1. Melakukan refleksi terhadap pembelajaran yang telah dilaksanakan. 2. Memanfaatkan hasil refleksi untuk perbaikan dan pengembangan

No	KOMPETENSI INTI GURU	KOMPETENSI GURU MATA PELAJARAN
		pembelajaran dalam mata pelajaran yang diampu. 3. Melakukan penelitian tindakan kelas untuk meningkatkan kualitas pembelajaran dalam mata pelajaran yang diampu.

In Permendiknas number 16 of 2007 about teachers and lectures, teacher should have ten standards. There are first, Mastering the characteristics of learners from the physical aspect, moral, spiritual, social, cultural, emotional, and intellectual. In this competence, teacher should comprehended student's characteristics to relate with physical, social-emotional, moral, spiritual, social-cultural background. Teacher should edification students in learning subject, stock early, and study difficulty.

Second, teacher is mastering the learning theory and principles of learning to educate. In this competence, teacher should comprehended several of study theory and educate learning principles. Teacher should apply a variety of phenomenological, strategy, method, and educate learning technique of creatively,

Third, teacher is developing a curriculum related to the subject of teaching or taught. Teacher should comprehend in development a curriculum. Teacher also determines learning purpose. Teacher should determine learning experiences that agree with learning purpose. Teacher

should determine lesson material to be related with learning experience and learning purpose. Teacher should organize learning material in a true manner with choose phenomenological and students characteristics. Teacher also should evolving indicator and assessments instrument

Fourth, teacher is conducting an educational learning. Teacher should comprehend in design of educate learning. Evolving design of learning components plan. Teacher arrange of learning plan completely; such as class, laboratory, or outside activity. Implement educate learning in class, laboratory, and outside activity with safety admitted attention. Using relevant learning media and media with student's characteristics and learning purpose whole achieve. Teacher takes transactional decision in learning appropriate with burgeon situation.

Fifth, teacher is utilizing information and communication technology for the sake of learning. Teacher can employ information technology and commutation. Facilitate the development of student potentials to actualize various potentials.

Sixth, teacher is developing students potential for actualize several of their own. Teacher should prepare a variety of learning activity for push up students to come good achievement. Teacher should employ learning activity for actualize students potential include students' creativity.

Seventh, teacher is communicating effectively, empathetic and polite with learners. Teacher should comprehend several communication strategy that effectively, emphatic, and polite, besides oral written and/or another form. Teacher should communication in a effectively, emphatic, and polite with students with special language in educate activity interaction, cyclical from: (a) preparing students psychologies condition for take position through persuasion and example; (b) persuasive to students for take position; (c) students responses to teacher persuasive; (d) teacher reaction to students responses.

Eight, teacher is conducting assessment and evaluation process and learning outcomes. Teacher should comprehend assessment principles and process and learning output appropriate learning characteristics. Teachers should determine process and important assessment evaluation based on learning characteristics. Teacher determines assessment procedure, process evaluation, and learning result. Teacher should administration process assessment and learning result continues with using instrument. Teacher also analyze process learning result and learning result for a variety purpose.

Ninth, teacher is utilizing the results of assessment and evaluation for the sake of learning. Teacher should make process evaluation and learning result. Teacher uses assessment result and

evaluation information for prepare remedial and enrichment program. Teacher employs learning result and evaluation for high quality learning.

Tenth, teacher is conducting the reflective acts for the improvement of the quality of learning. Teacher makes reflection for learning has been performance. Teacher makes reflection result for remedial and leaning development. Teacher carry out research class action for increase learning quality in learning.

B. Review of Relevant Studies

There are some researchers that have conducted similar research related to this research. First, Nina Yulia Sari (2009) had conducted a research about “The Implementation of ELT Principles to Young Learners in Selecting English Teaching Materials at Elementary school in Padang. (A Case Study of the English Teachers of Elementary School in Padang City).” In this research, she found that that the teacher did not understand implemented of ELT principles young learners in selecting English teaching materials. Similarity in researcher research is her research same in elementary school. The researcher also research in English to young learners. The differentials are the implements of ELT principles to young learners whereas the researcher research about teachers’ competence for young learners.

Second, Nur Fitriana (2012) had conducted a research “The Influence of Pictures in Learning English Vocabulary to the Fourth Grade Students of SD Negeri 1 Langsa”. It was showed by the result of the test that the application of

picture influenced students' achievement in mastering vocabulary. The test result-using picture was higher than the test result without using picture. The mean score of vocabulary test without using picture is 65, 39%. While the mean score of vocabulary test, using picture is 89, 89%. Similarity of research is same as in young learner. Differentials in this research is Nur Fitriana research about influence of learning English vocabulary to young learner. Whereas the researcher research about teachers' competence for young learners.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. According to Gay (2000:1), descriptive research involves collecting data in order to answer to question concerning with the study. Moreover, Arikunto (2002:291) states that the descriptive research is study intended to describe the way, fact, situation, and variable. Dealing with theory, the researcher was described teachers' pedagogic competence in teaching English for young learners in Tanah Datar Regency. In this research, the researcher described about "Teachers' Competence in Teaching English for Young Learners in organizer in learning".

In addition, Moleong (2006:6) state that qualitative research is the study intending to understanding the phenomenon of what is experienced by the subject of the research. Such as behavior, perception, motivation, action, etc, hecatically, and descriptively in language and words forms, in natural context and using natural methods.

B. Subject and Object of Research

Subject of research is subject who creates research by the researcher. Object of research is who create by researcher or attention a research. In this research, subject of researcher is all of teachers in elementary school in Tanah Datar Regency. Object of research is analyzing of teachers' competence in

teaching English for young learner. The researcher found four documents related with preparing lesson plan.

C. Research Informant

To get the data, the researcher needs informant. According to Gay (2000:139), informant is chosen based on whom they judge to be thoughtful and who have information, perspective, and experience related to the topic of the research.

Research informant should fulfill some criteria. Moleong (2006:132) states that there are five criteria in selecting the research informant: 1) honest, 2) reliable, 3) speaking up, 4) subject in not involved certain group and 5) subjects has views about certain case happening.

In this research, the researcher concerns the English teachers in Tanah Datar regency. The researcher was b purposed sampling. Purposive sampling is a judgment, when the researcher selects a sample based on his or her experience or knowledge of the group to be sampling.

D. Technique of Data Collection

1. Research Instrument

The key instrument of this research was the researcher herself. In this case, Gay (2000:19) state that the research relies herself as the main instrument of data collection. The first instruments was take is observation. The observation is aim to know situation of research object. According Sugiyono (2007:203-204), there are several types of observation as instrument to collect the data such as; passive,

moderate, active, and complete participation. In this research, the research will use passive participants' observation..

Second instrument was documents from the English teacher. According Arikunto (2006: 158), Documentation is looking for and collecting data on things such as notes, transcripts, books, newspapers, magazines, minutes, rapport, agendas and so forth. Then, the researcher was tried to analyze the teachers' lesson plan.

Third instrument was interview. The interview is the process of communication or interaction to collect information by means of questions and answers between researchers by informants or research subject With advances in information technology as it is today, the interview could have been conducted without face to face, namely through the telecommunications media. In essence, the interview is an activity to obtain in-depth information about an issue or theme in the study.

2. Research Procedure

In doing this research, there were several procedure should be followed. They are:

- a. Pre-position
 - (1) Doing observation
 - (2) Finding the research problem
 - (3) Collecting the source and references related to the research
 - (4) Preparing and writing the research proposal.

- (5) Consulting with the advisor
- (6) Revising proposal
- (7) Doing seminal proposal
- (8) Revising proposal after seminar
- b. While operation
 - (1) Asking permission to English teacher to get data
 - (2) Observation in the class
 - (3) Collecting the lesson Plan from the teacher
 - (4) Coding the documents.
- c. Post-operation
 - (1) Analyzing the data
 - (2) Interpreting the data
 - (3) Making the conclusion.

E. Checking the Data Trustworthiness

Checking data of trustworthiness is to make sure that the result of this research is valid and reliable. Therefore, the research will use triangulation to find clear information. Moleong (2006:330) defines that triangulation is technique of checking data trustworthiness that utilizes something outside the data as checking or comparing toward the data. It means that triangulation is technique for checking data validity and reliability of the data by comparing or checking the data with something outside of the data, such as theory. In addition, Denzin in Maleong (2006:330) states that data triangulation has four techniques: source of

triangulation, method triangulation, investing triangulation, and theory triangulation.

F. Technique of Data Analysis

The data was collected in three steps. They are data reduction, data display, and data verification. Miles and Humberman in Emzir (2010:129) states that to analyze the qualitative data, there are three activities, such as reduction, data display, and data verification. These three activities can be seen in following part.

1. Data Reduction

The data reduction is interpreted as the process of choice, interest focus; implication, abstraction, and data transformation exist from written in the field. The reduction of the data is occurring during the observation happen. It means that when the data is collected, the phase of continuing of reduction is occurring, such as make conclusion, codification, investigate of theme, grouping, and write memorandum.

In the data reduction, the researcher was done some steps. First, she was observed the data. Second, she was made transcription of observation. Third, she was code the transcription of observation. Fourth, she was group the teacher pedagogic competence relates to the research finding.

2. Data Display

Data display is the set of information that is arranged as good as possible to give possibility to take conclusion and to take treatment. Qualitative data can be displayed in some ways such as using table, graphic, and others. Moreover, data also displayed in short description, chart, categorized, and many else. In this research, the data was being displayed by using short description.

3. Drawing Conclusion

After reducing and displaying the data, the last step in analyzing the data is making conclusion and verification. This is the activities to conclude teachers' pedagogic competence in teaching English for young learners. In verification of the data, she concluded teachers' pedagogic competence.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher reported the result of study on teachers' pedagogical competence in teaching English for young learners at elementary school. In pedagogical competence, she research about preparing lesson plan and implementation learning in the class.

Firstly, the researcher describes the teachers' lesson plan. The next, the researcher take observation. The observation was conducted when teacher taught in the class. Researcher observed what the teachers' pedagogical competence in managing the learning process.

The result, based on the information got in document:

1) Describing the Learning Objective

In Permendiknas No. 41 of 2007 on Processing Standards states that the purpose of learning provides guidance for choosing the course content, arrange the order of topics, allocate time, the user in selecting the means of teaching aids and teaching procedures, as well as providing size (standard) to measure student achievement. two criteria must be met in choosing learning objectives, namely: (1) the value preferences of teachers that is worldview and beliefs of teachers about what is important and should be taught to students as well as how membelajarkannya; and

(2) taxonomic analysis of behavior as expressed by Bloom above. By analyzing the taxonomy of this behavior, the teacher will be able to define and emphasize the shape and type of learning that will be developed, if a teacher wanted to focus on cognitive learning, affective or psychomotor.

Based on documents got in SDN 07 Supanjang, learning objective in grade IV including:

1. *Siswa dapat memahami makna penggunaan artikel dan demonstratif yang terdapat dalam kalimat sederhana.*
2. *Siswa memahami pemakaian artikel dan demonstratif dengan benda-benda yang ada dalam ada di kelas.*
3. *Siswa dapat menuliskan pemakaian artikel dan demonstrative dengan benda-benda yang ada di kelas dalam kalimat sederhana,*
4. *Siswa dapat menjawab pertanyaan yang diberikan guru berhubungan dengan penggunaan artikel dan demonstratif.*

In other hand, in grade V, teacher also takes learning objective, there are:

1. *Siswa dapat memahami kata-kata sifat (adjective) yang biasa digunakan dalam mendeskripsikan seseorang*
2. *Siswa memahami penggunaan tobe dan adjective dalam kalimat sangat sederhana*
3. *Siswa dapat menuliskan pemakaian tobe dalam kalimat sangat sederhana secara berterima.*
4. *Siswa dapat menjawab pertanyaan yang diberikan guru berhubungan dengan penggunaan tobe dan adjective*
5. *Siswa mampu mendeskripsikan orang-orang yang ada disekitarnya dalam kalimat sangat sederhana.*

In SDN 31 Balai Labuah Bawah, the learning objective create by the teacher in grade VI is as follow:

1. *Siswa dapat merespon dengan melakukan tindakan secara berterima*

In grade III, the teacher creates learning objective as follow:

1. *Siswa dapat mengulang apa yang didengarnya dengan suara lantang.*
2. *Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa inggris yang benar.*

From the documents, it can be concluded that the teacher are competence in describing learning objective.

2) Organizing Material Based on the Competencies Specified

The material includes facts, principles and procedures, relevant, and written in the form of grains according to the indicators of achievement of competencies. Indicator is a reference for determining the teaching materials (learning). Indicators derived from the basic competencies. On each basic competence is no subject matter. Thus, in the preparation of teaching materials, there are two categories of material that is the subject matter and teaching materials. The subject matter is derived from the basic competence and teaching material derived iindikator. Lowering the teaching materials (teaching) of the indicator is done by crossing out or make into a verb existing operational indicator. The rest or the result is a teaching material (learning).

From the documents, the researcher got information as follow:

First, in SDN 07 Supanjang for grade IV, the teacher writes:

1. *Memahami makna penggunaan artikel dan demonstratif*
2. *Memahami pemakaian artikel dan demonstrative dengan benda-benda yang ada di keas, seperti :*
 - This is a book
 - This is umbrella

- These are the chairs
 - Those are the chalks
3. *Menuliskan pemakaian that is, that is, these are, those are, a, an dalam kalimat sederhana.*
 4. *Menjawab pertanyaan.*

Second, for grade V in SDN 07 Supanjang, there are:

1. *Memahami kata-kata sifat (adjective) yang biasa digunakan dalam mendeskripsikan seseorang.*
2. *Memahami penggunaan tobe dan objective dalam kalimat sangat sederhana, seperti:*
 - I am tall
 - She is beautiful and kind
 - He is short and fat
 - They are handsome students
3. *Menuliskan pemakaian tobe dalam kalimat sangat sederhana secara berterima.*
4. *Mampu menuliskan deskripsi orang-orang disekitar*

Third, in SDN 31 Balai Labuah Bawah for grade VI, there are:

5.1.1 *Merespon dengan melakukan tindakan secara berterima.*

Fourth, for grade V in SDN 32 Balai Labuah Bawah, the teacher did not organize materials based the topics.

From the explanation above, the teacher in SDN 07 Supanjang organizer materials based on macro organizing. The teacher makes the material more comfortable and fun. The teacher more explains the material. In other hand, for SDN 31 Balai Batu, the teacher just one-lesson plans that make organize the materials. In one lesson plan that mentioned, the teacher not more explain about organize the materials. And other lesson plan, the teacher not mention it.

3) Organizing Materials Based on the Material Order and Groups

Organising learning in particular, is a very important phase in the learning design. Synthesizing will make the topics in a field of study becomes more meaningful to learners (Ausubel, 1968) is to show how the topics were related to the entire contents of a field of study. Sequencing or arrangement of the order, is absolutely necessary in the manufacture of synthesis. Organizing strategies learning strategies are divided into macro and micro strategies. Macro organizing strategy referred to restructure the entire contents of a field of study, organizing strategies micro referred to restructure the grain of a concept, or principle, or procedure.

To organize materials based on the material order and groups, the researcher got information from teachers' lesson plan, including:

In SDN 07 Supanjang in grade IV, the material is "*Things in classroom*". In grade V, the material is "*What does she look like?*". (see appendix)

In other school, SDN 31 Balai Labuah Bawah doesn't organize materials.

From explanation above, just SDN 07 Supanjang that organizer the materials. However, the teacher did not more explain what contents the materials. The teacher just writes title the materials. It is like "*Things in classroom*" and "*What does she look like?*" (see appendix)

4) Allocating Time

The allocating of time on each basic competence is based on the number of weeks of effective and time allocating of subjects per week by considering the number of basic competence, breadth, depth, complexity, and the level of interest the basic competencies. Allocating of time specified in the syllabus are approximate average time to master the basic competencies required by a diverse learners.

Analysis of time allocating is tracking the number of weeks in the semester/academic year associated with the use of time pembelajaranpada certain subjects. Tracking is directed to the total number or the number of weeks is not effective, and the number of weeks effective. Certainty effective number of weeks in the semester or the school year will be easier for teachers to spread the hours of lessons in each subject that has been mapped previously.

In allocating time, the teachers make allocating time. They are:

The teacher in SDN 07 Supanjang, in thing in classroom for grade IV, the teacher makes allocating time is 4x35 minutes. That time for two meetings. Based on the observation, the researcher come in second time, the teacher has been gave this material last meeting. (see appendix 1)

The teacher also makes it for 4x45 minutes in describing people at SDN 07 Supanjang. Based on observation too, the researcher comes in the second meeting. (see appendix 1)

In SDN 31 Balai Labuah Bawah, the teacher makes allocating time for 2x35 minutes grade III in fruit and vegetables material. It was for one meeting. (see appendix 1)

Allocating time at grade VI for job vocation materials, the teacher take 2x35 minutes. That time for one meeting. (see appendix 1)

For explanation above, teachers make different allocating time. The teacher at SDN 07 Supanjang take 4x45 minutes for two meeting, and the teacher at SDN 31 Balai Labuah Bawah take allocating time for 2x35 minutes.

5) Determining Appropriate Method

According to Ahmadi in (Asih, 2007: 20) the conditions that must be considered in the use of teaching methods are: teaching methods should be mermbangkitkan motive, interest or passion of student learning, teaching methods should be able to ensure the progress of the personality of students. Teaching methods should be able to provide an opportunity for students to realize the work. Teaching methods should be able to stimulate the desire of students to learn more, explore and innovation (renewal). Teaching methods should be able to educate the students in their own learning techniques and how to acquire knowledge through personal effort. Teaching methods should be able to negate the presentation that is verbalitas and replace it with real experience or situation yng dn aims. Teaching methods should be able to inculcate and

develop values and attitudes expected major in the habit of how to work well in everyday life.

In the lesson plan that the researcher get from the teachers, the teacher determine appropriate method, including:

At SDN 07 Supanjang, the teacher determines method for grade V, including:

1. *Siswa mencari kosa kata yang berkaitan dengan materi pelajaran.*
2. *Siswa melakukan Tanya jawab yang berkaitan dengan materi*
3. *Siswa meniru pertanyaan-pertanyaan dan merespin pertanyaan*
4. *Siswa dan guru membahas kosa kata dan struktur kalimat sesuai materi*
5. *Siswa melakukan latihan mengucapkan dalam bentuk kalimat sederhana*
6. *Siswa menggunakan kaliaamt sederhana kalimat sederhana dengan menggunakan tobe dan adjective.*
7. *Siswa menuliskan kalimat sedrhana dengan menggunakan tobe dan adjective dalam kaliaamt sederhana*
8. *Siswa menjawab pertanyaaan dengan materi yang diberikan (see appendix 1)*

The teacher also takes method in lesson plan in grade VI, including:

1. *Siswa mencari kos kata yang berkaitan dengan materi pelajaran*
2. *Siswa melakukan Tanya jawab yang berkaitan dengan materi*
3. *Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan*
4. *Siswa dan guru membahas kosa kata dan struktur kaliaamt yang sesuai*
5. *Siswa melakukan latihan pengucapan dalam bentuk kalimat sedeharhana.*
6. *Siswa menggunakan kalimat sederhans dengan menggunakan artikel dan demonstratif*

7. *Siswa menuliskan kalimat sederhana dengan menggunakan dan demonstrative*
8. *Siswa menjawab pertanyaan sesuai dengan materi yang diberikan. (see appendix 1)*

In SDN 31 Balai Labuah Batu, one method in teaching at grade VI, there is *siswa merespon dengan melakukan tindakan secara berterima. (see appendix 1)*

At grade III, the teacher in SDN 31 Balai Labuah Bawah takes two methods, there are:

1. *-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset /CD*
2. *Masing-masing Siswa bersama-sama mengulang dengan suara lantang kosakata mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset /CD (see appendix 1)*

From the explanation above, the teacher in SDN 31 has eight methods that can share to the students. The teacher more comfortable with the methods. But in SDN 31 Balai Labuah Bawah, the teacher just put one methods in grade VI, and two methods in other grade.

6) Designing Learning Procedure

In general, the learning procedure consists of initial activities, core activities, and weekend activities. The three activities constitute a unified whole and sequentially in shaping the expected ability of students mastered. Therefore, teachers are required to be capable of designing and implementing learning well. Given the importance of teachers' mastery of the ability to design and implement learning, is expected to devise a

common procedure pembelajaran. More specifically, are expected to provide examples of activities, such as: prapembelajaran, early learning, learning core, the end of the follow-up of learning and teaching.

For designing learning, the teachers construct several procedures. In SDN 07 Supanjang, there are procedures that construct by the teacher for grade IV:

A. Pertemuan I

1. Kegiatan pendahuluan

Apresiasi dan motivasi

- *Salam*
- *Berdoa*
- *Greeting*
- *Administasi kelas*
- *Memotivasi siwa melalui Tanya jawab*
- *Menjelaskan tujuan pembelajaran*
- *Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari*
- *Guru dalam meminta siwa untuk menyebutkan kata benda yang biasa dipakai dalam kelas.*

2. Kegiatan inti

❖ *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

- *Guru menunjuk sebuah benda yang ada di dalam kelas*
- *Guru bertanya benda yang ditujuk kepada salah seorang siswa, “What is that? / What are these? / What are those?”*

❖ *Elaborasi*

Dalam kegiatan elaborasi:

- *Siswa mencari kata benda (noun) yang ada didalam kelas sebanyak mungkin yang bisa mereka temukan dan artinya*
- *Siswa mengulangi pengucapan kata benda (noun) yang dicari tadi oleh guru*
- *Siswa menyimak (listening) kata benda (noun) yang diucapkan guru kemudian menunjukan benda tersebut*

- Siswa memahami penggunaan artikel dan demonstratif yang diberikan guru dalam kalimat sederhana
- Siswa berlatih mengulangi pengucapan kalimat sederhana yang menggunakan artikel dan demonstratif setelah guru
- Siswa mengucapkan kalimat-kalimat sederhana tersebut secara bersama-sama

❖ Konfirmasi

Dalam kegiatan konfirmasi, siswa:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahpahaman, memberikan penguatan dan menyimpulkan

3. Kegiatan penutup

Dalam kegiatan, guru;

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi focus bahasan)
- Guru menunjuk siswa secara acak dan memberikan kalimat pendek sederhana untuk ditranslate ke dalam bahasa Inggris
- Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi
- Guru memberikan pekerjaan Rumah (PR)
- Guru menutup pelajaran dengan mengucapkan *hamdallah* dan salam

B. Pertemuan II

1. Kegiatan Pendahuluan

- Salam
- Berdoa
- Greeting
- Administrasi kelas
- Memotivasi siswa melalui Tanya jawab
- Menjelaskan tujuan pembelajaran

2. Kegiatan Inti

❖ Eksplorasi

Dalam kegiatan eksplorasi dipertemuan ke-2 :

- Guru mereview pelajaran pelajaran minggu lalu

- Guru memberikan kalimat pendek yang berkaitan dengan materi
- Guru menunjukan suatu benda yang ada di dalam kelas dan meminta salah satu untuk menjawab

❖ *Elaborasi*

Dalam kegiatan elaborasi, guru:

- Siswa mengidentifikasi kalimat pendek yang diberikan guru/ mencari artikel dan demonstratif yang terdapat pada kalimat tersebut
- Siswa memahami pengunaan atikel dan demonstratif yang ada dalam kalimat sederhana tersebut
- Siswa memahami perbedaan “this” dan “these”, “that” dan “those” serta “a” dan “an”
- Siswa melatih menuliskan kalimat yang terdapat pada buku esis yang berjudul *Let's make friends with English for grade IV*, halaman 64

❖ *Konfirmasi*

Dalam kegiatan konfirmasi, siswa:

- Guru bertanya jawab hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pahaman, memberikan penguatan dan penyimpulan.

3. *Kegiatan penutup*

Dalam kegiatan penutup, guru;

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi focus bahasan)
- Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi
- Guru dan siswa bersama memeriksa latihan yang dikerjakan pada hal. 64
- Guru menutup pelajaran dengan *hamdallah* dan *salam*. (see appendix 1)

There are procedures that construct by the teacher for grade V in SDN 07 Supanjang:

A. *Pertemuan I*

1. *Kegiatan pendahuluan*

Apresiasi dan motivasi

- *Salam*
- *Berdoa*

- *Greeting*
- *Administasi kelas*
- *Memotivasi siswa melalui Tanya jawab*
- *Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari*
- *Guru dapat meminta siswa untuk menyebutkan kata sifat yang ada dalam diri sendiri atau orang orang lain*

2. *Kegiatan Inti*

❖ *Eksplorasi*

Dalam kegiatan eksplorasi, guru:

- *Guru memanggil seorang siswa untuk maju kedepan kelas*
- *Guru menuliskan karakteristik/cirri-ciri siswa tersebut kepada siswa-siwa yang lain*
- *Guru menuliskan karakteristik/cirri-ciri siswa tersebut dipapan tulis*

❖ *Elaborasi*

Dalam kegiatan elaborasi:

- *Siswa mencari arti kata sigar (adjective) yang ada dalam papan tulis tersebut.*
- *Siswa mengulangi pengucapan kata sifat (adjective) yang dicari tadi setelah guru.*
- *Siswa menyimak (listening) kalimat sangat sedrhana yang menggunakan kata sifat (adjective) oleh guru.*
- *Siswa memahami penggunaan tobe yang diberikan guru dalam bentuk kalimat sederhana*
- *Siswa berlatih mengulangi pengucapan kaliaamt sederhana yang menggunakan tobe dan kata sifat (adjective) setelah guru*
- *Siswa mengucapkan kalimat-kalimat sederhana tersebut secara bersama-sam*

❖ *Konfirmasi*

Dalam kegiatan konfirmasi, siswa:

- *Guru bertanya jawab tentang hal-hal yang belum diketahui oleh siswa*
- *Guru bersama siswa bertanya jawab meluruskan kesalahpahaman, memberikan penguatan dan penyimpulan.*

3. *Kegiatan penutup*

Dalam kegiatan penutup, guru:

- *Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi focus bahasan)*

- Guru menunjuk siswa secara acak dan memberikan kalimat pendek sederhana untuk ditranslate ke dalam bahasa Inggris
- Guru memberikan komentar dengan mengucapkan *well done, good job*, atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi
- Guru memberikan pekerjaan Rumah (PR) supaya siswa mengulangi pelajaran di rumah
- Guru menutup pelajaran dengan mengucapkan *hamdallah* dan salam

B. Pertemuan II

1. Kegiatan Pendahuluan

- Salam
- Berdoa
- Greeting
- Administrasi kelas
- Memotivasi siswa
- Memotivasi siswa melalui tanya jawab
- Menjelaskan tujuan pembelajaran

2. Kegiatan Inti

❖ Eksplorasi

Dalam kegiatan eksplorasi dipertemuan ke-2:

- Guru mereview pelajaran minggu lalu
- Guru memberikan kalimat pendek yang berkaitan materi
- Guru menjelaskan penggunaan *tobe* dalam kalimat sederhana tersebut

❖ Elaborasi

Dalam kegiatan elaborasi:

- Siswa mengidentifikasi kalimat pendek yang diberikan guru
- Siswa memahami penggunaan *tobe* yang ada dalam kalimat sederhana tersebut
- Siswa memahami perbedaan "*is*", "*am*", dan "*are*"
- Siswa berlatih menuliskan kalimat sangat sederhana
- Siswa berlatih mendeskripsikan orang lain yang terdapat pada buku esis yang berjudul *Let's make friends with English for grade V*, halaman 73.

❖ Konfirmasi

Dalam kegiatan konfirmasi:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahpahaman, memberikan penguatan dan kesimpulan

3. Kegiatan penutup

Dalam kegiatan penutup, guru;

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi focus bahasan)
- Guru menunjuk siswa secara acak dan memberikan kalimat pendek sederhana untuk ditranslate ke dalam bahasa inggris
- Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi
- Guru dan siswa bersama-sama memeriksa latihan yang dikerjakan pada hal 73 dibuku esis
- Guru memberikan Pekerjaan Rumah (PR)
- Guru menutup pelajaran dengan mengucapkan *hamdallah* dan *salam*. (see appendix 1)

In SDN 31 Balai Labuah Bawah. There are procedure in lesson plan for grade III:

1. Kegiatan pendahuluan

Apersepsi dan Motivasi

- Guru menanyakan mengenai sayur-sayuran dan buah-buahan kesukaan siswa
- Guru bertanya pada siswa apakah mereka mengetahui jenis sayuran dan buah-buahan

2. Kegiatan Inti

 *Eksplorasi*

Dalam eksplorasi, guru:

- ☞ Siswa diminta mendengarkan apa yang diucapkan guru tau didengarkan dari kaset/CD dan mengulang apa yang mereka dengan klasikal

 *Elaborasi*

Dalam kegiatan elaborasi, guru:

- ☞ Siswa mengulang apa yang diucaokan guru atau didengar dari kaset/CD secara kelompok dan individu mengenai kata yang berhubungan dengan sayuran dan buah-buahan

- ☞ Guru memperhatikan pengucapan bahasa Inggris siswa dan membetulkan jika ada pengucapan yang salah
- ☞ Guru menjelaskan bagaimana cara menyampaikan ekspresi suka dan tidak suka

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru meminta siswa mendata sayuran dan buah-buahan kesukaan teman-temannya
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan penutup

Dalam kegiatan penutup, guru:

- ☞ Guru menunjukan setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru secara lantang (egiatan ini dilakukan dengan ceka-cek)
- ☞ Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas. (see appendix)

For grade VI, the teacher creates procedure including:

1. Kegiatan Pendahuluan

- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik menyebutkan pekerjaan dan profesi, guru bertanya pada siswa mengenai cara menanyakan pekerjaan seseorang dalam bahasa Inggris

2. Kegiatan Inti

- Guru menjelaskan bagaimana cara penggunaan Question Word (5W1H) kepada siswa
- Guru bersama-sama siswa membahas mengenai jenis-jenis pekerjaan disekitar lingkungan siswa
- Siswa diminta mengulang mengucapkan jenis-jenis pekerjaan yang dibacakan oleh guru.

3. Kegiatan Penutup

- *Guru menunjuk siswa secara berkelompok untuk melakukan Tanya jawab mengenai pekerjaan dengan menggunakan kata tanya 5W1H*
- *Guru menunjukan siswa untuk merespon instruksi yang dikatakan oleh guru*
- *Guru menunjuk siswa untuk merespon instruksi yang ditanyakan oleh guru*
- *Guru memberikan omentar dengan menyevutkan well done, good job, atau very good pada siswa agar mereka termotivasi (see appendix 1)*

Based on the documents got the teachers, the procedure include Kegiatan Pendahuluan (Introduction Activity), Kegiatan inti (Content Activity), and Kegiatan penutup (Closing Activity). In introduction activity, the teacher greeting, slam, and motivate the student. In SDN 07 Supanjang are carrying out that procedure. The teacher does salam, pray, greeting, motivate the students and so on. Nevertheless, the teacher at SDN 31 Balai Labuah Bawah does not this procedure. Just one lesson he does this activity.

In kegiatan inti or content activity, there are explores, elaboration, and confirms. At teacher at SDN 07 Supanjang she makes procedure more explanation and more clearly. However, at teacher at SDN 31 Balai Labuah bawah does not more explanation and clearly. The teacher just creates several activities.

In closing activity, the teachers make more explanation what they to do and the students to do.

7) Determining Instructional Media, Practicum Equipment, and Material to be Used

Selection of the appropriate learning media competence standards and indicators set is basically an extension of communication skills that require a process that is detailed, systematic and specialized. Choosing the best learning media for competency standards and indicators of a lesson is not an easy job. Because the media selection based on various principles and factors that influence each other.

There are several principles in selecting instructional media that must be considered by the teacher, the most important in the selection of instructional media in question is the benchmark used in the media selection process.

Based on the document, and interview from the teachers, there are media that applied in the class:

From SDN 07 Supanjang, based on the observation, the teacher takes real action for media. It is like thing in classroom, the teacher-using thing in classroom. The teacher in describing people, teacher applied the media is the students for describing. From interview in 2nd February 2016,

Kalo untuk media, itu kita biasanya menggunakan yang dekat dengajn kita. Biasanya anak-anak. Anak-anak Sekolah adasar, anak elementary school itu yang kita bahas yang disekelilingnya. Jadi kita bisanya menggunakan yang real. Jika mereka sudah tau, mereka akan langsung tau. Meja. Ini meja. Ya ini meja, kalo

gambar, khan kecil. Dan jumlah anak banyak. Takunya nanti nggak kelihatan.

[If for media, we usually use close to us. Usually children. Adasar school children, elementary school children that we discussed around him. So we usually use are real. If they already know, they will immediately know. Table. This is table. Yes this table, if the image, tiny. And the number of children a lot. Later did not look scared.]

At SDN 31 Balai Labuah Bawah, the teacher also applied real action for media.

8) Determining the Source of Learning

Learning resources can be either printed and electronic media, speakers, as well as the physical environment, natural, social, and cultural. Learning resources are references, objects and / or materials used for learning activities. Determination of learning resources based on standards of competence and basic competencies and subject matter / learning, learning activities, and indicators of achievement of competencies. Learning resources are also defined as any place or environment, objects, and those that contain the information can be used as a vehicle for learners to make the process of behavior change.

Subjects are part of the learning resources. Instructional materials are all kinds of materials that are used to help teachers / instructors in carrying out the teaching and learning activities. The materials in question can be material written or unwritten material.

From got document, a teacher creates the source learning. At SDN 07 Supanjang, teacher's source leanings for grade IV and grade V are:

1. *Buku Let's Make Friends with English, Bambang Sugeng, jilid 4, Esis*
2. *Buku Let's Make Friends with English, Bambang Sugeng, jilid 5, Esis*
3. *Kamus bahasa inggris-indonesia dan Indonesia-inggris*
4. *Buku-buku lain yang relevan (see appendix 1)*

At SDN 31 Balai Labuah Baru, the teachers' source learnings are:

1. *Buku teks Let's Make Friend with English, Bambang Sugeng, jilid 6, Esis*
2. *Buku teks English for 3rd elementary*
3. *Buku-buku yang relevan*

Based on the explanation above, the source learning of the teacher are Let's make friend with English based on the grade books, teks English for 3rd elementary book, and other books that relevant with the materials.

9) Determining Appropriate Evaluation Technique

Assessment is the process of collecting and processing information to measure the achievement of learning outcomes of students. Rate class is a form of teachers' activities associated with making decisions about the competence or the achievement of learning outcomes of students who follow a particular learning process. For that, they need the data as the information being relied upon as a basis for decision-making. Data captured and collected teachers through assessment procedures and tools in accordance with the competence or learning outcomes to be assessed. Basic competency assessment conducted based on the indicators of achievement of competencies that contains one or more domains.

Based on the documents, valuation technique that use by the teacher at SDN 07 Supanjang is oral Test for grade IV. The teacher also applied oral test for grade V. (see appendix 1)

At SDN 31 Balai Labuah Bawah, the teacher also applied oral test for grade III and VI. (see appendix 1)

Based the explanation, the teachers applied oral test for valuation technique.

a. Implementing Learning

According Barnawi (2012:123) the indicators of pedagogical competence in term of implementing learning process are as follow:

1. Open lesson with the appropriate method
2. Presents the subject matter in a systematic
3. Learning to apply the methods and procedure have been determine
4. Regulate the activity of students in class
5. Using instructional media, practicum equipments, and materials that have been determined
6. Using learning resources selected
7. Motivate students by using a positive way
8. Interact with students using communicative language
9. Provide question and feedback
10. Study concluded
11. Uses time efficiency and effectively

The result got in information from observation and interviewed, there are:

1. Opening Lesson with Appropriate Method

Opening the lesson is the beginning of the implementation of the learning process, if this is done properly will bring a positive impact on the success of the next activity. To find out if the process is done properly, then there is one skill that must be done by the teachers, the lessons cover the skill ability. Therefore, both of these skills is one of the eight skills teaching skills capabilities integrated into a single open and close the skills capability lesson.

The learning process is a process carried out by the teacher as teachers and students as learners. Both of these components can not be separated from one another. Teaching is a complex act that involves students by using some of the skills taught in an integrative manner to achieve a predetermined goal.

From observation at SDN 01 Balai Batu, in 19 Januari 2016, the teacher applied several methods, teacher said Salam to the teacher and the students replied the teacher's said. He also greets students. Teacher also asked "how are you" to the students. Teacher cares to students. To make it clear; it can be seen for the example below:

Example. 1

T : assalamualaikum
 S : waalaikum salam wr. Wb
 T : everyone, good morning
 S : morning teacher
 T : ok, udah lupa? Jika I say good morning balasnya juga good morning. And I say how are you, kita jawabnya I am fine, atau I am ok. I am fine, I am good. Ya... jika mister bilang good morning jawabnya good morning. How are you jawabnya I am fine, I am ok. Kita test. good morning
 S : good morning teacher.
 T : jawabnya gini aja. Good morning mister. Nggak usah good morning mister. Ya, natural aja. Sekali lagi, good morning.
 S : good morning
 T : good morning
 S : good morning mister
 T : ok how are you?
 S : I am fine.

From the information, the teacher Salam and greeting to the students.

the researcher can be conclude that the teacher is competence.

From observation in 20 Januari 2016, the method that applied to open lesson at SDN 01 Balai Batu are the teacher gave Salam to students and greets the students. The teacher also asked news the students. Next, he expressed his cares with “nice to meet you”, to make clear, see example 2.

Example 2

T : asslamualaikum
 S : waalaikum Wr. Wb
 T : good morning
 S : good morning mister
 T : how are you?
 S : I am fine

T : nice to meet you S : nice to meet you too
--

Based on the example 2, From the information, the teacher Salam and greeting to the students. The researcher can be concluded that the teacher is competence.

Next, in SDN 05 kampung Baru, the researcher got information from observation in 22 January 2016, the teacher open the lesson with salam, like assalamualaiku, and the student reply the salam. Teacher greeting the students. She said “good morning” the teacher asked to the tudent what the last consider following example this point:

Example 3

T : assalamualaikum S : waalaikumsalam wr. Wb T : udah, good morning class S : good morning teacher T : udah minggu kemaren kita belajar apa? S : alat music T: siapa yang masih ingat?

From the information, the teacher Salam and greeting to the students. The researcher can be conclude that the teacher is competence.

From observation of 30 January 2016 in SDN 05 Kampung Baru, to consider as follow:

Example 4

T : assalamualaikum S: waalaikumsalam Wr. Wb T : good morning class S : good morning teacher T : how are you this morning?
--

S : I am fine thank you, and you?
 T : I am fine. Ok. Sebelum memulai pelajaran, teacher akan mencek kehadirannya siapa yang tidak hadir hari ini?
 S : hadir semua
 T : ok. Minggu lalu kita udah belajar apa yang masih ingat?
 S : Adjective..

From the information, the teacher Salam and greeting to the students.

the researcher can be conclude that the teacher is competence.

After that, observation from SDN 07 supanjang, the methods of the teacher applied are:

Example 5.

T : good morning students.
 S : good morning
 T : how are you this morning
 S : I am fine and you?
 T : I am very well thank you for asking me. Well. Who is absent today? Siapa yang absent hari ini?
 S : julfa..
 T: kemana dia
 S: ndak tau do miss
 T : nggak ada kabar. Ok.

From the information, the teacher Salam and greeting to the students.

the researcher can be conclude that the teacher is competence.

Next, from observation on 21 January 2016, the methods to open lesson by the teacher are:

Example 6.

T : good morning students.
 S : good morning
 T : how are you this morning
 S : I am fine and you?
 T : I am very well thank you for asking me. Well. Who is absent today? Siapa yang absent hari ini? tidak ada yang absen. Semua lengkap.

Kelas V, kemaren belajar apa? Kita udah kosakat. Apa saja? Satu orang, raise your hand.

Based on the observation in excerpt, From the information, the teacher Salam and greeting to the students. the researcher can be conclude that the teacher is competence.

In other school, at SDN 27 Cubadak, the teacher also gives some method to open lesson. In observation on 14 January 2016 of grade VI, consider the following example from this point:

Example 7.

T : how are you?
 S : I am fine, thank you?
 T : I am fine. Ok, minggu lalu kita udah belajar, apa? Present continuous, nak.
 S : yo,,,
 T : present continuous tense apa itu?
 S : waktu yang sedang berlangsung

Based on the excerpt, From the information, the teacher Salam and greeting to the students. the researcher can be conclude that the teacher is competence.

On 18 January 2016, the the teacher at SDN 29 Cubadak.

Example 8

T : good morning
 S: good morning, miss
 T : how are you?
 S : I am fine, thank you, and you
 T : I am fine. Belajar apa kita kemaren?
 S : pertama, kedua, ketiga
 T : apa namanya tu?
 S : number

From the information, the teacher Salam and greeting to the students.
the researcher can be conclude that the teacher is competence.

On 03 February 2016, the researcher is observation at SDN 31 Balai Labuah Bawah. The researcher got information about method to open lesson plan. It making clear, consider to following the excerpt:

Example 9.

T: bisa dimulai? S : bisa.. T : sebelum kita lanjutkan masih ingat terakhir kita sudah belajar tentang? S : sayur.

From the information, the teacher Salam and greeting to the students.
the researcher can be conclude that the teacher is competence.

On 03 February 2016 too, the researcher come to grade VI, it was the method in excerpt

2. Presents the Subject Matter in Systematic

Learning materials should be relevant to the achievement of standards of competence and basic competences. If the expected ability of learners mastered the form of memorizing facts, then the learning material that is taught must be a fact, not a concept or principle or other material types. Example: the basic competencies that must be mastered learners "to describe the motion system in humans and closely related to humans" then selecting learning materials delivered supposedly "

Based on the lesson plan, present the subject by the teacher are:

- a. Understand the meaning of the use of articles and demonstrative
- b. Understand the use of articles and demonstrative with objects that exist in keas, such as:
 - This is a book
 - This is the umbrella
 - These are the chairs
 - Those are the chalks
- c. Jot usage that is, that is, These are, Reviews those are, a, an in simple sentences.
- d. Answer the question.

Second, for grade V in SDN 07 Supanjang, there are:

- a) Understand adjectives (adjective) commonly used in describing a person.
- b) Understand the use tobe and objective role in a very simple sentences, such as:
 - I am tall
 - She is beautiful and kind
 - He is short and fat
 - They are handsome and students
- c) Jot use tobe in very simple sentences are grateful.
- d) Ability to write descriptions of people around

Third, in SDN 31 Labuah Down Hall for grade VI, there are:

5.1.1 Respond to take action grateful. Based on the observation,

Researcher got information that in present the subject matter in systematic, from the information, the teacher Salam and greeting to the students. The researcher can be conclude that the teacher is competence.

3. Apply the Methods and Procedure that Have Been Determine

1. Pre Activities

- Salam
- Pray
- Greeting
- Administration class
- To motivate students through FAQs
- Describe the purpose pemebelajaran

2. While Activities

Exploration

- In exploration this activities:
- Teachers reviewing lessons last week's lesson
- Teachers give short sentences relating to the material
- The teacher shows an object in the class and ask one to answer

Elaboration

In the elaboration of activities, the teacher:

- Students identify short sentences that the teacher / search for articles and demonstratif contained in the sentence
- Students understand pengunaan atikel and demonstrative in such a simple sentence
- The students understand the difference between "this" and "these", "that" and "Reviews those" and "a" and "an"
- Students are trained to write kalamt esis contained in a book entitled Let's make friends with English for grade IV, page 64

Confirmation

- In confirmation of activities, students:
- Teacher questioning things that are unknown students
- Teacher and student questioning unfamiliarity rectifying errors, provide reinforcement and inference.

3. Post Activity

In the closing activity, the teacher;

- Master mistakes made by the student (includes the pronunciation errors, the mention of vocabulary and grammar at that time became the focus of discussion)
- Teachers provide a comment by saying well done, good job, or very good at students who dare to come forward so they are motivated
- Teachers and students together examine the exercise conducted on it. 64
- The teacher closes the lessons by Hamdallah and greetings.

4. Regulate the Activities of in Class

The role of a teacher in the classroom management is very important, especially in creating a learning environment that is attractive. That's because in principle the teacher holds two main

issues, namely teaching and class management. Classroom management issues related to the effort to create and maintain conditions such that the learning process can take place effectively and efficiently for the achievement of learning goals. Classroom management is an aspect of education that is often used as a major concern by the prospective teachers, new teachers, even teachers who have experienced desirous that the students could learn optimally in the sense that the teacher is able to deliver study materials to students well absorbed.

Teachers only teach in the classroom, teachers are just giving the material in class. Teachers shall in spatial planning should be easier for students to grab or pick up the items needed during the learning process. In addition, the distance between the seats should be enough to be passed by the students so that students can move easily and does not interfere with other students who are working.

Goods in the classroom should be easy to set up and moved tailored to the learning activities. Like arrangement of the seating needs to be changed if the learning process using the method of discussion and group work

Classrooms were beautiful and fun can be a positive influence on the attitudes and behavior of students towards learning activities are carried out.

Preparation and study room arrangement should allow the child to sit in groups and allows teachers to move freely to assist and monitor the behavior of students in learning.

5. Using Instructional Media, Lab Equipments, and Materials that Have Been Determine

Based on interviews of the teachers. there are some media that are used by the teachers, here are:

Ya, ada.. kemaren tuh mereka mamahami kata kerja, untuk media yang lain. Mister juga menggunakan infokus. Juga menggunakan ppt. penyampaian slide. Juga menggunakan media internet untuk pembelajaran.

[Yes, there is. Yesterday, they understanding the verb, for other media. Mister also use in focus. Also using power point. delivery slide. Also using the internet for learning.]

Biasanya ditambah dari internet. Menyelingi dengan game.

[usually add from internet. Intersperse with game]

Kalo untuk media, itu kita biasanya menggunakan yang dekat dengajn kita. Biasanya anak-anak. Anak-anak Sekolah adasar, anak elementary school itu yang kita bahas yang disekelilingnya. Jadi kita bisanya menggunakan yang real. Jika mereka sudah tau, mereka akan langsung tau. Meja. Ini meja. Ya ini meja, kalo gambar, khan kecil. Dan jumlah anak banyak. Takunya nanti nggak kelihatan.

[If for media, we usually use close to us. Usually children. Adasar school children, elementary school children that we discussed around him. So we usually use are real. If they already know, they will immediately know. Table. This is table. Yes this table, if the image, tiny. And the number of children a lot. Later did not look scared.]

6. Using Learning Resources Selected

Based on the observation and interview, the teacher using learning source, there are:

At SDN 01 Balai Batu based on the observation on 19 and 20 January 2016, the teacher does have learning source; the book is Let's make friend with English. The teacher also combinations the material with his creation.

At SDN 05 Kampung baru, based on the observation on 22 and 30 aJanuary 2016, the teacher take book Let's make friend with English. Teacher said that "buka bukunya halaman 63"

Based on the observation at SDN 07 supanjang on 19 and 21 January 2016, the teacher put learning source is book Let's make friend with English.

Based on the observation at SDN 14 and 18 January 2016, the researcher got information that the teacher put the learning source is book Let's make friends with English.

Based on the observation at SDN 31 Balai Labuah bawah, the teacher also put book Let's make friends with English. Teacher also put module.

All the teachers put book let's make friends with English as learning source.

7. Motivate Students by Using Positive Way

Based on the interview, the teacher motivate students, they are:

Based on the interview, there are some views expressed by teachers. Among others are:

Based on the interviewed on 03 February 2016 at SDN 01 Balai Batu.

Maka diawal, learning contract ini menagarahkan dan memotivasi mereka nanti dipertemuan-pertemuan selanjutnya. Betul, tujuannya untuk memotivasi siswa karena memang disekolah dasar ini bahasa inggris bagi mister bagaimana bisa membangun rasa percaya diri, kesenangan mereka untuk bahasa inggris. Dalam hal ini mister melihat kepada proses, bukan menyempinhkan hasil. Tapi proses yang mister harapkan. Makanya dari awal disampaikan beberapa hal yang harus mereka lakukan. Kita belajar aktif, mau berusaha, tampil kedepan, praktek, dan sebagainya.

[So in the beginning, learning this contract directs and motivates them later dipertemuan-the next meeting. Yes, in order to motivate elementary school students because it is English for mister how to build self-esteem, their pleasure to English. In this case mister look at the process, not exclude the results. But the process is expected me. So from the beginning delivered some of the things they should do. We learn actively, want to try, come forward, and practice, and so on.]

Based on interviewed on 02 February at SDN 05 kampung baru:

Dalam memberi pelajaran biasa serius, tapi tidak terlalu serius. Kadang anak-anak sudah gelisah, sudah tidak focus lag. Pembelajarannya dselingi dengan game atau dengan nyanyi.

[In giving regular lessons seriously, but not too seriously. Sometimes kids are restless, had no focus lag. Dselingi learning with games or with singing]

Based on interviewed 02 February 2016 at SDN 07 Supanjang:

Kalo contoh reward, seperti applause kemudian diberikan nilai tambahan. Kalo anak-anak itu. Kalo anak SD sangat senang jika dipuji. Kemudian reward nilai tambahan mereka akan termotivasi.

[The example of reward, such as applause then provide additional value. If children. If elementary school children were very happy when praised. Then reward extra value they will be motivated.]

Based on interviewed on 04 February 2016 at SDN 31 Balai labuah Bawah:

Jika didekat mereka, motivasi mereka lebih tinggi, daripada kita lihat dari jauh tanpa ada komunikasi dengan siswa maka mereka akan berkurang semangatnya. Jadi selain kita mengawasi pekerjaannya, mereka juga termotivasi itu lebih baik,

[If near them, their motivation is higher, than we see from a distance without any communication with students so they will be reduced their spirit.. Therefore, besides we keep an eye on the job, they also were better motivated,

8. Interact With Students Using Communicative Language

Based on the observation in the class, there are information got by researcher:

Based on the observation at SDN 01 Balai Batu of Grade II,

T : tau? Oke, kalo belum tau gak apa-apa. Kalo belum tau mister bilang Alhamdulillah S : eee.. T : tahu tidak? Tahu tidak? S : ndak T : Alhamdulillah, kalo tidak tau Alhamdulillah. Oke kita lanjut. Dengarin baik-baik. Mister baca, kamu ikuti. Oke. Mister sebutin, kalian bilang. Walk S : one...
--

Based on this excerpt, teachers patient to students because students did know what the vocabularies. The teacher said “gak apa-apa” for interact to students that did know the vocabularies.

On 20 January 2016, researcher got information about the teacher interact with the students they are:

T : big, bigger? Kurang tepat. Very good. Big. Betul. Tapi bukan bigger. Ada yang tau? Siapa yang belum silahkan. Big small, nomor 2? Gak apa-apa yang lain? Silahkan S : big small T : oke, nomor 2?
--

S : short

Based on the excerpt, the teacher invites the students to answer the question. The teacher said that who could be? The teacher also said that never mind if they were wrong.

On 22 January 2016 at SDN 05 Kampung Baru, the teacher also interact with communicative language, there are:

T : yang ketiga ledder, apa itu? Tang..ga mada wak nak? Gambar yang ke empat, coba lihat nak, coba dilihat, ada anak perempuan, dimana posisinya?

S : dibawah

T: dibawah atau diatas?

S : dibawah

Based on the excerpt, the teacher invites the students look the picture in the book, with communicative language. So they following teachers' interaction

Based on the observation on 30 January 2016, at SDN 05 Kampung baru, the teacher also interact students using communicative language for grade III, there is:

T : kalo udaha pake -ing, tidak pake playing lagi, kalo ada bermain, baru pake play, saya sedang jogging. I am jogging. I am jogging. Saya sedang tidak sedang jogging. Yang ini sudah?

S : sudah..

T : sudah, nak?

S : belun

Based on the example above, the teacher interact with students, the teacher using “nak” to the students. The students felt attention from

the teacher. The teacher asked to the students what the student have been finish or not.

Based on the observation at SDN 07 Supanjang on 19 January 2016 for grade IV,

T : ya, this is a book. Nah, sekarang ini apa? Ini adalah kursi, Nabil. Bisa nggak Nabil bilang dalam bahasa inggris ini adalah sebuah kusi? S : this is chair

Based on the excerpt, the teacher asked to one of students with communicative language, the teacher asked to teacher what the students can do in English. The students answered for a while to think what the answered.

In other hand, based on the observation on 21 January 2016 at grade V, the teacher also interact with the student with communicative language:

T : mole, kalo jerawat. Siapa yang punya jerawat disini? aaa... Fauzan punya jerawat. Iya jerawat. Artinya acne. S : sudah. T : sudah ya, nanti miss cek ya, udah hapal atau belum S : kurang hapal miss. T : kurang hapal. Ya nggak apa-apa. Nanti kita lanacarkan.

Based on the excerpt, the teacher asked to the student what the meaning of “jerawat” then the student answered “acne”. The teacher also convince to the students if they memories that vocabularies related the adjective.

At SDN 29 Cubadak, the teacher not applies communicative language based on the observation on 14 Januari 2016:

T : ok, minggu lalau kita udah belajar apa? Present continuous nak. S : ya.. T : present continuous apa itu? S : waktu yang sedang berlangsung. T : dia pake verb apa? S : V1. V3. T : caliak catatannyo baliak. S : V3. T : bilo miss maajaan kalian v3 S : V.3 T : itu yang berlalu itu.

The teacher a little angry when the students answered wrong. When the students wrong the teacher said “when I was told you that?” the teacher not applies the communicative language to the students.

Based on the observation the researcher on 29 Cubadak at IV grade, the teacher applied the communicative learning that following:

T : (after the teacher explanation, the bell is ring) ok, kita sambung minggu depan, oke silahkan disiapkan. S : siap grak. Alhamdulillahirobil’alamiin,, aamiin
--

Based on the excerpt, the teacher asked to student to praying after they are studied. the teacher asked “silahkan disiapkan” and after that the students praying and greeting to the teacher.

In other hand, the teacher at SDN 31 Balai Labuah Bawah on 03 February 2016 at grade III, the techer do:

T : bisa dimulai? S : bisa.. T : sebelum kita lajut, siapa yang masih ingat terakhir kita sudah
--

belajar apa?
S : sayur..

Based on the excerpt, the teacher makes sure the students whether students ready or not. Teacher interact with students with communicate language. Then, teacher asked to the students what the lesson last meeting.

Based on the observation to schools, the researcher got information that the student interact with the students with communicative language. The students give support to students, the teacher also give reward to students. The teacher also give applause to students if the students get the answered from students.

9. Provide Questions and Feedback

The next indicator is provided question and feedback. Based on the observation and interviewed, the researcher got information from the teachers, there are:

At SDN 01 Balai Batu on 19 January 2016 the teacher give questions and feedback

T : bisa kira-kira?
S : bisa,,
T : PR (sambil menulis) perintahnya.. susun kata-kata ini menjadi kata yang benar
S : tau
T : sebelum PR, catat yang ini dulu, cari artinya. Udah tau artinya?
S : tauu
T : ada Tanya kira-kira?
S : ndaak.

This example support by interviewed on 02 February 2016:

Iya, dsetiap pertemuan meminta feedback kembali, apa mereka sudah mengerti, bahkan jika mereka belum mengerti mister mencoba mencari cara lain.

[yeah, every meeting I asked feedback. they understand or not. If they not understand, I try to other methods]

Based on the observation, the teacher always gives question and feedback to the students. The teacher makes sure the students understand or not. If not, the teacher tries other methods.

The observation at SDN 05 Kampung Baru, the teacher provide question and feedback.

T : sebelum pulang, hari ini kita udah belajar, kalo in apa tadi? S : didalam T : didalam. Kalo behind S : belakang T : kalo on S : diatas T : under S : dibawah.

This example support by interviewed on 2 February 2016.

Ya, biasanya begitu kita sebagai guru mengetahui bagaimana siswa itu telah menegrti atau tidak. Maka diberikan umpan balik berupa pertanyaan kepada siswa.

Yeah, always. We as teacher must know how the students understand or not. So, give feedback such as question to the students.

Based on the observation and support by interviewed, the teacher give feedback such as questions. The end, the students understand with the lesson.

Based on the observation at SDN 07 Supanjang on 19 January 2016, the teacher:

T : Siapa ynag mau pulan, siapa yang bisa menyimpulkan apa artinya ini? S : this. T : Ini adalah spidol, apa itu rayhan? S : this is a marker.
--

Based on the observation, the teacher gives some question to feedback wether the students unerstand r not.

On 18 January, at SDN 29 cubadak, teacher do:

T : sekarang kita cukupkan dulu, sebelah kanan apa? S: right side. T : sebelah kiri S : left right.

Based on the observation, teacher give some question for feedback. The teacher give some question like right side, left side.

10. Conclude the Lesson

Based on the interviewed,

On 02 Februari at SDN 01 balai batu

Terkadang ada, terkadang kesimpulan tidak. Cuman konteks kesimpulan dalam hal ini miter meminta flashback kepada mereka. Apakah mereka mengerti apa tidak. Terkait kesimpulan tadi, karena keterbatasan waktu tadi. Jadi antara pertemuan pertama dan kedua ada kesinambungan jadi belum ditarik kesimpulan

[Sometimes there, sometimes not conclusions. Just be sure the conclusions in this context mister ask flashback to them. Do they understand what is not. Related to the conclusion earlier, because limited time. So between the first and second meeting there is continuity so it will not be concluded]

On 2 February at SDN 05 Kampung baru.

Biasanya kak memberikan kesimpulan atau mereview kepada siswa, setelah mereview, anak juga memeberikan materi yang telah dipelajari.

[Usually do not provide conclusions or review to the students, after reviewing, children are also giving out materials that have been studied]

On 2 Februari at SDN 07 Supanjang

Untuk menyimpulkan pelajaran, itu selalu karena dalam tahap proses pembelajaran, khan ada tiga, pre teaching, while, and post. Kalo untuk post, khan menyimpulkan. Jika lihat waktu, kalo waktunya masih banyak, kita bersama siswa. Ditujuk salah satu siswa. Tapi kalo sedikit. Itu cuman kita saja.

To conclude the lesson, it was always because of the stage of the learning process, the three, pre teaching, while, and post. Reply to post, right concluded. If you look at the time, if the time is still a lot, we shared students. One of the students. But if a little. It just teachers conclude.

On 4 February 2016 at SDN 29 Cubadak,

Kesimpulan kalo ada waktu, kita menyimpulkan bersama anak-anak. Tapi kalau mereka lebih banyak membuat latihan, itu kan waktunya berkurang. Jadi cuup dari guru saja.

[if more time, we should conclude. But if not just theacher that conlude the lesson]

On February 2016 at SDN 31 Balai Batu

Jadi setelah pembelajaran, kita mencoba untuk menyimpulkan pada akhir pemebelajaran. Disana kita bisa menangkap sejauh mana mereka mengerti terhadap pelajaran yang telah diketahui oleh murid.

[with concluded the lesson, teacher can know students understand or not]

Based on the interviwed, the researcher got informations; the teacher

always concluded the lesson. It dependend they understand what is not.

Related to the conclusion earlier, because limited time. So between the first

and second meeting there is continuity so it will not be concluded.

B. Discussion

After analyzing the data, it can be concluded that teachers' pedagogical competence in teaching English in SDN 01 Balai Batu, SDN 05 Kampung Baru, SDN 07 Supanjang, SDN 29 Cubadak, and SDN 31 Balai labuah Bawah. Baranawi (2012:132) recommends in teachers' pedagogical competence in teaching english for young learners in management in learning are describe the learning objective, organize material based on the competencies specified, organize material based on the material based on the material order and that group , allocating time, determine the appropriate method, designing learning procedure, determine instructional media, practicum equipment, and materials to be used, determine the source of learning, determine appropriate valuation techniques.

Meanwhile, Barnawi (2012:132) said that implementing learning are: Open lesson with the appropriate method, Presents the subject matter in a systematic, Learning to apply the methods and procedure have been determine, Regulate the activity of students in class, Using instructional media, practicum equipments, and materials that have been determined, Using learning resources selected, Motivate students by using a positive way, Interact with students using communicative language, Provide question and feedback, Study concluded, Uses time efficiency and effectively

All those activities in each phase are in the phase it is about teacher describe the learning objective based on indicators materials; organize material

based on the competencies specified based on competencies standard and content competencies; organize material based on the material based on the material order and that group; allocating time based on procedure learning; determine the appropriate method based on indicator, learning objective; designing learning procedure based on the teacher to do in the class; determine instructional media on practicum equipment, and materials to be used based on teacher creation, book and so on; determine the source of learning is teacher creation, relevant book; determine appropriate valuation techniques are oral text.

In the second phase are open lesson with the appropriate method based on the procedure on lesson plan; Presents the subject matter in a systematic based on the indicator of materials; Learning to apply the methods and procedure have been determine based on the procedure and method in the lesson plan; Regulate the activity of students in class based on the procedure in lesson plan; Using instructional media, practicum equipments, and materials that have been determined, teachers take book and their creation; Using learning resources selected, Motivate students by using a positive way for students more creative and do not scare with English; Interact with students using communicative language, teacher always put courtesy language for students, Provide question and feedback for conclude and understanding students' comprehension; Study concluded for to what the student understand with material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Teachers' pedagogical competence in teaching English for young learners in management in learning describes the learning objective, organizing material based on the competencies specified, organizing material based on the material based on the material order and that group, allocating time, determining the appropriate method, designing learning procedure, determining instructional media, practicum equipment, and materials to be used, determining the source of learning, determining appropriate valuation techniques.

Implementation learning are: Opening lesson with the appropriate method, presents the subject matter in a systematic, Learning to apply the methods and procedure have been determining , Regulate the activity of students in class, Using instructional media, practicum equipments, and materials that have been determining d, Using learning resources selected, Motivate students by using a positive way, Interact with students using communicative language, Provide question and feedback, Study concluded, Uses time efficiency and effectively

The teacher should have components of pedagogical competence. The components include the ability to know characteristics of student, mastering the learning theory and principles of learning, ability to develop curriculum, the learning activities that educate, understand and develop the potential of learners,

communication with learners, assessment and evaluation of learning. In this case, the researcher takes two for her researcher, including preparing lesson plan and implementing in learning.

Based on the data, the researcher saw that the teacher almost applied all of the indicators in preparing lesson plan and implementing in learning.

B. Suggestion

Referring to the result of this study, the researcher would like to propose some suggestion to:

1. To the English Teacher

A teacher implementation in the class. Moreover, able to give to the students their contribution. In addition, students are pleased to learn with us. Thus, teachers and students together to be the best.

2. To Headmaster

To develop teachers' pedagogical competence, he/she needs the facility to support the teaching process. Therefore, the researcher suggests to head master to provide facilities in order to improve teachers' pedagogical competence.

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Appendix 1. The Theory of Preparing Lesson Plan and Implement Learning By Expert

This theory is done related to competence in teachers' pedagogical competence in management in the learning. This theory based on Barnawi (2012:213). They are:

Competencies	Indicators
a. Preparing lesson plans	a) Describing the learning objectives b) Organizing material based on the competencies specified c) Organizing material based on the material order and groups d) Allocating time e) Determining the appropriate method f) Designing learning procedures g) Determining instructional media, practicum equipment, and materials to be used h) Determining the source of learning i) Determining appropriate valuation techniques
c. Implementing learning	m. Opening lesson with the appropriate method n. Presents the subject matter in a systematic o. Learning to apply the methods and procedures that have been determine p. Regulate the activities of students in class q. Using instructional media, lab equipment, and materials that have been determine r. Using learning resources selected s. Motivate students by using a positive way t. Interact with students using communicative language, u. Presents the subject matter in a systematic v. Provide questions and feedback w. Study concluded

Appendix 2. Lesson Plan

**Rencana Pelaksanaan Pembelajaran
(RPP)**

: SDN 07 Supanjang
 : Bahasa Inggris
 : IV /II
 : 4. Menulis (Memahami penggunaan artikel dan kata penunjuk (kata penunjuk) sangat sederhana yang ada dalam konteks kehidupan sehari-hari).
 : 4.4 menuliskan penggunaan artikel dan kata penunjuk (kata penunjuk) sangat sederhana secara tepat dan berterima, seperti "a", "an", "this", "these", "that" dan "those".

1. Memahami makna penggunaan artikel dan demonstratif
2. Memahami pemakaian artikel dan demonstrative dengan benda-benda yang ada di kelas, seperti :
 - *This is a book*
 - *That is an umbrella*
 - *These are the chairs*
 - *Those are the chalks*
3. Menuliskan pemakaian *this is, that is, these are, those are, a, an* dalam kalimat sederhana.
4. Menjawab pertanyaan

Waktu : 4 x 35 menit

1. Siswa dapat memahami makna penggunaan artikel dan demonstratif yang terdapat dalam kalimat sederhana.
 2. Siswa memahami pemakaian artikel dan demonstrative dengan benda-benda yang ada di kelas.
 3. Siswa dapat Menuliskan pemakaian artikel dan demonstrative dengan benda-benda yang ada di kelas dalam kalimat sederhana.
 4. Siswa dapat menjawab pertanyaan yang diberikan guru berhubungan dengan penggunaan artikel dan demonstratif.

yang diharapkan : *Rasa ingin tahu, mandiri, kreatif, kerja keras, disiplin demokratis, tanggung jawab, menghargai prestasi, dan gemar membaca.*
 : "Things in the classroom"

1. Siswa mencari kosa kata yang berkaitan dengan materi pelajaran
2. Siswa melakukan tanya jawab yang berkaitan dengan materi
3. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan
4. Siswa dan guru membahas kosa kata dan struktur kalimat sesuai materi
5. Siswa melakukan latihan pengucapan dalam bentuk kalimat sederhana.
6. Siswa menggunakan kalimat sederhana dengan menggunakan artikel dan demonstratif.
7. Siswa menuliskan kalimat sederhana dengan menggunakan artikel dan demonstrative dalam kalimat sederhana.
8. Siswa menjawab pertanyaan sesuai dengan materi yang diberikan.

Langkah-langkah kegiatan pembelajaran :

A. Pertemuan I

1. Kegiatan pendahuluan

Apresiasi dan Motivasi :

- Salam
- Berdo'a
- Greeting
- Administrasi kelas
- Memotivasi siswa melalui tanya jawab
- Menjelaskan tujuan pembelajaran
- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.
- Guru dapat meminta siswa untuk menyebutkan kata benda yang biasa dipakai dalam kelas.

2. Kegiatan Inti

❖ Eksplorasi

Dalam kegiatan eksplorasi, guru :

- Guru menunjuk sebuah benda yang ada di dalam kelas.
- Guru bertanya tentang benda yang ditunjuk kepada salah seorang siswa, "What is that? atau What is this? / what are these? /What are those?"

❖ Elaborasi

Dalam kegiatan elaborasi :

- Siswa mencari kata benda (*noun*) yang ada di dalam kelas sebanyak mungkin yang bias mereka temukan dan artinya.
- Siswa mengulangi pengucapan kata benda (*noun*) yang dicari tadi setelah guru.
- Siswa menyimak (*listening*) kata benda (*noun*) yang diucapkan guru kemudian menunjuk benda tersebut.
- Siswa memahami penggunaan artikel dan demonstratif yang diberikan guru dalam bentuk kalimat sederhana.
- Siswa berlatih mengulangi pengucapan kalimat sederhana yang menggunakan artikel dan demonstratif setelah guru.
- Siswa mengucapkan kalimat-kalimat sederhana tersebut secara bersama-sama.

❖ Konfirmasi

Dalam kegiatan konfirmasi, Siswa :

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pahaman , memberikan penguatan dan penyimpulan.

3. Kegiatan penutup

Dalam kegiatan penutup, guru ;

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan , penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan)
- Guru menunjuk siswa secara acak dan memberikan kalimat pendek sederhana untuk ditranslate ke dalam bahasa Inggris.

- Guru memberikan komentar dengan mengucapkan *well done* , *good job* , atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi.
 - Guru memberikan Pekerjaan Rumah (PR) agar siswa mengulangi pelajaran di rumah.
 - Guru menutup pelajaran dengan mengucapkan *hamdalah* dan *salam*.
3. Pertemuan II
1. Kegiatan Pendahuluan
- Salam
 - Berdo'a
 - Greeting
 - Administrasi kelas
 - Memotivasi siswa melalui tanya jawab
 - Menjelaskan tujuan pembelajaran
2. Kegiatan Inti
- ❖ Eksplorasi

Dalam kegiatan eksplorasi dipertemuan ke-2 :

 - Guru mereview pelajaran minggu lalu.
 - Guru memberikan kalimat pendek yang berkaitan dengan materi.
 - Guru menunjuk suatu benda yang ada di dalam kelas dan meminta salah satu siswa untuk menjawab.
 - ❖ Elaborasi

Dalam kegiatan elaborasi , guru :

 - Siswa mengidentifikasi kalimat pendek yang diberikan guru/ mencari artikel dan demonstratif yang terdapat pada kalimat pendek tersebut.
 - Siswa memahami penggunaa artikel dan demonstratif yang ada dalam kalimat sederhana tersebut.
 - Siswa memahami perbedaan *"this"* dan *"these"* , *"that"* dan *"those"* serta *"a"* dan *"an"*
 - Siswa berlatih menuliskan kalimat yang terdapat pada buku esis yang berjudul *Let's make friends with English for grade IV* , halaman 64
 - ❖ Konfirmasi

Dalam kegiatan konfirmasi, Siswa :

 - Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
 - Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman , memberikan penguatan dan penyimpulan.
3. Kegiatan penutup
- Dalam kegiatan penutup, guru ;
- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan , penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan)
 - Guru memberikan komentar dengan mengucapkan *well done* , *good job* , atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi.
 - Guru dan siswa bersama-sama memeriksa latihan yang dikerjakan pada hal 64 di buku esis.
 - Guru menutup pelajaran dengan mengucapkan *hamdallah* dan *salam*.

Make Friend with English, Bambang Sugeng, jilid 4, Esis
 benda-benda yang ada di dalam kelas yang berkaitan dengan materi ajar.
 inggris-indonesia dan indonesia inggris.
 lain yang relevan.

Indikator pencapaian Kompetensi	Teknik penilaian	Bentuk instrumen	Instrumen / soal
Mengungkapkan berbagai tindak tutur : - Memberi contoh melakukan sesuatu - Memberi aba-aba - Memberi petunjuk	Tes lisan	Pertanyaan	Answer the question orally!

KRITERIA PENILAIAN

(Hasil Diskusi)

Kriteria	skor
* semua benar	4
* sebagian besar benar	3
* sebagian kecil benar	2
* semua salah	1

Kriteria	Skor
* pengetahuan	4
* kadang-kadang pengetahuan	2
* tidak pengetahuan	1
* aktif praktek	4
* Kadang-kadang aktif	2
* tidak aktif	1
* sikap	4
* kadang-kadang sikap	2
* tidak sikap	1

REKAM PENILAIAN

No.	Nama Siswa	Performance			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
		SDN 07 Supanjang					

REKAM :

Jumlah Skor : jumlah skor maksimal) x 10

Siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial

Mengetahui
Kepala Sekolah

SDN 07 Supanjang, Januari 2016
Guru Mapel Bahasa Inggris

IRMAYELLY DARWIS, S.Pd.Sd
NIP. 196909031993042001

FITRIA ULFA, S.Pd

Rencana Pelaksanaan Pembelajaran

(RPP)

- Nama Sekolah : SDN 07 Supanjang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : V /II
 Materi Kompetensi : 4. Menulis
 Kompetensi Dasar : 4.4 Menuliskan kalimat sangat sederhana secara tepat dan berterima, seperti "*she is beautiful/ he is tall and short*".
 Indikator :
 1. Memahami kata-kata sifat (*adjective*) yang biasa digunakan dalam mendeskripsikan seseorang.
 2. Memahami penggunaan *tobe* dan *adjective* dalam kalimat sangat sederhana, seperti :
 • *I am tall*
 • *She is beautiful and kind*
 • *He is short and fat*
 • *They are handsome students*
 3. Menuliskan pemakaian *tobe* dalam kalimat sangat sederhana secara berterima.
 4. Mampu menuliskan deskripsi orang-orang disekitar.
- Waktu : 4 x 35 menit
 Alokasi pembelajaran :
 1. Siswa dapat memahami kata-kata sifat (*adjective*) yang biasa digunakan dalam mendeskripsikan seseorang.
 2. Siswa memahami penggunaan *tobe* dan *adjective* dalam kalimat sangat sederhana.
 3. Siswa dapat menuliskan pemakaian *tobe* dalam kalimat sangat sederhana secara berterima.
 4. Siswa dapat menjawab pertanyaan yang diberikan guru berhubungan dengan penggunaan *tobe* dan *adjective*.
 5. Siswa mampu mendeskripsikan orang-orang yang ada disekitarnya dalam kalimat sangat sederhana.
- Karakter siswa yang diharapkan : *Rasa ingin tahu, mandiri, kreatif, kerja keras, disiplin demokratis, tanggung jawab, menghargai prestasi, dan gemar membaca.*
 Pokok bahasan : "What does she look like?"
 Materi Pembelajaran :
 1. Siswa mencari kosa kata yang berkaitan dengan materi pelajaran
 2. Siswa melakukan tanya jawab yang berkaitan dengan materi
 3. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan
 4. Siswa dan guru membahas kosa kata dan struktur kalimat sesuai materi
 5. Siswa melakukan latihan pengucapan dalam bentuk kalimat sederhana.
 6. Siswa menggunakan kalimat sederhana dengan menggunakan *tobe* dan *adjective*.

7. Siswa menuliskan kalimat sederhana dengan menggunakan *tobe* dan *adjective* dalam kalimat sederhana.

8. Siswa menjawab pertanyaan sesuai dengan materi yang diberikan.

Langkah kegiatan pembelajaran :

A. Pertemuan I

1. Kegiatan pendahuluan

a. Apresiasi dan Motivasi :

- Salam
- Berdo'a
- Greeting
- Administrasi kelas
- Memotivasi siswa melalui tanya jawab
- Menjelaskan tujuan pembelajaran
- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari.
- Guru dapat meminta siswa untuk menyebutkan kata sifat yang ada dalam diri sendiri atau orang lain.

2. Kegiatan Inti

❖ Eksplorasi

Dalam kegiatan eksplorasi, guru :

- Guru memanggil seorang siswa untuk maju ke depan kelas.
- Guru bertanya tentang karakteristik/ ciri-ciri dan sifat siswa tersebut kepada siswa-siswa yang lain.
- Guru menuliskan karakteristik/ ciri-ciri siswa tersebut di papan tulis.

❖ Elaborasi

Dalam kegiatan elaborasi :

- Siswa mencari arti kata sifat (*adjective*) yang ada di papan tulis tersebut.
- Siswa mengulangi pengucapan kata sifat (*adjective*) yang dicari tadi setelah guru.
- Siswa menyimak (*listening*) kalimat sangat sederhana yang menggunakan kata sifat (*adjective*) oleh guru.
- Siswa memahami penggunaan *tobe* yang diberikan guru dalam bentuk kalimat sederhana.
- Siswa berlatih mengulangi pengucapan kalimat sederhana yang menggunakan *tobe* dan kata sifat (*adjective*) setelah guru.
- Siswa mengucapkan kalimat-kalimat sederhana tersebut secara bersama-sama.

❖ Konfirmasi

Dalam kegiatan konfirmasi, Siswa :

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan penutup

Dalam kegiatan penutup, guru ;

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan)
- Guru menunjuk siswa secara acak dan memberikan kalimat pendek sederhana untuk ditranslate ke dalam bahasa Inggris.
- Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi.
- Guru memberikan Pekerjaan Rumah (PR) agar siswa mengulangi pelajaran di rumah.
- Guru menutup pelajaran dengan mengucapkan *hamdalah* dan *salam*.

B. Pertemuan II

1. Kegiatan Pendahuluan

- Salam
- Berdo'a
- Greeting
- Administrasi kelas
- Memotivasi siswa melalui tanya jawab
- Menjelaskan tujuan pembelajaran

2. Kegiatan Inti

❖ Eksplorasi

Dalam kegiatan eksplorasi dipertemuan ke-2 :

- Guru mereview pelajaran minggu lalu.
- Guru memberikan kalimat pendek yang berkaitan dengan materi.
- Guru menjelaskan penggunaan *to be* dalam kalimat sangat sederhana.

❖ Elaborasi

Dalam kegiatan elaborasi :

- Siswa mengidentifikasi kalimat pendek yang diberikan guru.
- Siswa memahami penggunaan *to be* yang ada dalam kalimat sederhana tersebut.
- Siswa memahami perbedaan "*is*", "*am*" dan "*are*"
- Siswa berlatih menuliskan kalimat sangat sederhana
- Siswa berlatih mendeskripsikan orang lain yang terdapat pada buku esis yang berjudul *Let's make friends with English for grade V*, halaman 73.

❖ Konfirmasi

Dalam kegiatan konfirmasi :

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan penutup

Dalam kegiatan penutup, guru ;

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan)
- Guru memberikan komentar dengan mengucapkan *well done*, *good job*, atau *very good* pada siswa yang berani maju kedepan agar mereka termotivasi.
- Guru dan siswa bersama-sama memeriksa latihan yang dikerjakan pada hal 73 di buku esis.

- Guru memberikan Pekerjaan Rumah (PR)
- Guru menutup pelajaran dengan mengucapkan *hamdallah* dan *salam*.

Sumber belajar :

1. Buku *Let's Make Friend with English* , Bambang Sugeng , jilid 5, Esis.
2. Kamus inggris-indonesia dan indonesia inggris.
3. Buku-buku lain yang relevan.

Indikator :

Indikator	Indikator pencapaian Kompetensi	Teknik penilaian	Bentuk instrumen	Instrumen / soal
Indikator Karakter	Mengungkapkan berbagai tindak tutur : - Memberi contoh melakukan sesuatu - Memberi aba-aba - Memberi petunjuk	Tes lisan	Pertanyaan	Answer the question orally!

STRUKTUR KRITERIA PENILAIAN

Produk (Hasil Diskusi)

No	Aspek	Kriteria	skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

Performansi

No	Aspek	Kriteria	Skor
1.	Pengetahuan	*pengetahuan	4
		*kadang-kadang pengetahuan	2
		*tidak pengetahuan	1
2.	Praktek	*aktif praktek	4
		*Kadang-kadang aktif	2
		*tidak aktif	1
3.	Sikap	*sikap	4
		*kadang-kadang sikap	2
		*tidak sikap	1

REKAM PENILAIAN

No	Nama Siswa	Performance			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			

**REKAM :
 Jumlah Skor : jumlah skor maksimal) x 10**

**Remedial :
 Siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial**

Mengetahui **SDN 07 Supanjang, Januari 2016**
Kepala Sekolah **Guru Mapel Bahasa Inggris**

WATILLY DARWIS, S.Pd.Sd **FITRIA ULFA, S.Pd**
 NIP. 196909031993042001

KETERANGAN :

Aspek	Kategori	Skor
Kognitif	* sangat baik	4
	* cukup baik	3
	* cukup	2
	* kurang	1

KETERANGAN :

Aspek	Kategori	Skor
Kognitif	* sangat baik	4
	* cukup baik	3
	* cukup	2
	* kurang	1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- : SDN 31 Balai Labuah Bawah
: Bahasa Inggris
: VI/2
: 5. Memahami instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik
: 5.1 Merespon instruksi dan informasi sangat sederhana dengan tindakan maupun bahasa secara berterima di dalam dan luar kelas
: 5.1.1 Merespon dengan melakukan tindakan secara berterima
: 2 x 35 menit
: Siswa dapat merespon dengan melakukan tindakan secara berterima
: Siswa merespon dengan melakukan tindakan secara berterima
: Siswa merespon dengan melakukan tindakan secara berterima
- Kegiatan Pembelajaran:**
Kegiatan Pendahuluan
- Guru mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
- Guru dapat meminta siswa untuk menyebutkan ujaran-ujaran yang biasa dipakai dalam situasi-situasi yang disajikan dalam buku. Sebagai contoh, jika bab yang sedang dibahas mengangkat topik menyebutkan tentang pekerjaan dan profesi, guru bertanya pada siswa mengenai cara menanyakan Pekerjaan seseorang dalam bahasa Inggris.
Kegiatan Inti
- Guru menjelaskan bagaimana cara penggunaan *Question Word* (5W1H) kepada siswa
- Guru bersama-sama siswa membahas mengenai jenis-jenis pekerjaan disekitar lingkungan siswa.
- Siswa diminta mengulang mengucapkan jenis-jenis pekerjaan yang dibacakan oleh guru.
Kegiatan Penutup
- Guru menunjuk siswa secara berkelompok untuk melakukan tanya jawab mengenai pekerjaan dengan menggunakan kata tanya 5W1H
- Guru menunjuk siswa untuk merespon instruksi yang ditanyakan oleh guru
- Guru memberikan komentar dengan mengucapkan *well done, good job, atau very good* pada siswa agar mereka termotivasi.
- Bahan Belajar:**
- Teks *Let's Make Friends with English*, Bambang Sugeng, jilid 6, Esis
- Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar
- Buku lain yang relevan
- Penilaian:**
- Tes lisan
- Tes lisan
- Instrumen:
- *Listen and repeat.*
- *Make A short conversation based on the instruction!*

KRITERIA PENILAIAN

(HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

: SDN 31 Baki Labuh Bawah.

: Bahasa Inggris

: III/2

: 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

: 5.1 Merespon dengan mengulang kosakata atau kalimat baru dalam berbagai permainan dengan ucapan lantang

: 2 x 35 menit

: 1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang

2. Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar

yang diharapkan : Dapat dipercaya (*Trustworthiness*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

: 1. Siswa bersama-sama mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD

2. Masing-masing siswa mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD

Kegiatan Pembelajaran:

Pendahuluan

Motivasi :

Menanyakan mengenai Sayur-sayuran dan Buah-buahan kesukaan siswa
Menanyakan pada siswa apakah mereka mengetahui jenis sayuran dan buah-buahan.

Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

• Siswa diminta mendengar apa yang diucapkan guru atau didengar dari kaset/CD dan mengulang apa yang mereka dengar secara klasikal.

Elaborasi

Dalam kegiatan elaborasi, guru:

• Siswa mengulang apa yang diucapkan guru atau didengar dari kaset/CD secara kelompok dan individu mengenai kata yang berhubungan dengan sayuran dan buah-buahan.

• Guru memperhatikan pengucapan bahasa Inggris siswa dan membetulkan jika ada pengucapan yang salah.

• Guru menjelaskan bagaimana cara menyapaikan ekspresi suka dan tidak suka.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru meminta siswa mendatasayuran dan Buah-buahan kesukaan teman-temannya
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
- Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Sumber Belajar:

- Buku teks English for 3rd Elementary
- Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar
- Buku-buku lain yang relevan

Media:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon dengan mengulang apa yang diucapkan guru atau mendengar dari kaset/CD dengan suara lantang	Tes lisan	Merespon dengan mengulang secara lisan	<i>Listen to the words and repeat.</i> <i>Guru: Potatos</i> <i>Murid: (mengulang dengan ucapan lantang)</i>
Merespon dengan mengulang apa yang diucapkan guru atau mendengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar			

KRITERIA PENILAIAN

Produk (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2

Appendix 3. Transcripts of Observation

TRANSCRIPTS OF OBSERVATION

Name of school : SDN 01 Balai Batu

Class : III B

Speakers		Information
Teacher	:	Assalamualaikum
Students	:	Waalaikumsalam Wr. Wb
Teacher	:	Good morning
Students	:	Good morning teacher
Teacher	:	How are you?
Students	:	I am fine
Teacher	:	Nice to meet you
Students	:	Haa??
Teacher	:	Nice to meete you too jawabnya. Nice to meete you too. Nah, yang lain. Nice to meete you.
Students	:	(confused) niceee
Teacher	:	Oke, ikuti mister, nice to meet
Students	:	Nice to meet
Teacher	:	Nice to meet you too
Students	:	Nice to meet you too.
Teacher	:	Oke, nice to meet you, ok. This is the second meeting for us, ini pertemuan kita yang kedua. Dann last week. Minggu lalu, we have introduce each other. Kita udah berkenalan satu sama lain. Kita da permainann waktu itu. You versus me. IIIB melawan mister. Dimenangkan oleh mister. Tapi nggak apa-apa. Masih ingat beberpa nam meskipun lupa lagi. Maish ingat yang aulion, fauna. Yang fauna. Ada steven, ada reva, hawa, mister coba hapal.

		(kemudian teacher memberikan learning kontrak kepada siswa. Dalam materi pertama kita, mister ada gambar, pertanyaannya dalam pikiran kamu, apa bagaimnana gambar itu. Gambar no. 1 gimana gmabrnya. Terserah.
Students	:	Kecil
Teacher	:	Kecil? Dia ada dua gambar. Kecil satu lagi?
Students	:	Kecil besar.
Teacher	:	Oohh kecil besar. Kalo bahasa awaknya godang ketek. godang ciek, kenek ciek. Gambar nomor dua?
Students	:	Panjang, pendek.
Teacher	:	Panjang ciek, pendek ciek apo bedanya jo nomor 3
Students	:	Tinggi pendek,
Teacher	:	Nomor dua katanya panjang ciek pendek ciek. Apa bedanya nomor dua jo nomor tigo? Katonya panjang pnedek, nomor dua panjang pendek kayak gini?
Students	:	Tinggi
Teacher	:	Tinggi ciek, rendah, panjang nomor satu kecil. Nomor dua tinggi rendah, nomor tiga tinggi pendek. Siapa yang bisa menyebutkan dalam bahasa inggris?
Students	:	Big. Bigger
Teacher	:	Big bigger? Kurang tepat. Very good. Big betul tapi bukan bigger. Siapa yang belum silahkan. Big smaal nomor dua? Lupa ? tidak apa-apa. Silahkan
Students	:	Big small
Teacher	:	Oke nomor dua?
Students	:	Short???
Teacher	:	Short apalagi?

Students	:	Long?
Teacher	:	Ikuti bersama-sama big
Students	:	Big

Teacher	:	Small
Students	:	Small
Teacher	:	Tall
Students	:	Tall
Teacher	:	Short
Students	:	Short
Teacher	:	Long
Students	:	Long
Teacher	:	Short
Students	:	Short
Teacher	:	Lagi. Big
Students	:	Big
Teacher	:	Small
Students	:	Small
Teacher	:	Tall
Students	:	Tall
Teacher	:	Short
Students	:	Short
Teacher	:	Long
Students	:	Long
Teacher	:	Short

Students	:	Short
Teacher	:	Oke semua berdiri. Big
Students	:	Big
Teacher	:	Small
Students	:	Small
Teacher	:	Tall
Students	:	Tall
Teacher	:	Short
Students	:	Short
Teacher	:	Long
Students	:	Long
Teacher	:	Short
Students	:	Short
Teacher	:	Sekarang mister Tanya, besar apa?
Students	:	Big
Teacher	:	Kecil apa?
Students	:	Small
Teacher	:	Tinggi apa?
Students	:	Tall
Teacher	:	Pendek
Students	:	Short
Teacher	:	Pendek?
Students	:	Short
Teacher	:	Siapa yang bisa mendeskripsikan kedepan? Siapa yang bisa/ 5.. 4.. 3.. 2... 1.. jangan takut. Zaky. Siapa? Astaqfirullah.. oke.. peragaan apa yang mister tujuk ya..

Students	:	Tall
Teacher	:	Tall gimana tall siapa yang betul?
Students	:	Steven

Kemudian guru tersebut memberikan koskata yang berjaitan ketig gambar tersebut dan memmbetulkan apa yang slah dan kemudia salh satu murid dapat bintang.

Teacher	:	Keluarkan catatannya. Kita PR. Siapa yang tidak buat PR, kita denda. Ada Tanya? Cumin satu orang yang dapat bintang. Steven yang dapat hadiah. Ada Tanya? Nggak ada. Mister cukupkan hari ini, Asslamualaikum Wr. Wb
Students	:	Waalaikum salam Wr. Wb

TRANSCRIPT OF OBSERVATION

Name of school :SDN 01 Balai Batu

Date :19 Januari

Class :2B

Speakers		Information
teacher	:	Assalamualaikum
student	:	Waalaikumsalam wr.wb
teacher	:	Every one, goood morning
student	:	Morning teacher
teacher	:	Ok, udah lupa? jika I say good morning balasnya juga good morning. And I say how are you, kita jawabnya I am fine, atau I am ok. I am fine, Iam good ya...jika mister bilang good morning jawabnya good morning, how are you jawabnya I am fine atau I am ok. Kita test good morning
student	:	Good morning teacher
teacher	:	Jawabnya gini aja, good morning mr. Nggak usah go..od mor..ning Mr ya...natural aja sekali lagi, good morning
student	:	Good morning Mr
teacher	:	Masih pakai lengak lenggok. Good morning Mr
student	:	Good morning teacher
teacher	:	Good morning
student	:	Good morning Mr
teacher	:	Ok, How are you
student	:	(confused answering) I.. Am..fine
teacher	:	Ha.. Satu atau dua yang jawab, I am fine, lagi! How are you?
student	:	I am fine

teacher	:	Sudah lengkap semuanya ood morning
student	:	Good morning..same student answer I am fine
teacher	:	Ha.. Ulang lagi.. Good morning
student	:	Good morning Mr
teacher	:	How are you?
student	:	I am fine..
teacher	:	Very good..I am fine, ok..ini pertemuan kedua awak, iya atau iya?
student	;	(tertawa) iya...
teacher		Iya atau iya..pertemuan minggu lalu kita perkenalan satu sama lain
student	:	Main-main
teacher	:	Pertemuan kedua ya pertemuan kedua Mr pengen learning kontak ya, Mr pengen siswanya aktif. Siswa yang mau tampil. Siswanya yang praktek tidak ada malu, tidak ada takut salah, bagi Mr salah itu biasa. Biarlah salah daripada tidak sama sekali. Kalo pengen mendapatkan sesuatu harus berusaha ya.. Jika ingin mendapatkan sesuatu kita harus berusaha. Contoh sederhana, cibo ambiak spidol ko, nan dapek spidol ko ha, Mr agiah piti 50.000
student	:	Hueee....baa caronyo
teacher	:	Sia nan bisa maambiak spidol ko, Mr agiah pitih 50 ribu tapi syaratnyo cieknyo, tidak boleh bergerak. Siapa yang bisa ambil? Syaratnyo tidak boleh bergerak, ambiak spidol ko, 50 ribu ditangan ha..siapa bisa?Mr deketin.boleh ambil tapi tidak boleh bergerak, ambillah.
student	:	(bingung) mencoba ambil tapi bingung
teacher	:	Nggak bisa..bisa nggak?
student	:	Agil Mr (agil mengambil)

teacher	:	Nggak bisa harus ambil caranya gimana? Berjalan, raih dengan tangan, ambil
student	:	hahahaha..gigik
teacher	:	Ambil dengan gigik,,boleh..itukan dengan usaha..ba usaho wak dulu. Akhirnya baa?dapek pitih 50 ribu
student	:	eeeeee....
teacher	:	Begitu juga denan bahasa inggris. Kalo kamu pengen belajar usaha dulu,, bialah salah, untuk itu aa.. Mr akan terapkan sesuatu, jadi, terapkan sesuatu, itu tujuannya untuk mendorong agar lebih aktif. Supaya lebih aktif lagi. Jai, oh..tunggu dulu (menulis sesuatu). Dibuku Mr akan ditulis kaya gini. Ini ada nama, ada starts, tau itu starts?
student	:	Starts..bintang
teacher	:	Aa apa?
student	:	Bintang
teacher	:	Benda yang dilangit, berkelap-kelip, starts bagaimana caranya? Nah siapa dikelas ini yang mau hadiah?
student	:	(angkat tangan) mau...
teacher	:	Mau hadiah semua?
student	:	mau....
teacher	:	Caranya adalah, siapa yang memiliki bintang paling banyak, Mr kasih hadiah..baa caro memilikinyo?sebanyak-banyaknyo.. Tapi bukan bintang dilangit ya..bintangnyo ado samo Mr. Mr simpan dalam saku. Silahkan kamu ambil tapi dengan catatan, ada cara ambilnya. Pengen dapet hadiah? Pengen! Siapa yang banyak bintang, bintangnya dimana? Sama Mr. Dimana? Dalam saku? Baa caro maambiaknyo? Mr, mintak bintang..oh tidak bisa..mintak bintang Mr..untuk apa? Supaya dapet hadiah..oh tidak boleh..bagaimana caranya? Mau tau caranya?
Student	:	mau...

teacher	:	Caranya satu, kalau kamu tampil kedepan, Mr suruh misalnya menyebutkan sesuatu dalam bahasa inggris, ayo coba sebutkan kata-kata ini dalam bahasa inggris ya...contoh...oh..siapa ini, Mr lupa lagi namanya
Student	:	eee...
teacher	:	Serius...lupa lagi..si ega..
Student	:	eee...
teacher	:	Eh gea.. Eh mirip-mirip..misalnya gea, Mr suruh tampil kedepan, siapa yang bisa menyebutkan benda-benda dalam kelas ini kata Mr. gea angkat tangan. Silahkan gea, gea disebutkannya lah, tabel, chair, eraser, pencil..blablabla...gea bisa? bisa, kita kasih bintang. Mr tulis nama gea disini. Gea dapat satu. Nah, artinya asal Mr suruh Mr kasih. Kemudian, Mr kasih latihan ini, siapa yang selesai semua, 10 pertama Mr kasih 2 bintang. Si gea dapat. Mr udah siap Mr. Oh..benar udah selesai, betul semua, karena si gea dapat tambah lagi dua, kemudian Mr kasih pr, oh PR dapat oleh gea, dikerjain dapat lagi, 100 nilainya. Gea diluar kelas ngomong sama Mr. Mr gea mau sebutin nama bahasa inggris yang ada dalam kelas, coba sebutkan, disebutkanlah sama gea, ini ini ini, gea dapat ya udah, tambah lagi, tambah lagi. Mr ada games, sebuah permainan, gea juara 1. Yang juara 1 Mr kasih 3, juara 2 Mr kasih 2, juara 3 Mr kasih 1. Contohnya, eh gea dapet juara 1 dalam permainan tersebut, ya udah, gea Mr tambah lagi 3. Begitu seterusnya sampai akhir semester dikumpulan sebanyak-banyaknya oleh gea, Mr ituang..oh..ternyata gea bintang paling banyak..ya udah, apa yang dapat sama gea? Gea dapat hadiah satu, gea dapat sertifikat dua, dan Mr jamin nilai bahasa inggrisnya tinggi, dijamin lah. Bintangnya paling banyak, begitu caranya dapetinnnya. Siapa yang paling banyak?
Student	:	awak..

teacher	:	Lai nggak mau?sekali lagi siapa yang mau bintang paling banyak?(semua student tunjuk tangan). Ok turun..silahkan kumpulkan bintang sebanyak-banyak..sebanyak-banyak mungkin. Siapa yang paling banyak, dia dapat dan kita mulai hari ini. Semua siswa 2B, bintangnya masih nol..yang sudah mulai kelas 1, udah mulai dia. Jadi dari awal sampai selesai akan ada bintang, oke ada pertanyaan kira-kira? ada pertanyaan? tidak? oke kita lanjut. Oke. Target Mr hari ini kamu bisa mengutarakan mengetahui macam-macam kata kerja sebenarnya. Kita melakukan ini, apa sich bahasa inggrisnya. Contohnya, Mr lagi ngapain ini? (sambil berjalan)
Student	:	Berjalan
teacher	:	Berjalan. Ini ngapain Mr?kemudian, Mr ngapain kira-kira ini? (sambil memberikan spidol)
Student	:	Menunjuk..memberikan
teacher	:	O..membagikan..kalau begini Mr ngapain gea..tangan gea mana? Mr ngapain? (sambil melempar)
Student	:	Melempar
teacher	:	Ngapain?
Student	:	Melempar
teacher	:	Gea ngapain tadi?
Student	:	Mrngambil
teacher	:	Udah berapa tadi tu? Satu (sambil berjalan). Dua (sambil)
Student	:	Menutup pintu
teacher	:	Menutup. Kalo ini? (sambil membuka pintu)
Student	:	Membuka
teacher	:	Nah, dalam bahasa inggris..oke lanjut..lanjut dalam bahasa inggris. Mr ngapain ini?
Student	:	Memberi

teacher	:	Dalam bahasa inggris. Ada yang tau?
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Students	:	Melempar
Teacher	:	Ngapain?
Students	:	Melempar...
Teacher	:	Gea ngapain tadi?
Students	:	Mengambil
Teacher	:	Udah berapa tadi tu? (walk) dua (give) tiga (throw) empat (menangkap) apa itu? Ini mister ngapain kira-kira? (close the door)
Students	:	Menutu pintu.
Teacher	:	Menutup. Kalo ini? (open the door)
Students	:	Membuka
Teacher	:	Nah, dalam bahasa inggris, ada nggak? Ada dony? Siapa yang tau? Oke, siapa yang tau. Mister kasih bintang. Mister ngapain ini? (walk)
Students	:	Berjalan
Teacher	:	Dalam bahasa inggris, oke lanjut. Lanjut. Dalam bahasa inggris mister ngapain ini?
Students	:	Memberi...
Teacher	:	Dalam bahasa inggris, ada yang tau? Came on.. dalam bahasa inggris, mister ngapain ini? (throw) dalam bahasa inggris. Ini ngapain. Ada yang tau? Lewat. Dalam bahasa inggris mister ngapain? (close the door) nggak tau??
Students	:	Door,,,
Teacher	:	Door? Bukan.. ada yang tau?oke, kalo belum tau nggak apa-apa. Mister bilang Alhamdulillah,
Students	:	Eeee haa? Baa tu mister?
Teacher	:	Tau tidak? Tahu tidak?

Students	:	Ndaaak,,,
Teacher	:	Alhamdulillah, kalo tidak tahu, Alhamdulillah. Oke kita lanjut. Dengarkan baik-baik. Mister baca. Mister sebutin kalian sebuti. One.
Students	:	One..
Teacher	:	Bukan,, one artinya satu.
Students	:	One two one two
Teacher	:	Oke, listen! Apa yang mister lakukan? walk
Students	:	Walk
Teacher	:	Lagi walk
Students	:	Walk
Teacher	:	Walk
Students	:	Walk
Teacher	:	Walk
Teacher	:	Walk
Students	:	Walk
Teacher	:	Yang benar bacanya. Walk
Students	:	Walk.
Teacher	:	Next, Walk. Satu apa? Walk
Students	:	Walk
Teacher	:	Apa ini? simpan ya. Give.
Students	:	Give
Teacher	:	Give
Students	:	Give
Teacher	:	Give
Students	:	Give

Teacher	:	Give
Students	:	Give
Teacher	:	Give
Students	:	Give
Teacher	:	Udah berapa?
Students	:	Dua...
Teacher	:	Yang ketiga, throw.
Students	:	What's up bro.....
Teacher	:	Bukan what's up bro ya, lagi, siap throw.
Students	:	Throw.
Teacher	:	Belum, throw
Students	:	Throw.
Teacher	:	Udah berapa? Tiga. Next, ini ini ni? Close.
Students	:	Close.
Teacher	:	Close
Students	:	Close
Teacher	:	Open
Students	:	Open
Teacher	:	Open
Students	:	Open
Teacher	:	Close
Students	:	Close
Teacher	:	Open

Students	:	Open
each	:	Close
Students	:	Close
Teacher	:	oke kita rangkumkelimanya. Walk
Students	:	Walk.
Teacher	:	Give
Students	:	Give
Teachers	:	Throw
Students	:	Throw
Teacher	:	Close
Students	:	Close
Teacher	:	Open
Students	:	Open
Teacher	:	Walk
Students	:	Walk.
Teacher	:	Give
Students	:	Give
Teachers	:	Throw
Students	:	Throw
Teacher	:	Close
Students	:	Close
Teacher	:	Open
Students	:	Open

Teacher	:	Nah sekarang, saya tantang, berapa kali mister sebutkan, siapa yang bisa menyebutkan dalam bahasa inggris, mister kasih bintang, angkat tangan siapa yang bisa. Siapa yang bisa jawab? Yang penting coba, malah kalo salah gak mister apa-apa, angkat tangan. 5... 4.. jangan liat teman. Tunjuk saya, saya mister, tinggi-tinggi. Eh, ini pengalaman ya, angkat tangan sekali aja, awak bisa, mencandu deh mah. Beko yang kaduonyo awak se mah. Kok dapek awak se mah. Ujungnya pertama sekali aja, angkat tangan, mister ha, akhirnya kecanduan. Pngen coba terus. Hayo, 5... 4... 3... jangan ragu-ragu. Tinggi-tinggi. 2..1.. sebutkan apa yang msiter lakukan.
Students	:	Walk.
Teacher	:	Jangan kasih tau.
Students	:	Give
Teacher	:	Lupa?
Students	:	Give
Teacher	:	Ini?
Students	:	Throw. Frog. Prok
Teacher	:	Ini yang prok a (clap his hand)
Students	:	Frog
Teacher	:	Bukan frog, frog kosok. Nih ha
Students	:	Haahhaha
Teacher	:	Lupa? Nggak apa-apa. Next..
Students	:	Close
Teacher	:	Opem
Students	:	Open
Teacher	:	Blom sempurna, siapa yang mau sempurnain?
Students	:	Apiin...
Teacher	:	Siap ya, jangan kasih bocoran. Jangan kasih tau.
Students	:	Jangan kasih tau ooii
Teacher	:	Yang pertama
Students	:	Give
Teacher	:	Masih belum, lanjut ini.. ngak tau? Kalo ini?
Students	:	Walk.
Teacher	:	Nggak tau juga? Ini juga ini?
Students	:	Open
Teacher	:	Siapa yang tau?
Students	:	Astaqfirullah
Teacher	:	Oke yang pertama.
Students	:	Syik. Give

Teacher	:	Hmm. Yang kedua.
Students	:	Walk.
Teacher	:	Walk. Yang ketiga.
Students	:	Give
Teacher	:	Yang ke-4
Students	:	Open
Teacher	:	Satu lagi
Students	:	Oh nooo
Teacher	:	Oh noo (laughing) apa ini? belum sempurna. Sekali lagi bilan, walk
Students	:	Walk berjalan.
Teacher	:	Walk berjalan. Next give
Students	:	Memberi
Teacher	:	Give memberi. Throw
Students	:	Throw berjalan. Eh melempar.
Teacher	:	Close. Close
Students	:	Close membuka, eeh
Teacher	:	Open
Students	:	Membuka
Teacher	:	Ok. Open
Students	:	Membuka
Teacher	:	Yang lima tadi. Ayo baca sama-sama. Walk.
Students	:	Walk
Teacher	:	Give
Students	:	Give
Teacher	:	Throw
Students	:	Throw
Teacher	:	Close
Students	:	Close
Teacher	:	Open
Students	:	Open
Teacher	:	Sekali lagi walk
Students	:	Walk
Teacher	:	Give
Students	:	Give
Teacher	:	Throw
Students	:	Throw
Teacher	:	Close
Students	:	Close
Teacher	:	Open
Students	:	Open
Teacher	:	Oke, kamu aja, kamu liat jari mister, sau sampai lima. Berututan dari atas sampai kebawah. Walk to open

Students	:	Walk, give, throw, close, open
Teacher	:	Sebelah sini..
Students	:	Walk, give, throw, close, open. Walk, give, throw, close, open. Walk, give, throw, close, open
Teacher	:	Udah lima, mister tambah lima lagi, keluarkan buku catatannya. Mister tambah kan. Da play.
Students	:	Mulai eh bermain
Teacher	:	Duduk
Students	:	Duduk?? Stand
Teacher	:	Stand up berdiri
Students	:	Berdiri
Teacher	:	Kemudian run,
Students	:	Berlari
Teacher	:	Kemudian jump
Students	:	Melompat.
Teacher	:	Sekarang melompat. Mister test. Siapa yang bisa melakukan caranya begini, mister sebutin bahasa indonesianya. Dia lakukan. Contoh mister bilang throw lakukan aja gerakan melempar. Bah=gaimana melempar. Kemudian give
Students	:	Memberi
Teacher	:	Stand. Sit, jump, run, close, gerakan-gerakan seperti itu siapa yang bisa lakukan. Mister kasih bintang. Mister serius ini. siapa yang bisa lakukan. Tapi nggak boleh liat belakang. Lakukan aja. Mister sebutin, kalian lakukan sebutin sama-sama
Students	:	Close. Eh give, close, menutup, walk, throw, sit
Teacher	:	Oke good. Siapa namanya?
Students	:	Aufa
Teacher	:	Siapa nama panjangnya?
Students	:	Fatia aufa
Teacher	:	Fatia aufa. Sementara yang memiliki hadiahnya. Tapi belum dihasihin. Sia yang mau mencoba kedepan? Sit?
Students	:	Duduk
Teacher	:	Walk
Students	:	Berjalan
Teacher	:	Next, run. Next jump, throw
Students	:	Opeeen..
Teacher	:	Bisa kira-kira?
Students	:	Pr. Perintahnya
Teacher	:	Bisa kira-kira?
Students	:	Bisaaa

Teacher	:	PR. Perintahnya,,
Students	:	(meribut)
Teacher	:	Perintahnya, susun kata-kata ini menjadi yang benar.
Students	:	Tau mister
Teacher	:	Ada Tanya kira-kira?
Students	:	Ndaak
Teacher	:	Yang pertama, itu salin, mister membuat artinya, segitu aja, thank you very much. See you next week. Good bye
Students	:	Aaaaa tu mister?
Teacher	:	Good bye...
Students	:	Good bye
Teacher	:	Assalamu'alaikum Wr. Wb
Students	:	Walaikumsalam Wr. Wb

TRANSCRIPT OF OBSERVATION

Name of school :SDN 05 Kampung Baru
 Date :22 januari 2016
 Class :II

Speakers		Information
Teacher	:	Assalamu' Alaikum
Student	:	Waalaikumsalam Wr.Wb
Teacher	:	Udah. Good Morning Class
Student	:	Good Morning Teacher
Teacher	:	Udah. Minggu Kemarin Kita Belajar Apa?
Student	:	Alat Music
Teacher	:	Siapa Yang Masih Ingat?
Student	:	Alat-Alat Music
Teacher	:	Alat-Alat Music. Ok Siapa Yang Masih Ingat, Apa-Apa Alat Musicnya?Yang Pertama?
Student	:	Piano..
Teacher	:	Piano. Terus Yang Kedua?
Student	:	Gitar. Drum
Teacher	:	Gitar..Drum.. Hei Satu-Satu Ngomong.
Student	:	Gitar
Teacher	:	Kemudian Apa Lagi?
Student	:	Piano..
Teacher	:	Olahraga, Siapa Yang Masih Apa Saja Olahraga?
Student	:	Bola, Volly Ball
Teacher	:	Volly Ball, Basket Ball, Apalagi Bola Basket, Ada Yang Punya Buku Ini Buka Halaman 63, 63..Duduk..Coba Lihat Gambar Yang Pertama. Siapa Yang Tahu Gambar Ini?
Student	:	Kursi
Teacher	:	Gambar Kur..Kursi. Berarti Gambar Pertama, Gambar Kursi. Dan Yang Kedua?
Student	:	Gambar Pohon
Teacher	:	Apa?
Student	:	Gambar Pohon
Teacher	:	Yang Kedua Ada Rumah, Kemudian Ada Rumah Jadi..
Student	:	Rumah Pohon
Teacher	:	Ya Rumah Pohon. Yang Ke-3?
Student	:	Gambar Tangga
Teacher	:	Apa Itu Gambar Tangg..Tangga..Kalo Bahaso Awak Apo Tangga Tu?
Student	:	Janjang

Teacher	:	Janjang
Student	:	Catat Cher..
Teacher	:	Iya Yang Pertama Tadi Gambar..Pertama Apa Itu?Apa Gambar Pertama?
Student	:	Kursi
Teacher	:	Ya Kursi Panjang Ya..
Student	:	Catat Cher
Teacher	:	Ya Yang Kedua Apa Tadi? Yang Kedua Gambar Apa Tadi Nak?
Student	:	Rumah Pohon
Teacher	:	Rumah Pohon. Yang Ketiga Gambar Apa Tadi?Gambar Tangga
Student	:	Tangga
Teacher	:	Yang Ketiga Ledder. Apa Itu? Tang..Ga..Mada Awak Nak? Gambar Yang Keempat, Coba Lihat Nak. Coba Dilihat, Ada Anak Perempuan, Dimana Posisinya?
Student	:	Dibawah
Teacher	:	Dibawah Atau Diatas?
Student	:	Dibawah
Teacher	:	Di?
Student	:	Bawah
Teacher	:	Gambar Kelima Coba Lihat Gambar Anak Laki-Laki. Diatas Kursi Atau Dibawah Kursi?
Student	:	Oh..
Teacher	:	Diatas Atau Dibawah?
Student	:	Diatas..
Teacher	:	Jadi On Ini Artinya Diatas. Kalau Under Itu Dibawah. Kalau Diatas? On Kalo Under?
Student	:	Dibawah..
Teacher	:	Coba Lihat Anak Laki-Laki Dia Dibelakang Pohon atau Didepan Pohon?
Student	:	Dibelakang
Teacher	::	Jadi Dia Dibelakang Pohon. Behind. Coba Lihat Gambar Selanjutnya. Ada Anak Laki-Laki, Didalam Rumah Atau Diluar Rumah?
Student	:	Didalam
Teacher	:	Jadi Didalam, Didalam Dalam Bahasa Inggris Apa?
Student	:	In..
Teacher	:	In..(Menulis Kosa Kata) Uдах Disalin? Uдах Nak?
Student	:	Belum..
Teacher	:	Uдах Nak?
Student	:	Belom..

Speakers		Information
Teacher	:	Udah.. Coba Lihat Ke Papan Tulis. Udah Coba Ulangi..Than 1.2.3. Van
Student	:	Van
Teacher	:	Van
Student	:	Van
Teacher	:	Coba Fachri
Fackhri	:	Van (Yang Lain Tertawa)
Teacher	:	Jangan Diketawain
Fachri	:	Van
Teacher	:	Sekali Lagi, Van
Student	:	Van
Teacher	:	Tree House
Student	:	Tree House
Teacher	:	Tree House
Student	:	Tree House
Teacher	:	Tree House
Student	:	Tree House
Teacher	:	Tree House
Student	:	Tree House
Teacher	:	Coba Nasya
Student	:	Tree House
Teacher	:	Tree House
Student	:	Tree House
Teacher	:	Yang Ketiga, Ledder
Student	:	Ledder
Teacher	:	Ledder
Student	:	Ledder
Teacher	:	Ledder
Student	:	Ledder
Teacher	:	Yang Keempat, Under
Student	:	Under
Teacher	:	Under
Student	:	Under
Teacher	:	On
Student	:	On
Teacher	:	On
Student	:	On
Teacher	:	Behind
Student	:	Behind
Teacher	:	Behind
Student	:	Behind
Teacher	:	In

Speakers		Information
Student	:	In
Teacher	:	In
Student	:	In
Teacher	:	Van
Student	:	Van
Teacher	:	Tree House
Student	:	Tree House
Teacher	:	Tree House
Student	:	Tree House
Teacher	:	Ledder
Student	:	Ledder
Teacher	:	Ledder
Student	:	Ledder
Teacher	:	Under
Student	:	Under
Teacher	:	Under
Student	:	Under
Teacher	:	On
Student	:	On
Teacher	:	Behind
Student	:	Behind
Teacher	:	Behind Adit
Student	:	In
Teacher	:	Behind
Student	:	Behind Ke
Teacher	:	Behind. Keraskan Suaranya
Student	:	Behind
Teacher	:	Behind
Student	:	Behind
Teacher	:	In
Student	:	In
Teacher	:	In
Student	:	In
Teacher	:	Dengar, Yang 4 Ini Harus Dihafal, Kalau Under?
Student	:	Dibawah
Teacher	:	Kalau On?
Student	:	Diatas
Teacher	:	Behind?
Student	:	Dibelakang
Teacher	:	Kalau In?
Student	:	Didalam

Teacher	:	Kalau Under?
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Speakers		Information
Student	:	Dibawah
Teacher	:	Behind?
Student	:	Dibelakang
Teacher	:	Kalau On?
Student	:	Diluar
Teacher	:	In?
Student	:	Belakang
Teacher	:	In?
Student	:	Belakang
Teacher	:	On?
Student	:	Diatas
Teacher	:	Under?
Student	:	Dibelakang
Teacher	:	Behind?
Student	:	Dibelakang
Teacher	:	Kalau In?
Student	:	Didalam
Teacher	:	Coba Buka Halaman 64. 64
Student	:	Dimana Teacher?
Teacher	:	Hei. The Toy Is In The Box. Coba Ulangi. The Toy Is In The Box. Ulangi Lagi Nak 1. 2. 3.
Student	:	The Toy Is In The Box
Teacher	:	Ok Pintar. The Toy Is In The Box. Oke Coba Ulangi 1. 2. 3.
Student	:	The Toy Is In The Box
Teacher	:	Coba Dilihat Gambar. Gambar Apa Yang Didalam Kotak? Gambar Badut. Gambarnya Diluar Atau Diuar Kotak?
Student	:	Didalam. Eh Diluar
Teacher	:	Didalam Atau Diluar?
Student	:	Diluar..
Teacher	:	Diluar Atau Didalam?
Student	:	Didalam..
Teacher	:	A.. Coba Lihat Semuanya, The Toy Ini Apa? Mainan. Apa Artinya The Toy? Mainan
Student	:	Mainan..
Teacher	:	Apa Artinya Box. Box Artinya Kotak. In Artinya Apa?
Student	:	Didalam..
Teacher	:	Nah Didalam. Jadi, Artinya Mainan Didalam Kotak
Student	:	Mainan Didalam Kotak
Teacher	:	Mainan Didalam Kotak. Berarti Mainan Didalam Kotak. Bukan Diluar. Yang Kedua, Gambar Kedua Apa Nak? Gambar Apa?

		Bola, Gambar Bola
Student	:	Gambar Bola

Speakers		Information
Teacher	:	Dimana Posisi Bola?
Student	:	Dibawah
Teacher	:	Dimana Bola? Dibawah Atau Diatas?
Student	:	Dibawah
Teacher	:	Atau Dibelakang?
Student	:	Dibawah
Teacher	:	Dimana Posisi Bola?
Student	:	Dibawah
Teacher	:	Coba Dilihat. Balls In Under The Table. Artinya, The Ball Is The Table : Meja. Jadi Bola Dibawah Meja. Dimana Posisi Meja?Aaaa... Dibawah?
Student	:	Dibawah Cher
Teacher	:	Iya..Dibawah Udah Disalin?
Student	:	Belum Cher..
Teacher	:	Coba Dilihat Gambar Ke-4. Gambar Ke-4, Yang Diatas Kasur, Gambar Apa Ini?
Student	:	Boneka..
Teacher	:	Gambar Boneka, Nah, Boneka Diatas Kasur. Apa Tu
Student	:	Boneka..
Teacher	:	Ya Bo..Ne..Ka.. Kalo Bed..Tempat Tidur. Coba Lihat Disana. Boneka Diatas Kasur. Diatas Apa Artinya?
Student	:	On....
Teacher	:	On.. Jadi The Doll. Is On The Bed
Student	:	The Doll Is On The Bed
Teacher	:	Udah Disalin?
Student	:	Belom..
Teacher	:	Siapa Yang Belum. Coba Lihat Hlm 65. Hlm 65. 65. Coba Lihat. Dengar Teachernya. Dino Inside Under Bed. Jadi Dino Bersembunyi Dibawah Kasur. Kedua, Dino Bersembunyi Dibawah Tempat Tidur. Pillow Is On Bed. Pillow Itu Bantalnya. Bantal Diatas Tempat Tidur. Book Is In The . Buku Didalam Lemari.
Student	:	Latihan..
Teacher	:	Ada Yang Mau Ditanyakan?
Student	:	Tidak Cher..
Teacher	:	Tidak Ada Yang Ragu..Kita Latihan
Student	:	Ye...
Teacher	:	Latihannya Di Halaman 67
Student	:	Halamannya?

Teacher	:	67
Student	:	Siapa Yang Selesai Boleh Pulang Cher?
Speakers		Information
Teacher	:	Tidak. Suaranya! Coba Lihat, Lihat Soal Pertama. The Shoes Is...The Table. The Shoes Itu Apa? Sepatu. Sepatu Diatas Atau Diatas?
Student	:	Eeee (Student Membuat Latihan 10 Menit)
Teacher	:	Duduk Dibangku Dulu...
Student	:	Teacher
Teacher	:	Udah..Sebelum Pulang, Dengar Hei, Sebelum Pulang Hari Ini Kita Udah Belajar, Kalo In Apa Tadi?
Student	:	Didalam..
Teacher	:	Didalam. Kalau Behnd?
Student	:	Dibelakang
Teacher	:	Kalau On?
Student	:	Diatas
Teacher	:	Under?
Student	:	Dibawah
Teacher	:	Dibawah. Under Dibawah. Kalau Behind Dibelakang. Kalo On?
Student	:	Dibelakang
Teacher	:	Apa Yang Belum? In? Didalam. Minggu Besok Kita UH Bahasa Inggris. Jadi Tolong Belajar Dirumah
Student	:	Yee...
Teacher	:	Eh Siapa Ketua Disini?
Chairman	:	Revo..
Teacher	:	Siap Kan?
Chairman	:	Siap Hormat
Student	:	Oiii Diamlah.
Chairman	:	Siap Grak, Hormat Grak..Siap Grak, Hormat Grak,, Tegap Grak. Bersyukur Dimulai
Student	:	Alhamdulillah Hirob...(Praying). Assalamualaikum Wr. Wb. Selamat Siang Buk..
Teacher	:	Ya Yang Paling Rapi Boleh Pulang

TRANSCRIPT OF OBSERVATION

Name of school :SDN 05 Kampung Baru
 Date :22 januari 2016
 Class :III

Speakers		Information
Teacher	:	Assalamualaikum
student	:	Waalaikumsalam Wr. Wb
Teacher	:	Good morning class
student	:	Good morning teacher
Teacher	:	How are you this mornig?
student	:	I am fine thank you and you?
Teacher	:	I am fine. Ok. Sebelum kita memulai pelajaran, techer akan mencek kehadirannya, siapa yang tidak hadir hari ini?
student	:	Hadir semua..
Teacher	:	Ok minggu lalu kita udah belajar dan apa yang masih ingat?
student	:	Adjective
Teacher	:	Ya. Hari ini kita akan belajar sport. Apa itu sport? Olahrga
student	:	Olahraga
Teacher	:	Kelas ini siapa yang suka berolahraga angkat tangan
student	:	Teacher. Bola kaki
Teacher	:	Bola kaki, yang lain?
student	:	Voly
Teacher	:	Yang pertama bola kaki, badminton, skipping, basket,
student	:	Pimpong
Teacher	:	Apalagi, hari ini kita belajar olahraga.yang ada buku ini buka halaman 73
student	:	Ndak ado do cher..
Teacher	:	Nomor 1 foot ball, apa itu?
student	:	Bola kaki
Teacher	:	Bola kaki. Yang kedua apa?
student	:	Tennis
Teacher	:	Tennis, yang ketiga. Table tennis siapa yang tau table tennis?
student	:	Tenis meja. Basket ball..
Teacher	:	Apa itu?
student	:	Basket
Teacher	:	Base ball. Ada yang tau base ball?
student	:	Kasti..
Teacher	:	Jadi base ball itu kasti. Yang ke-6 badminton apa itu?
student	:	Bulu tangkis
Teacher	:	Apalagi?
student	:	Swimming

Speakers		Information
Teacher	:	Apa itu swimming?
student	:	Berenang
Teacher	:	Ha. Voly ball belum ya. Apa lagi cycling, Bersepeda. Apalagi?
student	:	Skiping?
Teacher	:	Apalagi?
student	:	Jogging, jadi yang pertama football, jogging
Teacher	:	Sebelumnya teacher mau tanya, apa artinya play?
student	:	Bermain
Teacher	:	Bermain, jika ditambah dengan ing jadi..
student	:	Sedang bermain
Teacher	:	Sedang bermain, jadi I am playing foot ball, sedang bermain bola kaki. Yang kedua, playing tennis, sedang bermain tennis, yang ketiga, playing basket ball
student	:	Bermain bola basket
Teacher	:	Sedang bermain basket. Playing baseball apa?
student	:	Sedang bermain kasti.
Teacher	:	Sedang bermain kasti ya. Kalau playing volly ball?
student	:	Sedang bermain volly
Teacher	:	Kalau playing tennis?
student	:	Sedang bermain tennis. (kemudian siswa menulis apa yang ditulis oleh guru di papan tulis. Ini berlangsung selama 10 menit)
Teacher	:	Playing badminton apa itu?
student	:	Sedang bermain bulu tangksi
Teacher	:	Udah?
student	:	Belum...
Teacher	:	Udah?
student	:	Belom..sudah..eee...
Teacher	:	Lamo bana,,sudah?
student	:	Sudah..
Teacher	:	Sudah, saya bahasa inggrisnya I
student	:	I..
Teacher	:	Jika subjeknya I tobe nya apa?
student	:	I am
Teacher	:	Kalau dia laki-laki
student	:	Eee..hee
Teacher	:	Dia laki-laki?
student	:	Hee..
Teacher	:	Dia laki-laki bahasa inggrisnya hee.. To be nya apa? Is, kalau subjeknya he tobenya is. Kalau dia perempuan?
student	:	She..

Teacher	:	Dia perempuan she tobe nya is, kalau I tobe nya am, apa tobe nya?
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Speakers		Information
Student	:	Am
Teacher	:	Sedang bermain bola volly, I am playing foot ball, berarti saya sedang bermain bola kaki, I am playing foot ball. Kalau contoh negatif, saya tidak sedang bermain bola kaki?
student	:	
Teacher	:	Ya, kalau untuk kalimat negatif, setelah tobe ini, ditambah not yaaa.. Setelah am ini ditambah dengan not, I am not tidak bermain bola kaki, I am not playing foot ball ya.. Siapa yang bisa? dia laki-laki sedang bermain tennis. Coba kemudian salah satu murid kedepan menuliskan. Da.. Dia laki-laki sedang bermain tennis. He is playing tennis. Coba kalimat negatif, dia tidak sedang bermain tennis?
student	:	Teacher..teacher..teacher..
Teacher	:	Dia laki-laki tidak sedang bermain tennis. He is not playing tennis. Dia perempuan sedang bermain kasti. Coba adi, dia perempuan sedang bermain kasti
student	:	Teacher..teacher..
Teacher	:	Adit. Dia perempuan sedang bermain kasti. (seorang murid menuliskan kedepan)
student	:	Baseball
Teacher	:	Rani, he is playing baseball, apa itu?dia bermain baola kasti, kalau kalimat negatifnya, dia perempuan tidak bermain kasti. Yang belum, coba lihat, he is not playing baseball
student	:	Teacher..wak bilo teacher
Teacher	:	Betul atau salah? Siapa yang bisa?saya sedang jogging, saya sedang jogging (seseorang maju kedepan) Saya sedang jogging ada yang salah?
student	:	Ndak
Teacher	:	Kalau udah pakai ing, tidak pakai playing kalau ada bermain, baru pakai play, saya sedang jogging. I am jogging. Saya tidak sedang jogging. (seseorang maju kedepan) I am not jogging. Saya tidak sedang jogging. Yang ini sudah?
student	:	Sudah....
Teacher	:	Sudah nak?

student	:	Belum..
Teacher	:	Sudah, kerjakan latihan lagi
student	:	Eee...
Teacher	:	Tidak boleh lihat catatan, ndak bleh lihat buku, lai taranga?
student	:	Lai ndak...
Speakers		Information
Teacher	:	Udah soalnya 5 buahnyo, jika ada kata bermain tulis playing.. Siapa yang bisa menyimpulkan pelajaran kita hari ini? Hari ini kita belajar bentuk olahraga. Ada football, table tennis, apalagi? Swimming, jogging, tolong dirumah kerjakan PRnya. Siapa yang tidak buat PR akan dihukum

TRANSCRIPT OF OBERVATION

Name of school : SDN 07 Supanjang
 Date : 19 januari 2016
 Class : IV

Speakers	Information
Teacher	: Good morning students
Student	: Good morning
Teacher	: How are you this morning?
Student	: I am fine. And you?
Teacher	: I very well thank you for asking very well, who is absen today? Siapa yang absen hari ini?
Student	: Julfa
Teacher	: Kemana dia?
Student	: Ndak tau do miss
Teacher	: Nggak ada kabar ok. Sekarang kita belajar apa?
Student	: Bahasa inggris
Teacher	: Nah, keluarkan buku bahasa inggrisnya. Ada PR?
Student	: Ada...
Teacher	: Siapa yang tidak membuat PR? Reyhan kamu tidak buat PR? Kamu juga? Sekarang yang tidak buat PR hari ini berdiri dibelakang. Yang ini..sudah berapa kali diingatkan? Berapa orang nih? 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16. 16 orang ini dicatat dulu namanya. Juga ada tugas tambahan, seperti biasa kamu dapat hukuman supaya kalian semua jera. Nah yang tidak buat PR tadi, namanya sudh miss catat, yang 16 orang tadi sebelum sekolah, tidak boleh pulang dulu, miss kasih double latihan. PRnya double. Jika kamu tidak buat PR, sama aja boong, sia-sia saja. Disekolah kita hanya belajar 2 jam pelajaran seminggu. Selebihnya dimana? Dirumah, understand?
Student	: Yes...
Teacher	: Sekarang coba lihat miss, amanda, amanda nampak nggak, ada lihat e... Kotak pensil miss nggak?
Student	: Itu..
Teacher	: Itu, good. Itu itu merupakan apa? Ini, itu adalah kata penunjuk. Dalam bahsa inggris kata penunjuk disebut demonstrative. Apa namanya?
Student	: Demonstrative
Teacher	: Kata penunjuk adalah kata yang digunakan untuk menunjukkan sesuatu. Contohnya, amanda kan bilang, amanda nampak kotak pensil miss?itu miss. Itu itulah yang

		disebut kata penunjuk. Selanjutnya ada kata penunjuk selain itu nggak? Ada apa?
Student	:	Ini

Speakers		Information
Teacher	:	Ada dua ya. Ini dan itu, dalam bahasa inggris, itu dan itu kita sebut. Tapi ini ada dua, this satu, these dua. Duanya namanya ini. Diakan artinya ini. This ini juga artinya ini. Tapi penggunaanya bagaimana? kalau this gimana? Namanya siapa nak?
Student	:	Hafidzah
Teacher	:	Hafidzah. This digunakan apa? Untuk menunjukkan kata benda yang jumlahnya satu atau tunggal. Jadi this ini untuk menunjukkan kata benda yang jumlahnya satu atau tunggal. Disini ada teman. Temannya siapa?
Student	:	Is..
Teacher	:	Contohnya kita mau bilang, ini adalah spidol, ini apa bahasa inggrisnya? This is. Dia harus ada teman-temannya is. This is a maker. Ini apa? Gimana kita bilang dalam bahasa inggris? Ini adalah sebuah buku. Raise your hand? Ya raihan. Ini adalah. Ini apa?
Student	:	This is a book
Teacher	:	Ya..this is a book. Nah sekarang, ini apa? Ini adalah kursi. Nabil, bis nggak nabil bilang dalam bahasa inggris, ini adalah sebuah kursi
Student	:	This is a chair
Teacher	:	This is a chair. Ok. Everybody repeat after me, apa artinya repeat after me?
Student	:	Ulangi setelah saya
Teacher	:	Ok. this is a maker
Student	:	This is a maker
Teacher	:	This is a book
Student	:	This is a book
Teacher	:	This is a chair
Student	:	This is a chair
Teacher	:	Very good. Jadi ini digunakan. This is ini apa artinya?
Student	:	Ini..
Teacher	:	Digunakan untuk apa? menunjukkan kata benda yang jumlahnya 1. Nah sekarang, kalau ada this sekarang ada these. Sama-sama ini artinya. Tapi penggunaannya bagaimana? kalau kata benda?
Student	:	Kalau kata benda lebih dari 1
Teacher	:	Very good. Jamak. Jamak itu artinya apa miss? Jamak itu lebih dari 1. Misalnya ada 2. Artinya dia jamak. Nah this is, sekarang

		these kawannya apa?
Student	:	Are
Teacher	:	Pintar. Jadi kawannya tidak sama ya. Mereka berbeda. Nah sekarang miss punya ini apa?ada berapa spidol miss?
Student	:	3
Teacher	:	Miss mau bilang ini adalah spidol, siapa yang bisa? Raise your hand
Student	:	These are

Speakers		Information
Teacher	:	Coba reyhan. Reyhan lagi, ini adalah spidol. Jumlahnya 3, pakai this atau these? Yang dibawahnya these, temannya apa?these are masih pakai a? tidak, tidak pakai a lagi, kenapa? karena dipakai yang jumlahnya 1. Sekarang jumlahnya 3 . Jadi kalau 3 a tidak dipakai lagi,diganti menjadi are. These are markers. Kita pakai S, kenapa pakai S? Karena lebih dari 1. Kalau tunggal katanya pakai a, nah sekarang, miss punya apa ni?
Student	:	Buku
Teacher	:	Ada berapa bukunya?
Student	:	2
Teacher	:	Bagaimana kita mengatakannya dalam bahsa inggris?ini adalah 2 buku.
Student	:	These are 2 books
Teacher	:	2 book?
Student	:	Masih kita pakai a nya?
Teacher	:	2 books. 2 books, jangn lupa S nya dibelakang. Karena lebih dari 1. Ok. Nah kalau pertanyaannya ini adalah 3 buah pena. How we say in english? Bagaimana kita mengatakannya dalam bahasa inggris?ya raise your hand. Siapa yang bisa? Ya khalil, ini apa khalil? Ini apa?
Student	:	These
Teacher	:	Apa temennya?
Student	:	Are
Teacher	:	Pencil. These are there pencils. Pakai S atau tidak?
Student	:	Iya..
Teacher	:	Three pencil. Understand?
Student	:	Yes..
Teacher	:	Ada yang tidak mengerti? Yang tidak mengerti, coba bertanya. Reyhan tidak ngerti nak? Nah, yang pertama kata penunjuk ada this, yang kedua ada these, itu dalam bahasa inggris ada 2 juga. There dan these. That artinya apa?
Student	:	Itu..

Teacher	:	That artinya itu. Those artinya apa?
Student	:	Itu..
Teacher	:	Juga itu. Cuma bedanya, that itu untuk siapa/
Student	:	Benda yang satu
Teacher	:	Nabila..nayla.. Jadi that itu digunakan untuk benda yang 1. That punya kawan nggak?
Student	:	Iya..
Teacher	:	That kawannya is..amanda apa itu?
Student	:	Meja
Teacher	:	Meja. Itu adalah meja. How do we say in english? Gimana kita ngomongnya dalam bahasa inggris?
Student	:	That is a table

Speakers		Information
Teacher	:	Siapa yang bisa memberikan kepada kami, kepada kita semua, apa bedanya ini dengan itu?penggunaan ini dengan itu?what is your name again?
Student	:	Angel
Teacher	:	Angel, gimana penggunaannya? Ini dengan itu?
Student	:	Kalau ini..
Teacher	:	Ya kalau ini...
Student	:	Kalau ini, kita pegang, kalau itu kita tunjuk
Teacher	:	Jadi kalau bendanya kita pegang kita pakai ini, kalau seandainya jauh dari kita, ada jaraknya kita pakai itu. Itu bedanya this dan that. Itu sebuah meja. Sekarang habibullah itu apa?
Student	:	Lemari
Teacher	:	How do say in english? Lemari apa bahsa inggrisnya? Habib dulu coba
Student	:	That is..
Teacher	:	That apa?
Student	:	Cupboard..
Teacher	:	This temannya siapa? Is, this is a cupboard
Student	:	This is a cupboard
Teacher	:	Coba kita lihat those. Those punya kawan nggak?
Student	:	Ada...
Teacher	:	Siapa?
Student	:	Are
Teacher	:	Good, are nah sekarang, nah kalo jumlah kita pakai yang ini, those digunakan yang artinya jamak
Student	:	Jamaah
Teacher	:	Jamak, kan jamaah banyak. Kita
Student	:	What?

Teacher	:	Sekarang siapa yang bisa contohnya itu siapa sis. Itu adalah siswa-siswa. Itu adalah those, siswa apa? Students. Jangan ditulis student. Studentsnya ..understand?
Student	:	Iya..
Teacher	:	After me. this
Student	:	This
Teacher	:	This
Student	:	This
Teacher	:	These
Student	:	These
Teacher	:	That
Student	:	That
Teacher	:	Those
Student	:	Those
Teacher	:	This is a maker
Speakers		Information
Student	:	This is a maker
Teacher	:	This is a book
Student	:	This is a book
Teacher	:	This is a chair
Student	:	This is a chair
Teacher	:	These are a markers
Student	:	These are a markers
Teacher	:	These are two books
Student	:	These are two books
Teacher	:	These are two pencils
Student	:	These are two pencils
Teacher	:	That is a table
Student	:	That is a table
Teacher	:	That is a cupboard
Student	:	That is a cupboard
Teacher	:	Cupboard
Student	:	Cupboard
Teacher	:	Those are folwers
Student	:	Those are folwers
Teacher	:	Those are friends
Student	:	Those are friends
Teacher	:	Those are students
Student	:	Those are students
Teacher	:	Understands?
Student	:	Yes
Teacher	:	Ada yang tidak mengerti?
Student	:	Tidak...

Teacher	:	Sekarang buka bukunya halaman 67
Student	:	What is that?
Teacher	:	Disana, sekarang ada yang bertanya, bagaimana mengatakan dalam bahasa inggris? Apa ini, apa itu? Nah, untuk menanyakan, kalau menanyakan apa in? bahasa inggrisnya adalah what is this? Kalau itu kalimatnya menggunakan this, kalau menggunakan these bagaimana, what are these? Nah kakau apa itu bagaimana? Apa itu? What is that? kalau untuk these bagaimana? What are those. Nah sekarang baca bersama. Repeat after me. Apa arti repeat after me?
Student	:	Ulangi setelah saya
Teacher	:	Nah, what is that?
Student	:	what is that?
Teacher	:	That is a book
Student	:	That is a book
Teacher	:	Keliatan dibuku jauh dari dia. Kalau bukunya jauh dari dia kita gunakan?
Speakers		Information
Student	:	That...
Teacher	:	What is this tini?
Student	:	What is this tini?
Teacher	:	This is a ruller
Student	:	This is a ruller
Teacher	:	This is a ruller
Student	:	This is a ruller
Teacher	:	What is this tini? Apa?
Student	:	What is this tini?
Teacher	:	It is a clock, miss
Student	:	It is a clock, miss
Teacher	:	Apa artinya It is a clock miss? Itu adalah jam miss..
Student	:	Adalah jam miss
Teacher	:	Ok, this is a painting
Student	:	this is a painting
Teacher	:	Apa artinya? Ini adalah lukisan. Sekarang grup ini bertanya saja. Grup B akan menjawab saja.
Grup A	:	What is that?
Grup B	:	That is a book
Grup A	:	What is this tini?
Grup B	:	It is a ruller
Grup A	:	What is that?
Grup B	:	That is a painting
Grup A	:	
Grup B	:	That is a painting

Teacher	:	Ok, what are these?
Student	:	what are these?
Teacher	:	These are chair
Student	:	These are chair
Teacher	:	What are those?
Student	:	Those are chair
Teacher	:	What are those?
Student	:	Those are chair
Teacher	:	Sekarang miss ingin mencari 2 orang, siapa yang bisa bacakan, yang laki-laki rafi. Siapa yang mau bertanya? Nafi bertanya, rafi menjawab
Nafi	:	What are that?
Rafi	:	They are chair
Nafi	:	What are those?
Rafi	:	Those are chairs
Nafi	:	What are those?
Rafi	:	Those are chalk
Teacher	:	Siapa lagi 2 orang?
Speakers		Information
Ahmad	:	What is that?
Kefi	:	is that is a clock
Teacher	:	Coba lihat halaman 69. Disana ada beberapa gambar yang ada gambarnya. Kalau yang ada tangannya berarti ini. Jika dia berjarak, dia itu. Sekarang what is your task? Apa tugas kita? Apa tugas kalau pertama no.1. Apa itu?bagaimana kita menanyakannya?

Kemudian siswa membuat tugas sekitar 10 menit, kemudian memeriksa tugas yang sudah selesai..

Speakers		Information
Teacher	:	Yang tidak buat tugas tadi, ada tugas tambahan, yaitu vocabbulary. Kosa kata. Yang tuga ini belum selesai jadikan PR, siapa yang mau pulang, siapa yang bisa menyimpulkan apa artinya ini?
Student	:	This..
Teacher	:	Ini adalah spidol, apa bahasa inggrisnya reyhan?
Student	:	This is a marker
Teacher	:	Ok. Siapkan

TRANSCRIPT OF OBSERVATION

Name of school :SDN 07 Supanjang
 Date :21 januari 2016
 Class :III

Speakers		Information
Teacher	:	How are you this morning?
Student	:	I am fine, and you?
Teacher	:	Very well thank you for asking me. Who is absen today? Siapa yang absen hari ini? Tidak ada yang absen, semua lengkap? Kelas V kemarin kita belajar apa? Kita udah ada kosa kata apa saja? Satu orang raise your hand. Ya raya
Student	:	Thin..
Teacher	:	Ya thin, apa artinya?
Student	:	Kurus
Teacher	:	Kurus, apa lagi?
Student	:	Fat..
Teacher	:	Apa artinya?
Student	:	Gemuk
Teacher	:	Apa lagi?
Student	:	Tall..
Teacher	:	Kalau short, apa?
Student	:	Pendek
Teacher	:	Ya bagus, apa lagi? Pretty ini apa? Selain pretty ini apa?
Student	:	Beautiful
Teacher	:	Beautiful, kalau perempuan beautiful, kalau laki-laki?
Student	:	Handsome..
Teacher	:	Small apa artinya?
Student	:	Kecil..
Teacher	:	Kalau ini apa artinya tall?
Student	:	Tinggi. Young?
Teacher	:	Nah young muda,,
Student	:	Tua..
Teacher	:	Nah sekarang miss mau nanya. Lesung pipit. Dia punya tahi lalat, ada yang tahu?
Student	:	Mole..
Teacher	:	Bagus, tahi lalat apa bahasa inggrisnya?
Student	:	Mole,,
Teacher	:	Mole, kalau jerawat, siapa yang tahu jerawat disini? A... Fauzan punya jerawat. Iya jerawat, bahsa inggrisnya acne. Ini kitap elajri minggu lalu, sudah hafal semua?
Student	:	Sudah..
Teacher	:	Sudah ya.. Nanti miss cek ya udah hafal atau belum, siapa

		yang belum hafal?
Student	:	Kurang hafal miss...
Teacher	:	Kurang hafal, nanti kita lancarkan hari ini. Every body after me. Thin
Student	:	Thin
Teacher	:	Fat
Student	:	Fat
Teacher	:	Short
Student	:	Short
Teacher	:	Pretty
Student	:	Pretty
Teacher	:	Beautiful
Student	:	Beautiful
Teacher	:	Beautiful
Student	:	Beautiful
Teacher	:	Handsome
Student	:	Handsome
Teacher	:	Small
Student	:	Small
Teacher	:	Tall
Student	:	Tall
Teacher	:	Young
Student	:	Young
Teacher	:	Old
Student	:	Old
Teacher	:	Mole
Student	:	Mole
Teacher	:	Acne
Student	:	Acne
Teacher	:	Sekarang semuanya akan kita lancarkan ya, yang sudah lancar bagus, karena apa?karena ini berguna untuk mendeskripsikan seseorang. Namanya describing people. Apa itu describing people?
Student	:	Mendeskripsikan orang
Teacher	:	Ya, Mendeskripsikan orang lain, atau bahasa singkatnya, bahasanay ini, menjelaskan seseorang. Menjelaskan tentang seseorang kemarin febby kedepan, kita mendeskripsikan tentang febby, contohnya kemarin, febby itu tinggi apa pendek?
Student	:	Pendek
Teacher	:	Febby
Student	:	Smekot..ha..
Teacher	:	Febby pendek. Ini contohnya ya. Atau dalam bahasa kita

		pakai..
Student	:	Febby is..short..
Teacher	:	Febby is short. Jadi kita butuh apa?
Student	:	Is

Speakers		Information
Teacher	:	Is di depan. Ini kalau febby misalnya siswi-siswi kelas 5, siswi-siswi kelas 5 cantik, kelas 5 ada berapa orang?
Student	:	18..
Teacher	:	18 kan rame lebih dari 1. Banyak. Nah disini kita bikin apa? The students. Pake S. Karena dia banyak ya. Jangan bikin the student. Nggak sama dengan bahasa indonesia. Tapi kita pakai "S" dibelakangnya karena itu adalah jamak the students of grade V. Lima apa?
Student	:	Are
Teacher	:	Kita pakai are karena dia apa?
Student	:	Jamak..
Teacher	:	Cantik pakai apa tadi?
Student	:	Beautiful. Pretty
Teacher	:	Ya boleh pretty, boleh beautiful. Nah kalau siswinya cantik, siswanya bagaimana?
Student	:	Ganteng...
Teacher	:	siswa-siswa kelas 5 ganteng, siswa-siswa kelas 5 apa?
Student	:	the students of grade V
Teacher	:	the students of grade V are
Student	:	Are beautiful
Teacher	:	Beautiful?
Student	:	Handsome
Teacher	:	Handsome, kalau siswanya ganteng siswinya pasti..ca
Student	:	Cantik...
Teacher	:	Kalau yang cantik itu miss. Saya cantik..Saya cantik
Student	:	I am beautiful
Teacher	:	I am beautiful.. Pintar I am beautiful, jadi kita dapat ambilmkesimpulannya bahwa kalau subjeknya. Subjeknya itu siapa? Orang.. Subjeknya kalau orang tunggal misalnya. She, he, itu, kalau dia tunggal. Makanya disini yang kita pakai adalah is. Nah, yang tunggal itu apakah she he it saja? Boleh nama orang, contohnya miss fitri, atau fauzan, yang penting dia sendiri. Kalau dia sendiri, berarti dia tunggal, kalau dia tunggal kita pakai?
Student	:	Is..
Teacher	:	Nah disini adjective atau kata sifatnya, apa itu adjective?

Student	:	Kata sifat..
Teacher	:	Kata sifat itu apa? Tu dia yang bikin tadi. Kata sifatnya terserah. Mau beautifulnya disini, mau ganteng, atau handsome, atau short, boleh. Contohnya she is beautiful. He is handsome. Miss Fitri is Fitri. Fauzan is handsome. Ini dia kalau tunggal. Kalau misalnya subjeknya saya. Kalau saya ini khususnya sendiri. Kalau saya I am. Jadi saya orang spesial kalau I tobe nya am, contohnya, saya tinggi. I am tall
Speakers		Information
Student	:	I am tall
Teacher	:	Saya pendek
Student	:	I am short
Teacher	:	Saya muda
Student	:	I am young
Teacher	:	Young. Saya tua?
Student	:	I am old
Teacher	:	Jadi disini sudah bisa semuanya ya..
Student	:	Belum..
Student	:	Miss, kenapa I tu pakai am?
Teacher	:	kenapa I tu pakai am? Kalau am ini khusus untuk I saja. Sudah memang ketentuannya. Tobe itu kan ada 3. Is ada am ada are. Khusus am ini hanya I saja yang pakai. Am itu hanya untuk I saja, understand Fauzan?
Student	:	Yes..
Teacher	:	Jadi dia punya miliknya sendiri. Am ini hanya untuk I saja. Kalau are ini, khusus untuk yang jamak. Yang mana saja yang jamak itu? contohnya you. Apa artinya you?
Student	:	Kamu...
Teacher	:	We apa artinya?
Student	:	Kami..
Teacher	:	Kami, kalau you kamu, we kami, apalagi the, they atau nama orang, dia lebih dari satu orang. Kalau ini miss Fitri yaitu orang. Kalau disini ada Ani dan Ana. Ada berdua. Kalau berdua kita pakai apa?
Student	:	Are
Teacher	:	Contohnya, misalnya thin, ada fat, misalnya subjeknya you, pakai are, you are thin, we are fat, they are fat, Ani and Ana are thin. Apa artinya Ani and Ana thin?
Student	:	Ani dan Ana kurus..
Teacher	:	Very good. Ani dan Ana kurus. Understand?
Student	:	Yes...
Teacher	:	Jadi, nggak ada yang bikin kayak gini ya... Misalnya saya cantik, I beautiful. Berarti yang seperti ini sa..

Student	:	Salah...
Teacher	:	Jadi kalimat kita belum complete. Apanya yang kurang?
Student	:	Tobe..
Teacher	:	Febby gagah?
Student	:	Febby is handsome
Teacher	:	Jadi jangan, di bahasa indonesia ada 2 ajakkan, febby pendek, febby short, jadi febby is short. Terus ada tobe nya. Understand?
Student	:	Yes
Speakers		Information
Teacher	:	Ok. Good. Jika mau mengerti miss mau lihat. Weather you are understand or not. Coba bukunya dibuka halaman...oke halaman 72 coba buka. Ceklis benar atau salahnya ya.. Ya sudah bukunya halaman 72
Student	:	Sudah..
Teacher	:	Periksa PR nya. She young siapa yang benar?yang salah siapa?no.3 they,, are,, prety, mereka cantik. No. 4.. w...
Student	:	We are fat
Teacher	:	Apa artinya?
Student	:	Kami gendut..
Teacher		Jadi kami gemul. Fat itu adalah gemuk. No. 5
Student	:	He is ugly
Teacher	:	He is ugly apa artinya? He is ugly, he apa artinya? Kemudian diselesaikan PR nya Sekarang miss memberikan PR halaman 76

kemudian guru memberikan tugas individu. Tentang describing people, yang menjadi contoh adalah teman 1 deret kelompok. Menjelaskan tentang teman satu kelompoknya).

Speakers		Information
Teacher	:	Sekarang...

TRANSCRIPT OF OBSERVATION

Name of school :SDN 27 Cubadak
 Date :14 Januari 2016
 Time :09.23

Speakers		Information
Teacher	:	How are you?
Student	:	I am fine thank you, and you?
Teacher	:	I am fine thank you. Ok, minggu lalu kita udah belajar. Present continous tense nak
Student	:	Yo...
Teacher	:	Present continous tense itu apa?
Student	:	Waktu yang berlangsung
Teacher	:	Dia pakai verb apa?
Student	:	V1, V3
Teacher	:	Bilo lo miss maajaan kalian V3?
Student	:	Emang V3
Teacher	:	Itu yang telah berlalu itu. V..
Student	:	Ing..
Teacher	:	Jadi, V ing?
Student	:	V ing..
Teacher	:	V ing..
Student	:	Iyo..
Teacher	:	Make jadi?
Student	:	Making..
Teacher	:	Making. Cook
Student	:	Cooking
Teacher	:	Borrow?
Student	:	borrowing..
Teacher	:	Kita belajar materi baru lagi
Student	:	Miss.. Where is the post office?
Teacher	:	Oke, where is the post office. Where apa artinya?kata tanya di?
Student	:	Dimana?
Teacher	:	Oke, jadi ini dimana post office. Jadi menanyakan lokasi-lokasi. Bukan lokasi, cuman arah-arahnya. Misalnya disediakan sebuah denah, ditunjukkan satu arah, ada seseorang meminta petunjuk kedepan, kita sebuah denah, misalnya disini denah lokasi rumah kalianlah misalnya. Disini rumah si irfan. Disini rumah si efi. Disiko labuah
Student	:	labuah..
Teacher	:	Disiko simpang aa.dirumah dio, rumah batingkek, rumah fira

Student	:	Adit..
Speakers		Information
Student	:	STAIN diateh..
Teacher	:	Kalau ada orang bertanya, where is the field?
Student	:	Dibelakang sekolah..
Teacher	:	Kamu harus tahu sebelumnya dimana apa sebelah kanan, sebelah kiri, belok kanan, sebelah utara, dan arah mata angin harus tahu nanti. Nah bakal kita pelajari yaitu topik yang ini. Cuma sebelum masuk ini, kita harus pahami dulu oh contohnya. Tempat-tempat umum, lokasi-lokasinya, nanti ditanyanya, where is the field? yang field ini aja kita nggak tahu. Gimana kita cara menjawab pertanyaan orang kan? Jadi kamu harus tahu dulu tempat-tempat, nama-nama tersebut. Di kelas berapa miss pernah ajarkan dulu?
Student	:	forget..
Teacher	:	Public place
Student	:	Post office, hospital
Teacher	:	Ada hospital
Student	:	Library, school, mesjid (kemudian beberapa orang murid menuliskan kosa kata berkaitan public place)
Teacher	:	Oke kita baca, hospital
Student	:	Hospital
Teacher	:	Market
Student	:	Market
Teacher	:	Zoo
Student	:	Zoo
Teacher	:	Airport
Student	:	Airport
Teacher	:	Restaurant
Student	:	Restaurant
Teacher	:	Library
Student	:	Library
Teacher	:	Mosque
Student	:	Mosque
Teacher	:	Library
Student	:	Library
Teacher	:	Church
Student	:	Church
Teacher	:	Cafe
Student	:	Cafe
Teacher	:	Bus station
Student	:	Bus station, Swimming pool, harbour, park,

Teacher	:	Museum, cinema, hotel police office, railway station
Student	:	Museum, cinema, hotel police office, railway station
Speakers		Information
Teacher	:	Artinya lagi?
Student	:	Rumah sakit, pasar
Teacher	:	Gantian-gantian..
Student	:	Kebun binatang, bandara, stadion, restaurant,
Teacher	:	Selain restaurant
Student	:	Rumah makan, pustaka, mesjid, gereja, cafe, terminal bus,o... Tempat berenang. Kolam berenang
Teacher	:	Kolam berenang
Student	:	Pelabuhan
Teacher	:	Pelabuhan apa?
Student	:	Pelabuhan kapal, park
Teacher	:	Ya apa park?
Student	:	Taman, museum, bioskop!
Teacher	:	Sekarang arah-arahnya lagi, (menulis) Kalau dia belok-belok bikin turn, turn right, belok kiri?
Student	:	Turn left..
Teacher	:	Turn left. Kalau lurus?
Student	:	Go straight
Teacher	:	Go straight. Dimana letak lapangan? Lapangan terletak di seberang rumah anen, ado urang batanyo ka awak, dimanaSD 29 Cubadak? Baa caronyo?
Student	:	Simpang 3 belok kanan
Teacher	:	Simpang 3 belok kanan paniang urangnyo. Itu simpang 3 lo tu ha..
Student	:	(meribut) buek miss?
Teacher	:	Iyo..
Student	:	Yang itu iyo miss?
Teacher	:	Indak, indak pas latihan

Kemudian murid membuat catatan, sekitar 10 menit.

Speakers		Information
Teacher	:	Finish?
Student	:	Yes.. Itu dibuat miss?
Teacher	:	Nggak jangan dibuat. Eee.. Perhatikan ke depan, ini ada sebuah denah. Ini sebuah kota, di kota antah barantah, rendi sit down. Kalau pertanyaannya seperti ini, when I can find the museum from the hospital? Dimana saya bisa menemukan museum dari rumah sakit? Jadi orang yang bertanya itu dari rumah sakit. Dimana hospital? Disini dima

		museumnya? Tugas kamu menemukan bagaimana caranya dia bisa sampai ke museum tersebut?
Student	:	Kalau ke kiri bisa, lurus bisa..
Speakers		Information
Teacher	:	Go straight, misalnya hospital disini, kama wak dulu? Luruih, belok kanan atau belok kiri?
Student	:	luruih..
Teacher	:	Go straight. Belok kiri, belok kiri apa?
Student	:	Turn left..
Teacher	:	Pakai kata hubung lu. Lalu kemudian then. Nah sekarang buat latihannya

Kemudian students membuat latihan sekitar 15 menit dan dikumpul

Speakers		Information
Teacher	:	Oke, nah minggu depan kita masih lanjut topik ini, tentang mata angin, utara selatan, sekarang kita cukupkan dulu. Sebelah kanan apa?
Student	:	Right side..
Teacher	:	Belok kanan?
Student	:	Turn right
Teacher	:	Sebelah kiri?
Student	:	Turn left..
Teacher	:	Lurus
Student	:	Go straight
Teacher	:	Ok sekarang boleh keluar main..

TRANSCRIPT OF OBERVATION

Name of school :SDN 29 Cubadak
 Date :18 Januari 2016
 Class : IV

Speakers		Information
Teacher	:	Good morning
Student	:	Good morning miss..
Teacher	:	How are you?
Student	:	I am fine, thank you and you?
Teacher	:	I am fine, thank you belajar apa kita kemarin?
Student	:	Tadi ma ke 2, ke 3, ke 4, ke 5
Teacher	:	Apa namanya tu?
Student	:	number..
Teacher	:	Ya number. Kata lain number one two three four
Student	:	Ordinary..
Teacher	:	Bilangan setingkat. Sekarang kita belajar kata tunjuk, kata tunjuk dekat dan kata tunjuk jauh. Kata tunjuk dekat itu kedalam bahasa indonesia apa namanya? This is a book
Student	:	Ini buku
Teacher	:	That is a book. Kalau ini buku. Kalau jauh?
Student	:	Itu..
Teacher	:	Jadi kata tunjuk itu ada 2, kata tunjuk dekat dan kata tunjuk jauh. Kalau dekat yaitu wak pacik ko ha, kalau ndak ado urang pacik buku itu buku. Ndak mungkin do nak? Jadi dia dekat. Kalau pegang dia, maka diingat ini. Tapi kalau dia jauh , walaupun dia dakek tapi ndak nempel do, itu. Kalau dalam bahasa indonesia cuma 2 itu. Nanti kalau dalam bahasa inggris dibagi pula 2 tu menjadi 2 lagi. Ini itu nah ini ko ado 2. This satu these itu. Kalau itu, that, those. Jadi this sama those ini sama ini, that sama those sama-sama itu. Yang membedakan adalah kalau this is a book. These are a books. Apa bedanya? Jadi kapan kita pakai this, kapan kita pakai these? This bendanya satu
Student	:	satu..
Teacher	:	Satu atau tunggal?
Student	:	satu..
Teacher	:	Nah these bedanya?
Student	:	Dua
Teacher	:	Banyak ya jamak, juga begitu dengan that, these
Student	:	Table. Itu adalah meja. Itu adalah sebuah that are
Teacher	:	Dia cuma satu
Student	:	That is
Teacher	:	That is a. Ini sebuah apel

Student	:	That is a apple
Speakers		Information
Teacher	:	Ini caliak ininya dulu, jadi iko yang wak pakai nak. Jadi, that is handpone. Misalno apel ado 4, nan tigo ndak nampak do.. Ini adalah hp nyo ko ha, apo bahsa inggrisnyo?
Student	:	That is a handpone
Teacher	:	That is a handpones, that yang in?
Student	:	iyo..
Teacher	:	Ini adalah hp. Angkat tangan siapa yang bisa jawab. agil.
Student	:	That is...
Teacher	:	Agil... Banyak na agil
Student	:	That is are
Teacher	:	Ndak buliah pakai are lai do..sebuah tu pakai is..
Student	:	That are handpone
Teacher	:	Nomor dua apa gitu. Angkat tangan. Raise your hand. Angkat tangan dulu baru disebut.
Student	:	That is..
Teacher	:	Agil aja bisa tadi tu, angkat tangan
Student	:	that..
Teacher	:	A bagus apalagi
Student	:	Are
Teacher	:	Kenapa are?
Student	:	Karena banyak harimau tu apo tu miss?
Teacher	:	That are tiger. Ok silahkan dicatat

Kemudian siswa mencatat apa yang ditulis oleh gurunya, dan kemudian memberikan latihan

Speakers		Information
Teacher	:	Ok kita sambung minggu depan, silahkan disiapkan.
Student	:	Ok siap grak, alhamdulillah..... aamiin

TRANSCRIPT OF OBERVATION

Name of school :SDN 31 Balai labuah bawah
 Date :13 Januari 2016
 Class : III
 Time :10.00

Speakers		Information
Teacher	:	Bisa dimulai
Student	:	bisa..
Teacher	:	Sebelum kita lanjutkan masih ingat terakhir kita belajar tentang apa?
Student	:	sayur..
Teacher	:	Ok ada yang namanya vaetable, apa?
Student	:	Vaetable
Teacher	:	Vaetable, masih ingat jenis-jenis sayuran yang kamu ketahui?
Student	:	Bayam, jagung, brokoli, cabe tomat, kacang
Teacher	:	Zikri kembang kol apa artinya?
Student	:	Kembang kol a yo? Cauli flower
Teacher	:	Cauli flower. Ok kentang apa bahsa inggrisnya?
Student	:	potato..
Teacher	:	Potato, dengar semuanya
Student	:	Potato..
Teacher	:	Apa yang tau lagi? Lobak
Student	:	Brokoli
Teacher	:	Apa itu brokoli
Student	:	kol..
Teacher	:	Apalgi
Student	:	long bean
Teacher	:	Apa itu longban?
Student	:	Kacang panjang
Teacher	:	Tomato
Student	:	Bean
Teacher	:	Apa?
Student	:	Onion, cabbage apo tu pak?
Teacher	:	Pumkin
Student	:	Spinach
Teacher	:	Ada lagi wortel carrot
Student	:	Carrot
Teacher	:	Bayam
Student	:	Spinach
Teacher	:	Ok, baik kita dari awal

Student	:	Cauli flower
Speakers		Information
Teacher	:	Good, number 2
Student	:	Potato
Teacher	:	Apa?
Student	:	Potato
Teacher	:	Ok, next no 3
Student	:	Brocoli
Teacher	:	Brocoli
Student	:	Brocoli
Teacher	:	Number 4
Student	:	Number 4. Corn
Teacher	:	Corn, semuanya corn
Student	:	Corn

Kemudian guru dengan murid membacakan kata-kata

cauli flower	corn	bean	pumkin
spinach			
potato	tomato	onion	egg plant
brocoli	garlic	cabbage	carrot

Speakers		Information
Teacher	:	Kita sudah belajar fruits
Student	:	Jeruk pak
Teacher	:	Merah ada yang hijau
Student	:	Apple
Teacher	:	Semuanya apple
Student	:	Apple
Teacher	:	Kemudian, buahnya kuning, rasanya manis panjang
Student	:	Pisang
Teacher	:	Pisang coba semuanya, banana
Student	:	Banana
Teacher	:	Banana
Student	:	Banana
Teacher	:	Apple
Student	:	Apple
Teacher	:	Buahnya hijau
Student	:	Manggo
Teacher	:	Ini buahnya berambut tapi bukan manusia
Student	:	Rambutan
Teacher	:	Rambutan tetap rambutan ok, buah

Kemudian guru bersama murid-murid mencari nama buah-buahan dan membacanya bersama-sama

Apple	durian	grape
Banana	melon	strawberry
Manggo	watermelon	orange
Rambutan	avocado	pinapple

Speakers		Information
Teacher	:	Dah dapat semua? Ok duduknya, jeruk?
Student	:	Orange..
Teacher	:	Baik, kemarin kita bilang saya suka?
Student	:	I like
Teacher	:	Ok. I like, kalau kita tidak suka?
Student	:	I don't like, kalau kita tidak suka?
Teacher	:	I don't like
Student	:	Kalau sayur yang kita suka. What vegetable do you like?

Semuanya membuat latihan berdasarkan suka dan tidak suka dari vegetable dan fruits. Kemudian guru menanyakan apa saja yang suka dan tidak suka vegetable dan fruits. Ini berlangsung 20 menit.

Speakers		Information
Teacher	:	Revan doesn't manggo

Kemudian setelah membuat latihan dan membahas apa yang telah dibuat oleh siswa. Mengoreksi pekerjaan-pekerjaan siswa.

Appendix 4. Data Reduction

Name of school : SDN 01 Balai Batu

Class : III B

No	Speaker		Information	Indicators
Teacher 01.	Teacher	:	Assalamualaikum	Open lesson with the appropriate method
	Students	:	Waalaikumsalam Wr. Wb	
	Teacher	:	Good morning	
	Students	:	Good morning teacher	
	Teacher	:	How are you?	
	Students	:	I am fine	
	Teacher	:	Nice to meet you	
	Students	:	Haa??	
	Teacher	:	Nice to meete you too jawabnya. Nice to meete you too. Nah, yang lain. Nice to meete you.	
	Students	:	(confused) niceee	
	Teacher	:	Oke, ikuti mister, nice to meet	
	Students	:	Nice to meet	
	Teacher	:	Nice to meet you too	
	Students	:	Nice to meet you too.	
	Teacher	:	Oke, nice to meet you, ok. This is the second meeting for us, ini pertemuan kita yang kedua. Dann last week. Minggu lalu, we have introduce each other. Kita udah berkenalan satu sama lain. Kita da permainann waktu itu. You versus me. IIIB melawan mister. Dimenangkan oleh mister. Tapi nggak apa-apa. Masih ingat beberpa nam meskipun lupa lagi. Maish ingat yang aulion, fauna. Yang fauna. Ada steven, ada reva, hawa, mister coba hapal. (kemudian teacher memberikan learning kontrak kepada siswa. Dalam materi pertama kita, mister ada gambar, pertanyaannya dalam pikiran kamu, apa bagaimnana	Using Instructional Media, Lab equipment and materials that have

			gambar itu. Gambar no. 1 gimana gmabrnya. Terserah.	been determine.
	Students	:	Kecil	
No	Speaker		Information	Indicators
	Teacher	:	Kecil? Dia ada dua gambar. Kecil satu lagi?	
	Students	:	Kecil besar.	
	Teacher	:	Oohh kecil besar. Kalo bahasa awaknya godang ketek. godang ciek, kenek ciek. Gambar nomor dua?	
	Students	:	Panjang, pendek.	
	Teacher	:	Panjang ciek, pendek ciek apo bedanya jo nomor 3	
	Students	:	Tinggi pendek,	
	Teacher	:	Nomor dua katanya panjang ciek pendek ciek. Apa bedanya nomor dua jo nomor tigo? Katonya panjang pnedek, nomor dua panjang pendek kayak gini?	
	Students	:	Tinggi	
	Teacher	:	Tinggi ciek, rendah, panjang nomor satu kecil. Nomor dua tinggi rendah, nomor tiga tinggi pendek. Siapa yang bisa menyebutkan dalam bahasa inggris?	Using learning resources selected
	Students	:	Big. Bigger	
	Teacher	:	Big bigger? Kurang tepat. Very good. Big betul tapi bukan bigger. Siapa yang belum silahkan. Big smaal nomor dua? Lupa ? tidak apa-apa. Silahkan	Interact with students with students with using communicative language.
	Students	:	Big small	
	Teacher	:	Oke nomor dua?	
	Students	:	Short???	
	Teacher	:	Short apalagi?	
	Students	:	Long?	
	Teacher	:	Ikuti bersama-sama big	
	Students	:	Big	
	Teacher	:	Small	

	Students	:	Small	
	Teacher	:	Tall	
	Students	:	Tall	
No	Speaker		Information	Indicators
	Teacher	:	Short	
	Students	:	Short	
	Teacher	:	Long	
	Students	:	Long	
	Teacher	:	Short	
	Students	:	Short	
	Teacher	:	Lagi. Big	
	Students	:	Big	
	Teacher	:	Small	
	Students	:	Small	
	Teacher	:	Tall	
	Students	:	Tall	
	Teacher	:	Short	
	Students	:	Short	
	Teacher	:	Long	
	Students	:	Long	
	Teacher	:	Short	
	Students	:	Short	
	Teacher	:	Oke semua berdiri. Big	
	Students	:	Big	
	Teacher	:	Small	
	Students	:	Small	
	Teacher	:	Tall	
	Students	:	Tall	
	Teacher	:	Short	
	Students	:	Short	
	Teacher	:	Long	
	Students	:	Long	
	Teacher	:	Short	
	Students	:	Short	
	Teacher	:	Sekarang mister Tanya, besar apa?	
	Students	:	Big	
	Teacher	:	Kecil apa?	
	Students	:	Small	
	Teacher	:	Tinggi apa?	
	Students	:	Tall	
	Teacher	:	Pendek	
	Students	:	Short	

	Teacher	:	Pendek?	
	Students	:	Short	
No	Speaker		Information	Indicators
	Teacher	:	Siapa yang bisa mendeskripsikan kedepan? Siapa yang bisa/ 5.. 4.. 3.. 2... 1.. jangan takut. Zaky. Siapa? Astaqfirullah.. oke.. peragakan apa yang mister tujuk ya..	Motivate students with by using positive way
	Students	:	Tall	
	Teacher	:	Tall gimana tall siapa yang betul?	
	Students	:	Steven	
	Teacher	:	Keluarkan catatannya. Kita PR. Siapa yang tidak buat PR, kita denda. Ada Tanya? Cumin satu orang yang dapat bintang. Steven yang dapat hadiah. Ada Tanya? Nggak ada. Mister cukupkan hari ini, Asslamualaikum Wr. Wb	Provide questions and feedback.

Name of school :SDN 05 Kampung Baru
 Date :22 januari 2016
 Class :II

No	Speaker	Information	Indicator
02	Teacher	: Assalamu'Alaikum	Open lesson with appropriate method
	Student	: Waalaikumsalam Wr.Wb	
	Teacher	: Udah. Good Morning Class	
	Student	: Good Morning Teacher	
	Teacher	: Udah. Minggu Kemarin Kita Belajar Apa?	
	Student	: Alat Music	
	Teacher	: Siapa Yang Masih Ingat?	
	Student	: Alat-Alat Music	
	Teacher	: Alat-Alat Music. Ok Siapa Yang Masih Ingat, Apa-Apa Alat Musicnya?Yang Pertama?	
	Student	: Piano..	
	Teacher	: Piano. Terus Yang Kedua?	
	Student	: Gitar. Drum	
	Teacher	: Gitar..Drum.. Hei Satu-Satu Ngomong.	
	Student	: Gitar	
	Teacher	: Kemudian Apa Lagi?	
	Student	: Piano..	
	Teacher	: Olahraga, Siapa Yang Masih Apa Saja Olahraga?	
	Student	: Bola, Volly Ball	
	Teacher	: Volly Ball, Basket Ball, Apalagi Bola Basket, Ada Yang Punya Buku Ini Buka Halaman 63, 63..Duduk..Coba Lihat Gambar Yang Pertama. Siapa Yang Tahu Gambar Ini?	Using learning resources selected
	Student	: Kursi	
	Teacher	: Gambar Kur..Kursi. Berarti Gambar Pertama, Gambar Kursi. Dan Yang Kedua?	
	Student	: Gambar Pohon	
	Teacher	: Apa?	
	Student	: Gambar Pohon	
	Teacher	: Yang Kedua Ada Rumah, Kemudian Ada Rumah Jadi..	
	Student	: Rumah Pohon	
	Teacher	: Ya Rumah Pohon. Yang Ke-3?	
	Student	: Gambar Tangga	

No	Speaker	Information	Indicators
	Teacher	: Apa Itu Gambar Tangga..Tangga..Kalo Bahaso Awak Apo Tangga Tu?	
	Student	: Janjang	
	Teacher	: Janjang	
	Student	: Catat Cher..	
	Teacher	: Iya Yang Pertama Tadi Gambar..Pertama Apa Itu?Apa Gambar Pertama?	
	Student	: Kursi	
	Teacher	: Ya Kursi Panjang Ya..	
	Student	: Catat Cher	
	Teacher	: Ya Yang Kedua Apa Tadi? Yang Kedua Gambar Apa Tadi Nak?	
	Student	: Rumah Pohon	
	Teacher	: Rumah Pohon. Yang Ketiga Gambar Apa Tadi?Gambar Tangga	
	Student	: Tangga	
	Teacher	: Yang Ketiga Ledder. Apa Itu? Tang..Ga..Mada Awak Nak? Gambar Yang Keempat, Coba Lihat Nak. Coba Dilihat, Ada Anak Perempuan, Dimana Posisinya?	Interact with students using communicative language
	Student	: Dibawah	
	Teacher	: Dibawah Atau Diatas?	
	Student	: Dibawah	
	Teacher	: Di?	
	Student	: Bawah	
	Teacher	: Gambar Kelima Coba Lihat Gambar Anak Laki-Laki. Diatas Kursi Atau Dibawah Kursi?	
	Student	: Oh..	
	Teacher	: Diatas Atau Dibawah?	
	Student	: Diatas..	
	Teacher	: Jadi On Ini Artinya Diatas. Kalau Under Itu Dibawah. Kalau Diatas? On Kalo Under?	
	Student	: Dibawah..	
	Teacher	: Coba Lihat Anak Laki-Laki Dia Dibelakang Pohon atau Didepan Pohon?	
	Student	: Dibelakang	

No	Speaker	Information	Indicator
	Teacher	: Jadi Dia Dibelakang Pohon. Behind. : Coba Lihat Gambar Selanjutnya. Ada Anak Laki-Laki, Didalam Rumah Atau Diluar Rumah?	
	Student	: Didalam	
	Teacher	: Jadi Didalam, Didalam Dalam Bahasa Inggris Apa?	
	Student	: In..	
	Teacher	: In..(Menulis Kosa Kata) Udah Disalin? Udah Nak?	
	Student	: Belum..	
	Teacher	: Udah Nak?	
	Student	: Belom..	
	Teacher	: Udah.. Coba Lihat Ke Papan Tulis. Udah Coba Ulangi..Than 1.2.3. Van	
	Student	: Van	
	Teacher	: Van	
	Student	: Van	
	Teacher	: Coba Fachri	
	Fackhri	: Van (Yang Lain Tertawa)	
	Teacher	: Jangan Diketawain	
	Fachri	: Van	
	Teacher	: Sekali Lagi, Van	
	Student	: Van	
	Teacher	: Tree House	
	Student	: Tree House	
	Teacher	: Tree House	
	Student	: Tree House	
	Teacher	: Tree House	
	Student	: Tree House	
	Teacher	: Tree House	
	Student	: Tree House	
	Teacher	: Tree House	
	Student	: Tree House	
	Teacher	: Coba Nasya	
	Student	: Tree House	
	Teacher	: Tree House	
	Student	: Tree House	
	Teacher	: Yang Ketiga, Ledder	
	Student	: Ledder	
	Teacher	: Ledder	
	Student	: Ledder	

	Teacher	:	Ledder	
	Student	:	Ledder	
No	Speaker		Information	Indicator
	Teacher	:	Yang Keempat, Under	
	Student	:	Under	
	Teacher	:	Under	
	Student	:	Under	
	Teacher	:	On	
	Student	:	On	
	Teacher	:	On	
	Student	:	On	
	Teacher	:	Behind	
	Student	:	Behind	
	Teacher	:	Behind	
	Student	:	Behind	
	Teacher	:	In	
	Student	:	In	
	Teacher	:	In	
	Student	:	In	
	Teacher	:	Van	
	Student	:	Van	
	Teacher	:	Tree House	
	Student	:	Tree House	
	Teacher	:	Tree House	
	Student	:	Tree House	
	Teacher	:	Ledder	
	Student	:	Ledder	
	Teacher	:	Ledder	
	Student	:	Ledder	
	Teacher	:	Under	
	Student	:	Under	
	Teacher	:	Under	
	Student	:	Under	
	Teacher	:	On	
	Student	:	On	
	Teacher	:	Behind	
	Student	:	Behind	
	Teacher	:	Behind Adit	
	Student	:	In	
	Teacher	:	Behind	
	Student	:	Behind Ke	
	Teacher	:	Behind. Keraskan Suaranya	

	Student	:	Behind	
	Teacher	:	Behind	
No	Speaker		Information	Indicator
	Student	:	Behind	
	Teacher	:	In	
	Student	:	In	
	Teacher	:	In	
	Student	:	In	
	Teacher	:	Dengar, Yang 4 Ini Harus Dihafal, Kalau Under?	Provide question and feedback
	Student	:	Dibawah	
	Teacher	:	Kalau On?	
	Student	:	Diatas	
	Teacher	:	Behind?	
	Student	:	Dibelakang	
	Teacher	:	Kalau In?	
	Student	:	Didalam	
	Teacher	:	Kalau Under?	
	Student	:	Dibawah	
	Teacher	:	Behind?	
	Student	:	Dibelakang	
	Teacher	:	Kalau On?	
	Student	:	Diluar	
	Teacher	:	In?	
	Student	:	Belakang	
	Teacher	:	In?	
	Student	:	Belakang	
	Teacher	:	On?	
	Student	:	Diatas	
	Teacher	:	Under?	
	Student	:	Dibelakang	
	Teacher	:	Behind?	
	Student	:	Dibelakang	
	Teacher	:	Kalau In?	
	Student	:	Didalam	
	Teacher	:	Coba Buka Halaman 64. 64	
	Student	:	Dimana Teacher?	
	Teacher	:	Hei. The Toy Is In The Box. Coba Ulangi. The Toy Is In The Box. Ulangi Lagi Nak 1. 2. 3.	
	Student	:	The Toy Is In The Box	
	Teacher	:	Ok Pintar. The Toy Is In The Box. Oke Coba Ulangi 1. 2. 3.	

	Student	:	The Toy Is In The Box	
No	Speaker		Information	Indicator
	Teacher	:	Coba Dilihat Gambar. Gambar Apa Yang Didalam Kotak? Gambar Badut. Gambarnya Diluar Atau Diuar Kotak?	
	Student	:	Didalam. Eh Diluar	
	Teacher	:	Didalam Atau Diluar?	
	Student	:	Diluar..	
	Teacher	:	Diluar Atau Didalam?	
	Student	:	Didalam..	
	Teacher	:	A.. Coba Lihat Semuanya, The Toy Ini Apa? Mainan. Apa Artinya The Toy? Mainan	
	Student	:	Mainan..	
	Teacher	:	Apa Artinya Box. Box Artinya Kotak. In Artinya Apa?	
	Student	:	Didalam..	
	Teacher	:	Nah Didalam. Jadi, Artinya Mainan Didalam Kotak	
	Student	:	Mainan Didalam Kotak	
	Teacher	:	Mainan Didalam Kotak. Berarti Mainan Didalam Kotak. Bukan Diluar. Yang Kedua, Gambar Kedua Apa Nak? Gambar Apa? Bola, Gambar Bola	
	Student	:	Gambar Bola	
	Teacher	:	Dimana Posisi Bola?	
	Student	:	Dibawah	
	Teacher	:	Dimana Bola? Dibawah Atau Diatas?	
	Student	:	Dibawah	
	Teacher	:	Atau Dibelakang?	
	Student	:	Dibawah	
	Teacher	:	Dimana Posisi Bola?	
	Student	:	Dibawah	
	Teacher	:	Coba Dilihat. Balls In Under The Table. Artinya, The Ball Is The Table : Meja. Jadi Bola Dibawah Meja. Dimana Posisi Meja?Aaaa... Dibawah?	
	Student	:	Dibawah Cher	
	Teacher	:	Iya..Dibawah Udah Disalin?	
	Student	:	Belum Cher..	
	Teacher	:	Coba Dilihat Gambar Ke-4. Gambar	

		Ke-4, Yang Diatas Kasur, Gambar Apa Ini?	
	Student	: Boneka..	
	Teacher	: Gambar Boneka, Nah, Boneka Diatas Kasur. Apa Tu	
	Student	: Boneka..	
	Teacher	: Ya Bo..Ne..Ka.. Kalo Bed..Tempat Tidur. Coba Lihat Disana. Boneka Diatas Kasur. Diatas Apa Artinya?	
	Student	: On....	
	Teacher	: On.. Jadi The Doll. Is On The Bed	
	Student	: The Doll Is On The Bed	
	Teacher	: Udah Disalin?	
	Student	: Belom..	
	Teacher	: Siapa Yang Belum. Coba Lihat Hlm 65. Hlm 65. 65. Coba Lihat. Dengar Teachernya. Dino Inside Under Bed. Jadi Dino Bersembunyi Dibawah Kasur. Kedua, Dino Bersembunyi Dibawah Tempat Tidur. Pillow Is On Bed. Pillow Itu Bantalnya. Bantal Diatas Tempat Tidur. Book Is In The . Buku Didalam Lemari.	
	Student	: Latihan..	
	Teacher	: Ada Yang Mau Ditanyakan?	Provide question and feedback
	Student	: Tidak Cher..	
	Teacher	: Tidak Ada Yang Ragu..Kita Latihan	
	Student	: Ye...	
	Teacher	: Latihannya Di Halaman 67	
	Student	: Halamannya?	
	Teacher	: 67	
	Student	: Siapa Yang Selesai Boleh Pulang Cher?	
	Teacher	: Tidak. Suaranya! Coba Lihat, Lihat Soal Pertama. The Shoes Is...The Table. The Shoes Itu Apa? Sepatu. Sepatu Diatas Atau Diatas?	
	Student	: Eeee (Student Membuat Latihan 10 Menit)	
	Teacher	: Duduk Dibangku Dulu...	
	Student	: Teacher	
	Teacher	: Udah..Sebelum Pulang, Dengar Hei,	Study concluded

			Sebelum Pulang Hari Ini Kita Udah Belajar, Kalo In Apa Tadi?	
	Student	:	Didalam..	
	Teacher	:	Didalam. Kalau Behnd?	
	Student	:	Dibelakang	
No	Speaker		Information	Indicator
	Teacher	:	Kalau On?	
	Student	:	Diatas	
	Teacher	:	Under?	
	Student	:	Dibawah	
	Teacher	:	Dibawah. Under Dibawah. Kalau Behind Dibelakang. Kalo On?	
	Student	:	Dibelakang	
	Teacher	:	Apa Yang Belum? In? Didalam. Minggu Besok Kita UH Bahasa Inggris. Jadi Tolong Belajar Dirumah	
	Student	:	Yee...	
	Teacher	:	Eh Siapa Ketua Disini?	
	Chairman	:	Revo..	
	Teacher	:	Siap Kan?	
	Chairman	:	Siap Hormat	
	Student	:	Oiii Diamlah.	
	Chairman	:	Siap Grak, Hormat Grak..Siap Grak, Hormat Grak,, Tegap Grak. Bersyukur Dimulai	
	Student	:	Alhamdulillah Hirob...(Praying). Assalamualaikum Wr. Wb. Selamat Siang Buk..	
	Teacher	:	Ya Yang Paling Rapi Boleh Pulang	

Name of school : SDN 07 Supanjang

Date :19 januari 2016

Class : IV

No	Speaker		Information	Indicator
03	Teacher	:	Good morning students	Open lesson with appropriate method
	Student	:	Good morning	
	Teacher	:	How are you this morning?	
	Student	:	I am fine. And you?	
	Teacher	:	I very well thank you for asking very well, who is absen today?	

			Siapa yang absen hari ini?	
	Student	:	Julfa	
	Teacher	:	Kemana dia?	
	Student	:	Ndak tau do miss	
	Teacher	:	Nggak ada kabar ok. Sekarang kita belajar apa?	
	Student	:	Bahasa inggris	
	Teacher	:	Nah, keluarkan buku bahasa inggrisnya. Ada PR?	
	Student	:	Ada...	
	Teacher	:	Siapa yang tidak membuat PR? Reyhan kamu tidak buat PR? Kamu juga? Sekarang yang tidak buat PR hari ini berdiri dibelakang. Yang ini..sudah berapa kali diingatkan? Berapa orang nih? 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16. 16 orang ini dicatat dulu namanya. Juga ada tugas tambahan, seperti biasa kamu dapat hukuman supaya kalian semua jera. Nah yang tidak buat PR tadi, namanya sudh miss catat, yang 16 orang tadi sebelum sekolah, tidak boleh pulang dulu, miss kasih double latihan. PRnya double. Jika kamu tidak buat PR, sama aja boong, sia-sia saja. Disekolah kita hanya belajar 2 jam pelajaran seminggu. Selebihnya dimana? Dirumah, understand?	Motivate the students
	Student	:	Yes...	
	Teacher	:	Sekarang coba lihat miss, amanda, amanda nampak nggak, ada lihat e... Kotak pensil miss nggak?	
	Student	:	Itu..	
	Teacher	:	Itu, good. Itu itu merupakan apa? Ini, itu adalah kata penunjuk. Dalam bahsa inggris kata penunjuk disebut demonstrative. Apa namanya?	
	Student	:	Demonstative	
	Teacher	:	Kata penunjuk adalah kata yang digunakan untuk menunjukkan sesuatu. Contohnya, amanda kan bilang, amanda nampak kotak pensil	

			miss?itu miss. Itu itulah yang disebut kata penunjuk. Selanjutnyaada kata penunjuk selain itu nggak? Ada apa?	
	Student	:	Ini	
	Teacher	:	Ada dua ya. Ini dan itu, dalam bahasa inggris, itu dan itu kita sebut. Tapi ini ada dua, this satu, these dua. Duanya namanya ini. Diakan artinya ini. This ini juga artinya ini. Tapi penggunaanya bagaimana?kalau this gimana? Namanya siapa nak?	
	Student	:	Hafidzah	
	Teacher	:	Hafidzah. This digunakan apa? Untuk menunjukkan kata benda yang jumlahnya satu atau tunggal. Jadi this ini untuk menunjukkan kata benda yang jumlahnya satu atau tunggal. Disini ada teman. Temannya siapa?	
	Student	:	Is..	
	Teacher	:	Contohnya kita mau bilang, ini adalah spidol, ini apa bahasa inggrisnya? This is. Dia harus ada teman-temannya is. This is a maker. Ini apa? Gimana kita bilanganya dalam bahasa inggris? Ini adalah sebuah buku. Raise your hund? Ya raihan. Ini adalah. Ini apa?	
	Student	:	This is a book	
	Teacher	:	Ya..this is a book. Nah sekarang, ini apa? Ini adalah kursi. Nabil, bis nggak nabil bilang dalam bahasa inggris, ini adalah sebuah kursi	
	Student	:	This is a chair	
	Teacher	:	This is a chair. Ok. Everbody repeat after me, apa artinya repeat after me?	
No	Speaker		Information	Indicator
	Student	:	Ulangi setelah saya	
	Teacher	:	Ok. this is a maker	
	Student	:	This is a maker	
	Teacher	:	This is a book	
	Student	:	This is a book	
	Teacher	:	This is a chair	

	Student	:	This is a chair	
	Teacher	:	Very good. Jadi ini digunakan. This is ini apa artinya?	
	Student	:	Ini..	
	Teacher	:	Digunakan untuk apa? menunjukkan kata benda yang jumlahnya 1. Nah sekarang, kalau ada this sekarang ada these. Sama-sama ini artinya. Tapi penggunaannya bagaimana? kalau kata benda?	
	Student	:	Kalau kata benda lebih dari 1	
	Teacher	:	Very good. Jamak. Jamak itu artinya apa miss? Jamak itu lebih dari 1. Misalnya ada 2. Artinya dia jamak. Nah this is, sekarang these kawannya apa?	
	Student	:	Are	
	Teacher	:	Pintar. Jadi kawannya tidak sama ya. Mereka berbeda. Nah sekarang miss punya ini apa? ada berapa spidol miss?	Using media
	Student	:	3	
	Teacher	:	Miss mau bilang ini adalah spidol, siapa yang bisa? Raise your hand	
	Student	:	These are	
	Teacher	:	Coba reyhan. Reyhan lagi, ini adalah spidol. Jumlahnya 3, pakai this atau these? Yang dibawahnya these, temannya apa?these are masih pakai a?tidak, tidak pakai a lagi, kenapa? karena dipakai yang jumlahnya 1. Sekarang jumlahnya 3 . Jadi kalau 3 a tidak dipakai lagi,diganti menjadi are. These are markers. Kita pakai S, kenapa pakai S? Karena lebih dari 1. Kalau tunggal katanya pakai a, nah sekarang, miss punya apa ni?	
	Student	:	Buku	
	Teacher	:	Ada berapa bukunya?	
	Student	:	2	
	Teacher	:	Bagaimana kita mengatakannya dalam bahsa inggris?ini adalah 2 buku.	

	Student	:	These are 2 books	
	Teacher	:	2 book?	
	Student	:	Masih kita pakai a nya?	
	Teacher	:	2 books. 2 books, jangan lupa S nya dibelakang. Karena lebih dari 1. Ok. Nah kalau pertanyaannya ini adalah 3 buah pena. How we say in english? Bagaimana kita mengatakannya dalam bahasa inggris? ya raise your hand. Siapa yang bisa? Ya khalil, ini apa khalil? Ini apa?	
	Student	:	These	
	Teacher	:	Apa temennya?	
	Student	:	Are	
	Teacher	:	Pencil. These are there pencils. Pakai S atau tidak?	
	Student	:	Iya..	
	Teacher	:	Three pencil. Understand?	
	Student	:	Yes..	
	Teacher	:	Ada yang tidak mengerti? Yang tidak mengerti, coba bertanya. Reyhan tidak ngerti nak? Nah, yang pertama kata penunjuk ada this, yang kedua ada these, itu dalam bahasa inggris ada 2 juga. There dan these. That artinya apa?	Provide question and feedback
	Student	:	Itu..	
No	Speaker		Information	Indicator
	Teacher	:	That artinya itu. Those artinya apa?	
	Student	:	Itu..	
	Teacher	:	Juga itu. Cuma bedanya, that itu untuk siapa?	
	Student	:	Benda yang satu	
	Teacher	:	Nabila..nayla.. Jadi that itu digunakan untuk benda yang 1. That punya kawan nggak?	
	Student	:	Iya..	
	Teacher	:	That kawannya is..amanda apa itu?	
	Student	:	Meja	
	Teacher	:	Meja. Itu adalah meja. How do we say in english? Gimana kita ngomongnya dalam bahasa inggris?	
	Student	:	That is a table	

	Teacher	:	Siapa yang bisa memberikan kepada kami, kepada kita semua, apa bedanya ini dengan itu? penggunaan ini dengan itu? what is your name again?	
	Student	:	Angel	
	Teacher	:	Angel, gimana penggunaannya? Ini dengan itu?	
	Student	:	Kalau ini..	
	Teacher	:	Ya kalau ini...	
	Student	:	Kalau ini, kita pegang, kalau itu kita tunjuk	
	Teacher	:	Jadi kalau bendanya kita pegang kita pakai ini, kalau seandainya jauh dari kita, ada jaraknya kita pakai itu. Itu bedanya this dan that. Itu sebuah meja. Sekarang habibullah itu apa?	
	Student	:	Lemari	
	Teacher	:	How do say in english? Lemari apa bahsa inggrisnya? Habib dulu coba	
	Student	:	That is..	
	Teacher	:	That apa?	
	Student	:	Cupboard..	
	Teacher	:	This temannya siapa? Is, this is a cupboard	
	Student	:	This is a cupboard	
No	Speaker		Information	Indicator
	Teacher	:	Coba kita lihat those. Those punya kawan nggak?	
	Student	:	Ada...	
	Teacher	:	Siapa?	
	Student	:	Are	
	Teacher	:	Good, are nah sekarang, nah kalo jumlah kita pakai yang ini, those digunakan yang artinya jamak	
	Student	:	Jamaah	
	Teacher	:	Jamak, kan jamaah banyak. kita	
	Student	:	What?	
	Teacher	:	Sekarang siapa yang bisa contohnya itu siapa sis. Itu adalah siswa-siswa. Itu adalah those, siswa apa? Students. Jangan ditulis student. Studentsnya	Interact with the students with communicative language

			..understand?	
	Student	:	Iya..	
	Teacher	:	After me. this	
	Student	:	This	
	Teacher	:	This	
	Student	:	This	
	Teacher	:	These	
	Student	:	These	
	Teacher	:	That	
	Student	:	That	
	Teacher	:	Those	
	Student	:	Those	
	Teacher	:	This is a maker	
	Student	:	This is a maker	
	Teacher	:	This is a book	
	Student	:	This is a book	
	Teacher	:	This is a chair	
	Student	:	This is a chair	
	Teacher	:	These are a markers	
	Student	:	These are a markers	
	Teacher	:	These are two books	
	Student	:	These are two books	
	Teacher	:	These are two pencils	
	Student	:	These are two pencils	
	Teacher	:	That is a table	
	Student	:	That is a table	
	Teacher	:	That is a cupboard	
	Student	:	That is a cupboard	
	Teacher	:	Cupboard	
	Student	:	Cupboard	
	Teacher	:	Those are folwers	
	Student	:	Those are folwers	
	Teacher	:	Those are friends	
	Student	:	Those are friends	
	Teacher	:	Those are students	
	Student	:	Those are students	
	Teacher	:	Understands?	
	Student	:	Yes	
	Teacher	:	Ada yang tidak mengerti?	
	Student	:	Tidak...	
	Teacher	:	Sekarang buka bukunya halaman 67	
	Student	:	What is that?	

	Teacher	:	Disana, sekarang ada yang bertanya, bagaimana mengatakan dalam bahasa inggris? Apa ini, apa itu? Nah, untuk menanyakan, kalau menanyakan apa in?bahasa inggrisnya adalah what is this? Kalau itu kalimatnya menggunakan this, kalau menggunakan these bagaimana, what are these? Nah kakau apa itu bagaimana? Apa itu? What is that?kalau untuk these bagaimana? What are those. Nah sekarang baca bersama. Repeat after me. Apa arti repeat after me?	
	Student	:	Ulangi setelah saya	
	Teacher	:	Nah, what is that?	
	Student	:	what is that?	
	Teacher	:	That is a book	
	Student	:	That is a book	
	Teacher	:	Keliatan dibuku jauh dari dia. Kalau bukunya jauh dari dia kita gunakan?	
	Student	:	That...	
	Teacher	:	What is this tini?	
	Student	:	What is this tini?	
	Teacher	:	This is a ruller	
	Student	:	This is a ruller	
	Teacher	:	This is a ruller	
	Student	:	This is a ruller	
	Teacher	:	What is this tini? Apa?	
No	Speaker		Information	Indicator
	Student	:	What is this tini?	
	Teacher	:	It is a clock, miss	
	Student	:	It is a clock, miss	
	Teacher	:	Apa artinya It is a clock miss? Itu adalah jam miss..	
	Student	:	Adalah jam miss	
	Teacher	:	Ok, this is a painting	
	Student	:	this is a painting	
	Teacher	:	Apa artinya? Ini adalah lukisan. Sekarang grup ini bertanya saja. Grup B akan menjawab saja.	
	Grup A	:	What is that?	
	Grup B	:	That is a book	

	Grup A	:	What is this tini?	
	Grup B	:	It is a ruller	
	Grup A	:	What is that?	
	Grup B	:	That is a painting	
	Grup A	:		
	Grup B	:	That is a painting	
	Teacher	:	Ok, what are these?	
	Student	:	what are these?	
	Teacher	:	These are chair	
	Student	:	These are chair	
	Teacher	:	What are those?	
	Student	:	Those are chair	
	Teacher	:	What are those?	
	Student	:	Those are chair	
	Teacher	:	Sekarang miss ingin mencari 2 orang, siapa yang bisa bacakan, yang laki-laki rafi. Siapa yang mau bertanya? Nafi bertanya, rafi menjawab	
	Nafi	:	What are that?	
	Rafi	:	They are chair	
	Nafi	:	What are those?	
	Rafi	:	Those are chairs	
	Nafi	:	What are those?	
	Rafi	:	Those are chalk	
	Teacher	:	Siapa lagi 2 orang?	
	Ahmad	:	What is that?	
	Kefi	:	is that is a clock	
No	Speaker		Information	Indicator
	Teacher	:	Coba lihat halaman 69. Disana ada beberapa gambar yang ada gambarnya. Kalau yang ada tangannya berarti ini. Jika dia berjarak, dia itu. Sekarang what is your task? Apa tugas kita? Apa tugas kalau pertama no.1. Apa itu? bagaimana kita menanyakannya?	Using learning resources selected

Kemudian siswa membuat tugas sekitar 10 menit, kemudian memeriksa tugas yang sudah selesai..

No	Speaker		Information	Indicator
	Teacher	:	Yang tidak buat tugas tadi, ada tugas tambahan, yaitu vocabbulary. Kosa	Study Concluded

			kata. Yang tugas ini belum selesai jadikan PR, siapa yang mau pulang, siapa yang bisa menyimpulkan apa artinya ini?	
	Student	:	This..	
	Teacher	:	Ini adalah spidol, apa bahasa inggrisnya reyan?	
	Student	:	This is a marker	
	Teacher	:	Ok. Siapkan	

Name of School : SDN 27 Cubadak
Date : 14 Januari 2016
Class : VI
Time : 09.23

No	Speaker	Information	Indicators
04	Teacher	: How are you?	Open lesson with appropriate method
	Student	: I am fine thank you, and you?	
	Teacher	: I am fine thank you. Ok, minggu lalu kita udah belajar. Present continous tense nak	
	Student	: Yo...	
	Teacher	: Present continous tense itu apa?	
	Student	: Waktu yang berlangsung	
	Teacher	: Dia pakai verb apa?	
	Student	: V1, V3	
	Teacher	: Bilo lo miss maajaan kalian V3?	
	Student	: Emang V3	
	Teacher	: Itu yang telah berlalu itu. V..	
	Student	: Ing..	
	Teacher	: Jadi, V ing?	
	Student	: V ing..	
	Teacher	: V ing..	
	Student	: Iyo..	
	Teacher	: Make jadi?	
	Student	: Making..	
	Teacher	: Making. Cook	
	Student	: Cooking	
	Teacher	: Borrow?	
	Student	: borrowing..	
	Teacher	: Kita belajar materi baru lagi	
	Student	: Miss.. Where is the post office?	
	Teacher	: Oke, where is the post office. Where apa artinya? kata tanya di?	
	Student	: Dimana?	
No	Speaker	Information	Indicator
	Teacher	: Oke, jadi ini dimana post office. Jadi menanyakan lokasi-lokasi. Bukan lokasi, cuman arah-arahnya. Misalnya disediakan sebuah denah, ditunjukkan satu arah, ada seseorang meminta	

			petunjuk kedepan, kita sebuah denah, misalnya disini denah lokasi rumah kalianlah misalnya. Disini rumah si irfan. Disini rumah si efi. Disiko labuah	
	Student	:	labuah..	
	Teacher	:	Disiko simpang aa.dirumah dio, rumah batingkek, rumah fira	
	Student	:	Adit..	
	Teacher	:	A si akil. Ini sekolah kita, ko ado simpang. Disini hospital.	
	Student	:	STAIN diateh..	
	Teacher	:	Kalau ada orang bertanya, where is the field?	Provide questiond and feedback
	Student	:	Dibelakang sekolah..	
	Teacher	:	Kamu harus tahu sebelumnya dimana apa sebelah kanan, sebelah kiri, belok kanan, sebelah utara, dan arah mata angin harus tahu nanti. Nah bakal kita pelajari yaitu topik yang ini. Cuman sebelum masuk ini, kita harus pahami dulu oh contohnya. Tmepat-tempat umum, lokasi-lokasinya, nanti ditanyanya, where is the field?yang field ini aja kita nggak tahu. Gimana kita cara menjawab pertanyaan orang kan? Jadi kamu harus tahu dulu tmepat-tempat, nama-nama tersebut. Dikelas berapa miss pernah ajarkan dulu?	
	Student	:	forget..	
	Teacher	:	Public placency	
	Student	:	Post office, hospital	
	Teacher	:	Ada hosppital	
No	Speaker		Information	Indicator
	Student	:	Library, school, mesjid (kemudian beberapa orang murid menuliskan kosa kata berkaitan public place)	
	Teacher	:	Oke kita baca, hospital	

	Student	:	Hospital	
	Teacher	:	Market	
	Student	:	Market	
	Teacher	:	Zoo	
	Student	:	Zoo	
	Teacher	:	Airport	
	Student	:	Airport	
	Teacher	:	Restaurant	
	Student	:	Restaurant	
	Teacher	:	Library	
	Student	:	Library	
	Teacher	:	Mosque	
	Student	:	Mosque	
	Teacher	:	Library	
	Student	:	Library	
	Teacher	:	Church	
	Student	:	Church	
	Teacher	:	Cafe	
	Student	:	Cafe	
	Teacher	:	Bus station	
	Student	:	Bus station, Swimming pool, harbour, park,	
	Teacher	:	Museum, cinema, hotel police office, railway station	
	Student	:	Museum, cinema, hotel police office, railway station	
	Teacher	:	Artinya lagi?	
	Student	:	Rumah sakit, pasar	
	Teacher	:	Gantian-gantian..	
	Student	:	Kebun binatang, bandara, stadion, restaurant,	
	Teacher	:	Selain restaurant	
	Student	:	Rumah makan, pustaka, mesjid, gereja, cafe, terminal bus,o... Tempat berenang. Kolam berenang	
	Teacher	:	Kolam berenang	
No	Speaker		Information	Indicator
	Student	:	Pelabuhan	
	Teacher	:	Pelabuhan apa?	
	Student	:	Pelabuhan kapal, park	
	Teacher	:	Ya apa park?	
	Student	:	Taman, museum, bioskop!	

	Teacher	:	Sekarang arah-arahnya lagi, (menulis) Kalau dia belok-belok bikin turn, turn right, belok kiri?	
	Student	:	Turn left..	
	Teacher	:	Turn left. Kalau lurus?	
	Student	:	Go straight	
	Teacher	:	Go straight. Dimana letak lapangan? Lapangan terletak di seberang rumah anen, ado urang batanyo ka awak, dimana SD 29 Cubadak? Baa caronyo?	
	Student	:	Simpang 3 belok kanan	
	Teacher	:	Simpang 3 belok kanan paniang urangnyo. Itu simpang 3 lo tu ha..	
	Student	:	(meribut) buek miss?	
	Teacher	:	Iyo..	
	Student	:	Yang itu iyo miss?	
	Teacher	:	Indak, indak pas latihan	

Kemudian murid membuat catatan, sekitar 10 menit.

No	Speaker		Information	Indicator
	Teacher	:	Finish?	
	Student	:	Yes.. Itu dibuat miss?	
No	Speaker		Information	Indicator
	Teacher	:	Nggak jangan dibuat. Eee.. Perhatikan ke depan, ini ada sebuah denah. Ini sebuah kota, di kota antah barantah, rendi sit down. Kalau pertanyaannya seperti ini, when I can find the museum from the hospital? Dimana saya bisa menemukan museum dari rumah sakit? Jadi orang yang bertanya itu dari rumah sakit. Dimana hospital? Disini dimana museumnya? Tugas kamu menemukan bagaimana caranya dia bisa sampai ke museum tersebut?	
	Student	:	Kalau ke kiri bisa, lurus bisa..	

	Teacher	:	Go straight, misalnya hospital disini, kama wak dulu? Luruih, belok kanan atau belok kiri?	
	Student	:	luruih..	
	Teacher	:	Go straight. Belok kiri, belok kiri apa?	
	Student	:	Turn left..	
	Teacher	:	Pakai kata hubung lu. Lalu kemudian then. Nah sekarang buat latihannya	

Kemudian students membuat latihan sekitar 15 menit dan dikumpul

No	Speaker		Information	Indicator
	Teacher	:	Oke, nah minggu depan kita masih lanjut topik ini, tentang mata angin, utara selatan, sekarang kita cukupkan dulu. Sebelah kanan apa?	Provide question and feed Study concluded
	Student	:	Right side..	
	Teacher	:	Belok kanan?	
	Student	:	Turn right	
	Teacher	:	Sebelah kiri?	
	Student	:	Turn left..	
	Teacher	:	Lurus	
	Student	:	Go straight	
	Teacher	:	Ok sekarang boleh keluar main..	

Name of school :SDN 31 Balai labuah bawah
Date :13 Januari 2016
Class : III
Time :10.00

No	Speaker		Information	Indicator
05	Teacher	:	Bisa dimulai	
	Student	:	bisa..	
	Teacher	:	Sebelum kita lanjutkan masih ingat terakhir kita belajar tentang apa?	
	Student	:	sayur..	
	Teacher	:	Ok ada yang namanya vegetable, apa?	
	Student	:	Vegetable	
	Teacher	:	Vegetable, masih ingat jenis-jenis	

			sayuran yang kamu ketahui?	
	Student	:	Bayam, jagung, brokoli, cabe tomat, kacang	
	Teacher	:	Zikri kembang kol apa artinya?	Provide question
	Student	:	Kembang kol a yo? Cauli flower	
	Teacher	:	Cauli flower. Ok kentang apa bahsa inggrisnya?	
	Student	:	potato..	
	Teacher	:	Potato, dengar semuanya	
	Student	:	Potato..	
	Teacher	:	Apa yang tau lagi? lobak	
	Student	:	Brokoli	
	Teacher	:	Apa itu brokoli	
	Student	:	kol..	
	Teacher	:	Apalgi	
	Student	:	long bean	
	Teacher	:	Apa itu longban?	
	Student	:	Kacang panjang	
	Teacher	:	tomato	
	Student	:	bean	
	Teacher	:	Apa?	
	Student	:	Onion, cabbage apo tu pak?	
	Teacher	:	pumkin	
	Student	:	Spinach	
	Teacher	:	Ada lagi wortel carrot	
	Student	:	Carrot	
	Teacher	:	Bayam	
	Student	:	Spinach	
	Teacher	:	Ok, baik kita dari awal	
No	Speaker		Information	Indicator
	Student	:	Cauli flower	
	Teacher	:	Good, number 2	
	Student	:	Potato	
	Teacher	:	Apa?	
	Student	:	Potato	
	Teacher	:	Ok, next no 3	
	Student	:	Brocoli	
	Teacher	:	Brocoli	
	Student	:	Brocoli	
	Teacher	:	Number 4	
	Student	:	Number 4. Corn	
	Teacher	:	Corn, semuanya corn	
	Student	:	Corn	

Kemudian guru dengan murid membacakan kata-kata

cauli flower	corn	bean	pumkin
spinach			
potato	tomato	onion	egg plant
brocoli	garlic	cabbage	carrot

No	Speaker		Information	Indicator
	Teacher	:	Kita sudah belajar fruits	
	Student	:	Jeruk pak	
	Teacher	:	Merah ada yang hijau	
	Student	:	Apple	
	Teacher	:	Semuanya apple	
	Student	:	Apple	
	Teacher	:	Kemudian, buahnya kuning, rasanya manis panjang	
	Student	:	Pisang	
	Teacher	:	Pisang coba semuanya, banana	
	Student	:	Banana	
	Teacher	:	Banana	
	Student	:	Banana	
	Teacher	:	Apple	
	Student	:	Apple	
	Teacher	:	Buahnya hijau	
	Student	:	Manggo	
	Teacher	:	Ini buahnya berambut tapi bukan manusia	
	Student	:	Rambutan	
	Teacher	:	Rambutan tetap rambutan ok, buah	

Kemudian guru bersama murid-murid mencari nama buah-buahan dan membacanya bersama-sama

Apple	durian	grape
Banana	melon	strawberry
Manggo	watermelon	orange
Rambutan	avocado	pinapple

No	Speaker		Information	Indicator
	Teacher	:	Dah dapat semua? Ok duduknya, jeruk?	
	Student	:	Orange..	
	Teacher	:	Baik, kemarin kita bilang saya suka?	

	Student	:	I like	
	Teacher	:	Ok. I like, kalau kita tidak suka?	
	Student	:	I don't like, kalau kita tidak suka?	
	Teacher	:	I don't like	
	Student	:	Kalau sayur yang kita suka. What vegetable do you like?	Study conclude

Semuanya membuat latihan berdasarkan suka dan tidak suka dari vegetable dan fruits. Kemudian guru menanyakan apa saja yang suka dan tidak suka vegetable dan fruits. Ini berlangsung 20 menit.

Appendix 5. Display of the Display

No	Indicator	Speaker
1.	Preparing Lesson Plan a) Describe the learning objectives b) Organize material based on the competencies specified c) Organize material based on the material order and groups d) Allocating time e) Determine the appropriate method f) Designing learning procedures g) Determine instructional media, practicum equipment, and materials to be used h) Determine the source of learning i) Determining appropriate valuation techniques	03, 05 03, 05 03 03, 05 03, 05 03, 05 03, 05 03, 05 03, 05
2.	Implementing Learning a) Open lesson with the appropriate method b) Presents the subject matter in a systematic c) Learning to apply the methods and procedures that have been determined d) Regulate the activities of students in class e) Using instructional media, lab equipment, and materials that have been determined f) Using learning resources selected g) Motivate students by using a positive way h) Interact with students using communicative language, i) Presents the subject matter in a systematic j) Provide questions and feedback k) Study concluded	01, 02, 03, 04 01, 02, 03, 04, 05 01, 02, 03, 04, 05 - 01, 02, 03, 04, 05 02, 03, 05 01, 02, 03, 04, 05 01, 02, 03, 04, 05 03, 05 02, 03, 04, 05 02, 03, 04.

Appendix 6. Verification of the Data and Drawing Conclusion

No	Preparing Lesson Plan									Total Using Indicator
	1	2	3	4	5	6	7	8	9	
1	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-
3	√	√	√	√	√	√	√	√	√	9
4	-	-	-	-	-	-	-	-	-	-
5	√	√	-	√	√	√	√	√	√	8
SUM	2	2	1	2	2	2	2	2	2	17

No	Implementing Learning											TOTAL
	1	2	3	4	5	6	7	8	9	10	11	
1	√	√	√	-	√	-	√	√	-	-	-	6
2	√	√	√	-	√	√	√	√	√	√	√	10
3	√	√	√	-	√	√	√	√	√	√	√	10
4	√	√	√	-	√	-	√	√	√	√	√	9
5	-	√	√	-	√	√	√	√	√	√	-	8
SUM	4	5	3	0	5	3	5	5	4	4	3	

Appendix 7. Transcripts of Interview

Name of school :SDN 01 balai batu

Name	Utterance
Interviewer	: Assalamualaikum maaf mengganggu sebelumnya untuk aktifitas mister.
Informan I	: Ya gak apa apa silahkan
Interviewer	: Ok kan udah 2 kali ainul observasi ke sekolah. Jadi 2 kelas tersebut mister memberikan learning kontrak. Apakah itu selalu diberikan kepada murid atau bagaimana?
Informan I	: Ya terima kasih kontrak pembelajaran ya, sebetulnya waktu ainul masuk di pertemuan pertama, kelas tersebut diberikan pemberlakuan kontrak dalam artian apa-apa saja yang mereka,, kemudian beberapa hal yang harus mereka lakukan. Mister tidak menginterpendensi dalam arti melakukan ini, demonstrasi dengan anak-anak, mengajak mereka meletakkan posisinya. Jadi kontrak ini dilakukan atas keinginan mereka. Mengarahkan kepada mereka apa yang mister inginkan, awalnya tujuan learnig kontrak ini sekaligus untuk mengarahkan dan memotivasi mereka untuk di pertemuan berikutnya.
Interviewer	: Oh begitu ini dalam artian ini. Salah satu bisa menjadi keaktifan siswa dan memotifasi siswanya
Informan I	: Betul tujuannya untuk memotivasi siswa karena di SD bagi mister bagaimana membangun rasa percaya diri, kesenangan mereka dalam bahasa inggris. Dalam hal ini mister lebih melihat proses bukan menyampingkan hasil, tapi hasil yang mister harapkan. Maka diawal mister katakan beberapa hal yang harus dikerjakan, aktif, mau berusaha, tampil kedepan, dan sebagainya. Itu mister katakan untuk aktif dan bagaimana membuat kelas itu tidak jenuh dan tidak kaku.
Interviewer	: Selanjutnya mister juga memberikan tujuan pembelajaran untuk materi itu. Jadi apakah selalu mister berikan
Informan I	: Ya selalu diberikan supaya arah pandangan siswa/i tidak melebar. Jadi di pertemuan jam pertama, makanya dalam pertama masuk mister memberikan pelajaran kita seputar ini, bisa jadi fokus pembelajaran seperti ini. Jadi setiap kelas disampaikan tujuan pembelajaran.

Interviewer	:	Jadi mister juga memberikan gambaran umum tentang materi tersebut
Informan I	:	Ya diawal disampaikan bahwasanya target yang dicapai adalah untuk mengajak, akhirnya memang fokus pembelajaran terarah
Interviewer	:	Apakah juga interview pembelajaran sebelumnya?
Informan I	:	Iya tetap interview, menjemput kembali pemikiran mereka apakah mereka masih pembelajran seelumnya. Memang setiap masuk dikelas tersebut selalu interview
Interviewer	:	Kemudian apa real action di kelas 2 kemarin seperti jump, mereka melompat gitu, give member apakah selalu begitu? Apakah ada media selain itu?
Informan I	:	Kemarin memang konteknya memahami kata kerja jadi bagaimana mister memberikan real action melakukan gerakan tersebut. Media-media yang lain, kadang mister juga menggunakan infokus, dan juga menggunakan power point, penyampaian slide dan juga menggunakan media internet untuk pembelajaran
Interviewer	:	Oo.. Jadi mister memberikan kreasi mister tersendiri untuk pembelajaran mereka?
Informan I	:	Betul disamping itu juga terkadang game, nyanyi dan bagaimana kelas itu menarik
Interviewer	:	Ooo gitu.. Kemudian didalam pembelajaran ainul lihat mister tidak memberikan tugas atau latihan kepada anak-anak, kenapa mister?
Informan I	:	Oke terima kasih sebenarnya memang catatan khusus ketika ingin memberikan latihan, tapi cuma keterbatasan waktu, dimana waktu belajar dikelas itu waktunya hanya 35 menit. Jadi dimaksimalkan untuk pencapaian pembelajaran dan bagi mereka pun 35 menit itu tidak tercukupi, maka dimaksimalkanlah dengan pemberian tugas /PR
Interviewer	:	Jadi disamping tidak membuat latihan mister selalu memberikan tugas. Apaka tugas itu setiap minggu mister?
Informan I	:	Ya, diusahakan setiap minggu. Karena disisi lain mencoba untuk membuat kontrak dengan mereka, dimana untuk memotivasi, dimana meeka memang tugas dirumah. Bagi yang tidak membuat PR ditetapkan sistem peraturan kepada mereka. Akan denda itu itu dipergunakan untuk memotivasi mereka. Disamping itu juga reward berupa bintang. Nah yang denda tersebut apabila mereka tidak buat

		PR, mister berikan sebuah denda. Memang membayar denda dan uang denda ini dikumpulkan akan mister berikan kepada siswa yang memiliki bintang paling banyak. Jadi secara proses disini mister berikan gambaran kepada mereka. Mister juga sampaikan bahwa jika kamu tidak membuat PR, maka kamu berikan sumbangan kepada orang yang banyak bintang, dengan arti kata kalau kamu malas membuat PR, orang lain akan senang. Jadi tujuan untuk memotivasi.
Interviewer	:	Jadi disini mister juga memberikan reward terhadap mereka yang berprestasi.
Informan I	:	Iya terhadap mereka yang tidak melakukan
Interviewer	:	35x menit untuk kelas bawah. Apa kiatnya?
Informan I	:	Afektif? Muatan materi tidak terlalu banyak, dalam artian kosa kata- kosa kata sederhana dan mister memaksimalkan di luar kelas. Dalam artian mister mengajak siswa/i untuk berinteraksi walaupun hanya 35 menit. Mister juga menyarankan kepada siswa untuk mengcover. Mereka juga boleh berdiskusi diluar kelas, bercengkeama dengan mister pakai bahasa inggris. Dengan hal ini mister juga berikan reward kepada mereka.
Interviewer	:	Jadi mister tidak hanya di dalam kelas, tapi juga memberikan reward dan punishment di luar kelas.
Informan I	:	Iya, betul..
Interviewer	:	Apakah mister tidak menyimpulkan di setiap pembelajaran
Informan I	:	Hmm terkadang ada, terkadang tidak. Cuma dalam konteks hal ini mister, meminta flash back kepada mereka apakah mereka sudah mengerti atau tidak. Kalau terkait kesimpulan tidak setiap pertemuan mister lakukan karena keterbatasan waktu tadi. Dan pertama dan kedua cenderung berkesinambungan. Jadi mister pertama dan kedua menyambung jadi belum ditarik kesimpulannya.
Interviewer	:	Jadi ada feedback ke anak-anak tersebut
Informan I	:	Iya setiap pertemuan meminta feed back apa mereka mengerti, apa mereka paham, dipersilahkan mereka untuk mempertanyakannya. Bahkan jika mereka belum mengerti mister mencoba untuk cara lain.
Interviewer	:	Kemudian di kelas II kemarin kan anak-anak yang dibelakang ada

		yang malu-malu, selanjutnya apa kiat-kiat mister untuk tampil gitu?
Informan I	:	Untuk mereka mister lebih memotivasi mereka. Bagaimana mereka mencari bintang. Disini mereka, terkadang mister memberikan kesempatan kepada mereka untuk menepatkan bintang. Misalnya dalam mengerjakan latihan memberikan kesempatan, dan dia berhasil dan mister berikan reward juga.
Interviewer	:	Jadi hanya itu dalam kesempatan ini mister, terima kasih atas waktunya.
Informan I	:	Sama-sama
Interviewer	:	Assalamualaikum..
Informan I	:	Waalaikumsalam..

TRANSCRIPT OF INTERVIEW

Name of School : SDN 05 Kampung Baru

Interviewer	:	Assalamualaikum kak
Informant	:	Walaikumslam
Interviewer	:	Maaf mengganggu sebelumnya kak. Apakah kakak bersedia untuk wawancara sekarang?
Informant	:	Ya, kakak bersedia, apa apa nul?
Interviewer	:	Begini, khan kemarin ainul sudah kali obesrvasi, kedalam kelas, didalam kelas itu apakah selalu membrrikan gambran umum terhadap siswa?
Informant	:	Iya, sebelum memulai pelajaran, kakak biasanya memberikan gambaran umum kepada siswa supaya sswa mengetahui apa yang akan dipelajari.
Interviewer	:	Apakah kakak selau mereview materipelajaran yang terdahulu
Informant	:	Iya, sebelumnya sebelumnya dimulai saya mereview pelajaran yang terdahulu dikaiykan dengan materi yang dipelajari
Interviewer	:	Jadi kakak menjelaskan hubungan pelajaran saat ini dengan pelajaran masa lau.
Informant	:	Iya biasanya begitu
Interviewer	:	O begitu. Kemudian ainul melihat anak-anak sangat antusia, aktif sekali, apa rahasianya? Apa upaya untuk aktif dalam pelajaran?
Interviewer	:	Sebelum kak memulai pelajaran kak serius, tapi tidak terlalu serius, kalo anak-anak sudah gelisah, kak biasanya menyelinginya dengan game. Dengan nyanyi juga
Informant	:	Jadi kak medianya tidak buku saja?
Interviewer	:	Biasanya ditambah dengan materi di internet
Informant	:	Jadi kakak tidak hanya ceramah dalam kelas. Tapi kakk juga menyelangi dengan game?
Interviewer	:	Iya
Informant	:	Ainul lihat kakak juga memberikan bedasarkan pembelajaran saat itu. Apakah sellu diberikan umpan balik pertanyaan-pertanyaanberdasarkan pelajaran tersebut?
Interviewer	:	Biasanya kek gitu. Supaya kita sebagai guru, ingin mengetahui bagaimana siswa itu telah mengerti atau tidak. Makanya dibrikan umpan balik, berupa umpan balik kepada siswa
Informant	:	Nah kemudian, khan kakak sering repeat afeter me, apakah selalu dibacakan trus diulangi apakah selalu begitu?
Interviewer	:	Tidak selalu, tergantung materi yang diajarkan. Jika dituntut

		untuk mengulangi, kakak suruh untuk mengulanginya.
Informant	:	Oh begitu, jadi ainul lihat kakak pas latihan. Kak juga mengelilingi anak-anak, apakah selalu begitu?
Interviewer	:	Kakak pengen tau anal-anak mengerti tentang materi yang kakak ajarkan. Kalo tidak mengerti kita sebagai guru harus bisa menanyakan bisa menyakan pada siswa kesulitanya.
Informant	:	Oh gitu, apakah selalu begitu kak?
Interviewer	:	Insha Allah, kalo kakak tidak sakit, kalo kakak kuat biasanya mengelilingi siswa tersebut.
Interviewer	:	Hmm. Buat latihan apakah kakak mempunyai kreasi tersendiri?
Informant	:	Biasanya digabung, dikombinasikan dengan buku, kemudian ditambahkan dengan soal dengan kreasi kakak sendiri berhubungan dengan materi yang ada buku.
Interviewer	:	Kemudian di obervasi pertma, kak juga memotivasi siswa, apakah kakak memeberikan motivasi kepada siswa atau apa gitu?
Informant	:	Oh gitu, jadi kemudian pas pelajaran terakhir apakah kakak selalu menyimpulkan materi yang diajarkan?
Interviewer	:	Iya kak bianyanya memberikan kesimpulan kepada siswa setelah kak mereview siswa juga menambahkan materi yang telah dipelajari
Informant	:	Jadi, tidak hanya menyimpulkan dari kakak, tapi juga dari siswa juga?
Interviewer	:	Iya.
Informant	:	Oh jadi gitu. Itu pertanyaan dari ainul kak, maaf telh mengganggu waktunya
Interviewer	:	Iya ainul gak apa-apa.
Informant	:	Assaalamualaikum.
Interviewer	:	Waalaiikum salam.

TRANSCRIPT OF INTERVIEW

Name of school : SDN 07 Supanjang

Interviewer	:	Assalamualaikum, maaf sebelumnya untuk mengganggu waktunya.
Informant	:	Waalaikumsalama. Oke gak apa-apa.
Interviewer		Ini wawancaranya berdasarkan observasi yang telah ainul lakukan dua. Pertanyaan pertama, pas ainul lihat, kak menanyakan PR. Trus ada yang nggak buat PR. Trus diberikan hukuman, apakah selalu begitu.?
Informant	:	Untuk buat PR, setiap anak selalu diberikan reward and punishment. Untuk reward sendiri untuk anak yang bagus nilainya selalu diberikan reward. Selalu senang dalam belajar. Nah, kebalikannya untuk siswa yang tidak buat PR. Itu selalu diberikan punishment punishment ini bertujuan untuk agar anak-anak jera. Kemudian dia selalu membuat PR. Kemudian nanti tujuannya anak-anak ini selalu belajar. Rajin belajar menguasai bahasa Inggris.
Interviewer	:	Kalo untuk hukuman kan double buat PR, kalo untuk contoh rewardnya seperti apa kak?
Informant	:	Contohnya applause. Kemudian diberikan nilai tambahan kalo anak-anak itu untuk anak SD, biasanya mereka senang jika dipuji. Itu yang pertama. Diberi pujian pada teman-temannya itu membuat mereka senang. Itu bentuk reward yang pertama. Kemudian diberikan reward nilai tambahan. Jika kita bilang siapa yang bisa benar, bisa ini bisa itu. Nah miss berikan nilai tambahan mereka sangat antusias dengan itu. Mereka termotivasi untuk mendapatkan untuk giat untuk lebih rajin lagi. Itu bentuk motivasinya. Tidak bentuk benda tidak bentuk hadiah. Tapi dalam bentuk pujian, applause didalam kelas dekat teman-temannya kita kasih applause kita kasih pujian itu mereka sudah merasa bangga. Mereka akan termotivasi untuk belajar.
Interviewer	:	Jadi setiap pembelajaran, kak selalu memberikan motivasi kepada anak-anak?
Informant	:	Harus diberikan motivasi. Karena terutama dalam pelajaran bahasa Inggris bukan pelajaran gampang itu bukan bahasa kita. Bahasa asing. Apalagi diajarkan pada anak kecil. Young learners. Yang baru belajar. Ada anak yang membaca saja belum lancar, sudah diharuskan untuk memahami bahasa

		inggris. Jadi supaya mereka tidak tertekan. Dengan pejalajaran ini sulit. Diberi motivasi-motivasi.
Interviewer	:	Nah, kemudian, disetiap memulai pembelajaran, apak sellu mereview terhadap pemebelajaran sebelumnya.?
Informant	:	Iya, itu harus. Kenapa? Karena kalo tidak diberikan review. Kadang-kadang anak-anak tidak belajar dirumah, jadi mereka lupa. Untuk melanjutkan pelajaran selanjutnya itu susah. Karena pelajaran sealanjutnya berkaitan dengan pelajaran dengan sebelumnya.
Interviewer	:	Berkaitan dengan itu, kakak juga memberikan gambaran umum?
Informant	:	Itu untuk memancing mengaktifkan background knowlwdge mereka. Itu sangat penting sekali untuk mengarahkan tentang ini yang akan kita pelajari. Jadi sebelumnya nggak langsung masuki kedalam pelajaran tapi kita pancing dulu. Pancing dulu background knowledgenya dlu diberikan contoh-contoh eingan dengan begitu kita akan belajara tentang ini.
Interviewer	:	Jadi kemudian, ainul lihat semua anak itu aktif. Apakah ada upaya lain motivasi, reward, punishman yang diberikan?
Informant	:	Hmm usaha lain? Mungkin belajar sambil bermain. Kalo belajar, belajar, belajar mereka juga merasa jenuh. Kalo sudah merasa jenuh. Kita juga memberikan permainan yang juga berhubungan dengan pelajaran. Contohnya asaja. Permainan. Sebuah game. Game itu kita saya beri namanya gessing. Permainan menebak siapa. Jadi kita gessing. Dimana cirri-ciri adalah cirri-ciri yang ada dikelas. Siapa yang tau, siapa yang bisa menebak kita beri applause. Kemudian diberi pujian dan motivasi. Nah demikian yang lain akan termotivasi. Dengan bermain mereka tidak akan jenuh dan bosan. Tapi permainan itu tidaklah sembarang permainan, permainan itu juga ada unsure [elajaran didalamnya.
Interviewer	:	Kemudian kemaren tu, kaka juga menuliskan dipaapn tulis, apa saja materinya. Kemudian kakak bacakan trus di repeat after me di anak-anak. Apakah selalu begitu?
Informant	:	Harus.
Interviewer	:	Harus ya.
Informant	:	Kenapa? Karena anak satu. Eh anak SD rata-rata mereka membacakan berdasarkan apa yang mereka lihat. Karena dasar mereka membaca. Contohnya tulisannya table. Mereka membaca table juga. Kalo kita tidak mengucapkan yang benarnya, sampai mereka SMP akan terbawa table, tble, table. Guru SMP mnyalahkan guru SD nya karena klo kita mengubahnya di SD. Makanya guru SD ini tugas sulit
Interviewer	:	Kemudian, dikelas V, kakak memberikan media yang nyata.

		Apakah ada yang lain? Seperti picture, power point. Apakah kaka juga memakai recording juga?
Informant	:	Kalo untu media, karena anak-anak materi SD untuk elementary school, kita bahasa adalah yang nyatanya. Kalo ada yang nyatanya, ngapain kita bawa pictue?
Interviewer	:	Kemudian, membuat latihan, apakah mengambil dibuku atau menambahkan dengan kreasi kakak sendiri?
Informant	:	Umumnya pertanyaan kita buat sendiri, kalo dibuku nggak terlalu, latihannya tidak. Tapi Pr itu kita memberikan soal sendiri. Dibuku kita pakai juga, tpi nggak cukup.
Interviewer	:	Jadi kakak mengkombinasikan anatara buku dengan kreasi kakak sendiri?
Informant	:	Itu pasti, setiap guru guru melakukan itu. Apakah kakak selalu menyimpulkan pelajaran?
Interviewer	:	Untuk pelajaran selalu, karena dalam tahap pemebelajaran ada 3, pre, while dan post. Kalo post kan menyimpulkan kita lihat waktu dulu. Kalo waktu cukup kita bersama-sama ditunjuk satu orang, kalo tidak cukup, cukup gutunya menyimpulkan.
Informant	:	Itu saja untuk hari ini kak. Terima kasih untuk waktunya, assalamualaikum.
Interviewer	:	Waalaikumsalam.

TRANSCRIPT OF INTERVIEW

Name of school : SDN 07 Supanjang

interviewer	:	Assalamu'alaikum..
informant	:	Wa'alaikumsalam..
interviewer	:	Maaf mengganggu sebelumnya buk
informant	:	Iya
interviewer	:	Kan kemarin ainul udah 2 kali kekelas. Jadi sekarang ainul konfirmasi wawancaranya. Jadi pertanyaan pertama, kemarin itu pas pertama kali ainul lihatkan setelah menanyakan kabar gitu selalu menanyakan pelajaran terdahulu, apakah selalu begitu atau bagaimana?
informant	:	Kalau menanyakan pelajaran terdahulu, itulah sebuah keharusan mungkin. Untuk memastikan anak-anak itu mengulangi pelajaran atau tidak, mengerti atau tidak, pelajaran yang terdahulu. Seandainya kalau tidak. Mungkin pas pertanyaan saat itu diulangi materi yang berlalu. Tapi kala mengerti semuanya itu makanya harus saat masuk ke pelajaran baru. Mungkin itu tujuannya.
interviewer	:	Kemudian setelah meriview pelajaran terdahulu, terus kakak juga memberkan materi baru, kakak juga memberikan gambaran umum, apakah selalu atau bagaimana?
informant	:	Untuk gambaran umum, untuk memperkenalkan materi itu pada anak biar mereka tidak bertanya-tanya apa sich pelajaran ini ya? Jadi memang menerangkan gambaran umum, jadi seperti itu. Untuk lebih spesifiknya supaya anak-anak itu lebih dekat/lebih memahami apa yang dipelajarinya
interviewer	:	Kemudian selama proses pembelajaran, anak-anak antusias banget gitukah? Apa upaya kakak sehingga mereka aktif gitu?
informant	:	Maksudnya upaya yang akan dilakukan?
interviewer	:	Yang telah dilakukan makanya mereka tu aktif gitu
informant	:	Mugkin metode-metodenya mungkin ya, apa yang disukai anak-anak biar tidak bosan. Mungkin kadang-kadang kakak kasih game atau kasih sejenis-sejenis selingan, tapi tidak belajar melulu. Kakak selalu

		mencarikan materi yang tidak sulit untuk anak-anak, walaupun susah, mungkin akan dibuat lebih mudah dan menyenangkan
interviewer	:	Kan ainul lihat spidol papan tulis, apakah kakak juga memberikan media PPT, gambar atau recordi kalau pembelajarannya listening
informant	:	Kalau ditingkat SD sekarang ini PPT tidak ya cuma manual saja. Misalnya untuk gambarpun mungkin kakak langsung gambar di papan tulis dengan gambar sendiri gitu. Bukan menggunakan media lain karena dengan media itu tidak bisa mendukung untuk sekolah ini. Mungkin bisa. Akan tetapi fasilitasnya tidak memadai disini.
interviewer	:	Nah kemudian apakah kakak juga memberikan beberapa kosa kata, kemudian kakak memberikan after me, jadi apakah selalu begitu? Atau hanya kakak yang membacakan atau hanya anak-anak itu yang disuruh membacanya?
informant	:	Untuk kosa kata bisanya memang seperti itu. Supaya kosa kata itu familiar dengan lidah mereka. Biar mereka tidak terbata-bata dengan vocabulary bahasa inggris jadi maklumlah anak SD tidak les. Disini m kan, apalagi sekolah disini termasuk sekolah di SD lah ya, mereka kebanyakan mereka tidak les. Disini memang full gitu diajarkan. Mulai dari pronounce, cara membacanya. Sepeti itu dan lain-lainnya. Pokoknya untuk repeat after me itu selalu kayak gitu.
Interviewer	:	Selalu begitu ya kak ya, ainul lihat pas latihan, apakah dikombinasikan dengan kreasi kakak sendiri atau terpaku buku?
Informant	:	Kalo latihan, kadang-kadang sich, dan buku dari buku focus dan buku saja. Tidak mencukupi mungkin, karena buku sendiri materi hanya sedikit. Jadi banyak ide-ide yang lain. Atau yang lainnya.
Interviewer	:	Jadi berkaitan dengan ini, sumber belajarnya tidak terpaut dari buku?
Informant	:	Kalo sumber belajar kalo topic iya, kalo topic dari buku kalo sumebr tidak. Banyak sumber lain yang bisa di ambil dari sumber lain.
Interviewer	:	Kemudian, apakah selalu kakak berikan feedback atau pertanyaan yang diajarkan kepada murid?
Informant	:	Kadang-kadang. Soalnya keterbatasan waktu juga.
Interviewer	:	Kemudian, kan terakhir-terakhir adakah membuat PR?
Informant	:	Oo tidak. Kakak nggak pernah memberikan PR kepada mereka. Karena cumin tugas aja. PR itu disini kelemahannya banayk yang tidak buat PR. PR yang buat itu itu saja. Hanya sebagian aja. Jadi kak

		fokusnya belajar disekolah jarang ngasih PR gitu.
Interviewer	:	Jadi berdasarkan itu, apakah kakak berikan reward dan punihman kepada anak-anak?
Informant	:	Untuk reward, mungkin pernghargaan apa namanya. Motivasi, pujian itu aja. Kalo punishment hanya teguran, hanya mereka melanggar aturan yang tidak mematuhi peraturan. Mungkin itu aja.
Interviewer	:	Jadi kakak secara dudalam pembelajaran kakak memberikan motivasi yang dalam kepada anak-anak?
Informant	:	Iya, soalnya gini, motivasi kakak ke anak gini aja, masalahnya pelajaran bahasa inggris ini walaupun muatan local di SD, di SMP ini adalah modal utama pada saat ini pula mereka memupuk bahasa inggrisnya karena di SMP nanti materi pokok. Jadi mereka itu main-main mereka akan terbengkalai, mengalami kesulitan nantinya seperti itu. Motivasi kakak itu aja, kalo belajar di sini tu, tidak dapat kesulitan di SMP.
Interviewer	:	Jadi kemudian, apakah kakak selalu menyimpulkan bersama-sama dengan murid pada hari itu?
Informant	:	Oooo.. kesimpulan kalo ada rasanya disimpulkan secara lebih detail lah, tapi kalo banyak latihan gitu khan, mungkin menjelaskan sendiri, sekedar sepiintas lah memberi kesimpulannya.
Interviewer	:	Misalnya kalo ada banyak waktu, kakak seracara bersama-sama menyimpulkannya?
Informant	:	Menanyakan feedback kembalilah, apakah mereka mengerti materi hari itu. Sedikit waktunya mungkin dari kakak sendiri.
Interviewer	:	Oh mungkin wawancara kali ini kak, terima kasih atas waktunya.
Informant	:	Terimakasih kembali
Interviewer	:	Asaalamualaikum...
Informant	:	Waalaikumsalam.

TRANSCRIPT OF INTERVIEW

Name of school : SDN 31 Balai Labuah Bawah

Interviewer	:	Assalamualaikum Wr. Wb
Informant	:	Walaikum salam Wr. Wb
Interviewer	:	Oo maaf miste sebelumnya mengganggu waktu istirahatnya
Informant	:	Yak. Nggak apa-apa silahkan lanjutnya. Ada yang bisa dibantu?
Interviewer	:	Oke, kemaren khan sudah ainul sudah masuk kedua kelas untuk observasi, jadi ainul sekarang mau wawancara, apakah mister bersedia?
Informant	:	Bersedia.
Interviewer	:	Pertanyaan pertama. Sebelum dimulai pelajaran mister menyusun kaak letter U, apakah selalu kayak gitu?
Informant	:	Yak, sebenarnya letter U siswa disusun seperti itu hanya variasi belajar. Jadii terkadang menggunakan sitem kelompok dan terkadang mereka belajar sendiri. Kemaren tu sengaja digunakan dalam bentuk letter U adalah biar siswa bisa saling mentap temannya karena da komunikasi siwa yang diberikan.
Interviewer	:	Ooo jadi tidak hanya letter U, jadi dikelas lain ada juga berkelompok gitu?
Informant	:	Iya, terkadang letter U, tujuannya ooo komunikasi atas siswa lebih mudah, dan diberikan euangan ditengah, karena dengan begitu pergerakan untuk mengawasi siswa juga lebih mudah.
Interviewer	:	Ooh gitu, kemudian selanjutnya, sudah tu juga mister juga selalu mereview pembelajaran. Apakah selalu mereview pembelajaran atu langsung masuk kedalam materi aja?
Informant	:	Biasanya memang setiap pembelajaran itu sengaja diawal mereview jadi materi yang sebelumnya dipelajari bisa diingat kembali. Dan juga oo yang kemaren sebelumnya dipelajari bisa diingat kembali dan juga \sedikit ooo sudah mulai masuk kemateri topiknya itu ada dua topic yang dimasukkan. Pertama sekali tentang vegetables and fruits dan disini cara

		menggunakannya dalam bentuk kalimat suka dan tidak suka. Dan ketika saya suka tentang buah, maka mereka bisa menyusun kalimat bagaimana mereka mengatakan saya suka sayur saya tidak suka jadi seperti itu.
Interviewer	:	Jadi begitu, jadi kemudian untuk materi, media. Apakah ada memakai picture, atau yang lainnya?
Informant	:	Sebenarnya untuk topic itu sudah kita bahas sebelumnya jadi yang kemarin tu lebih focus ke dalam kalimat. Jadi contoh kalimatnya saya suka jeruk. Saya tidak suka jeruk, lebih fokusnya kesana karena vocabulary sudah diberikan kepada siswa.
Interviewer	:	jadi kemudian.. oooo. Pembelajaran anak-anak itu hanya buku atau gimana?
Informant	:	Sebenarnya anak-anak punya buku pegangan, ya buku itu kebetulan khusus untuk sekolah. Karena khusus di SD 31 jadi topiknya ada di buku tersebut. hampir mirip dengan LKS, sebenarnya selain buku tersebut ada yang lain. Jai tiak hanya buku itu aja. Terkaang yang berkaitan dengan topic ada materi yang bisa digunakan kita menggunakan materi yang lain juga.
Interviewer	:	Juga termasuk kreasi anada sendiri?
Informant	:	Iya
Interviewer	:	Kemudian, kan ainul juga lihat mister mengelilingi anak-anak, itu tujuannya apa?
Informant	:	Tujuan mengelilingi ini adalah untuk memberikan perhatian yang lebih kepada mereka. Biasanya motivasi mereka untuk belajar lebih tinggi daripada kita lihat dari jauh tanpa ada komunikasi dengan siswa. Makanya ooo mereka kurang semangatnya. Jika kita dapat pendekatan dengan mereka jadi selain mengawali pekerjaannya mereka termotivasi.
Interviewer	:	Jadi itu dalam artian termasuk untuk memotivasi siswa dan membangkitkan keaktifan siswa?:
Informant	:	Iya
Interviewer	:	Kemudian apakah selalu membacakan tulisan yang ada dipapan tulis dan anak-anak mengulangi pembacaan tersebut.
Informant	:	Iya, jadi tulisan itu adalah tujuannya adalah untuk membantu mereka, ketika kita sebenarnya untuk kelas bawah, contoh

		dikelas III, kemaren kebanyakan siswa tidak bisa membaca dengan baik. Karena mereka baru mengenal bahasa inggris. Gimana cara pengucapannya kemudian mereka bisa mengulangnya jadi disini tidak tidak meminta siswa belajar sendiri, tapi kita membimbing atau membantu mereka untuk bisa memahami bahasa inggris dengan baik
Interviewer	:	Kemudian, satu hal lagi, ainul tidak melihat mister memberikan PR sebelum menyimpulkan.
Informant	:	Iya, jadi terkadang memang tidak selalu memberikan tugas dirumah. Karena memang selain difokuskan disekolah, kebetulan materi ini sudah disinggung karen,, oooooo ipertemuan sebelumnya. Jadi memang tidak diberikan tugas jadi lebih fokuskan pemantapan materi disekolah.
Interviewer	:	Kemudian apakah didalam pembelajaran mister memberikan punishment and reward?
Informant	:	Kalo punishment ada, jika mereka tidak memebrikan tugas hukuman pasti da. Tapi bukan benda. Hukuman yang diberikan bukanlah hukuman fisik tapi jika mereka tidak buat tugas, diberikan tugas tambahan. Hukuman yang diberikan bukanlah hukuman yang terpaksa. Reward secara benda juga tidak ada. `
Interviewer	:	Jadi untuk reward, lebih ke motivasi keapada anak-anak?
Informant	:	Iya, lagipula terkadang kebetulan jam mengajar di SD memang sedikit, untuk mencapai target memberikan reward yang banyak kesulitan juga, terkadang hadiah kecil seperti pena atau pensil biasanya ada.
Interviewer	:	Ok, kemudian, untuk terakhir apakah selalu menyimpulkan bersama-sama dengan siswa materi yang dipelajari hari itu?
Informant	:	Iya, materi biasanya mencoba sejauh mana pemahaman siswa menangkap materi tersebut. sudah mengerti atau belum yang dipelajarinya.
Interviewer	:	Jadi ada feedback tersendiri kedalam diri anak-anak.
Informant	:	Iya, gitu. Biasanya review stelah pemebelajar, menerangkan pelajaran dan terakhir menyimpulkan apa yang telah sipejari. Jika tidak ada yang mereka pahami, mungkin bisa menjadi bahan pertimbangan apakah materi tersebut dilanjykan atau memang dujelaskan sedikit lagi samapi mereka mengerti.

Interviewer	:	Jadi ooo hanya itu wawancara kali ini bang. Terima kasih atas waktunya
Informant	:	Iya sama-sama
Interviewer	:	assalamualaikum
Informant	:	Waalikumsalam Wr. Wb

Appendix 8. Letter of Recommendation

Appendix 8. Letter of Recommendation

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR

Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax (0752) 71879
 http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com

Sti.02/IX/TL.00/ 57-6 /2016
 1 (satu) eksemplar
 Batusangkar, 11 Januari 2016

Mohon Penerbitan Surat Izin Penelitian

Kepada Yth.
 Bupati Tanah Datar
 Cq. Kepala Kantor KESBANGPOL Kabupaten Tanah Datar
 di
 Batusangkar

Assalamu'alaikum Wr. Wb.
 Dengan hormat,
 Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang namanya tersebut di bawah ini:

Nama / NIM	: Ainul Mardiah / 11104029
Tempat, Tanggal Lahir	: Batusangkar, 09 Mei 1993
NoKTP	: 1304044905930004
Jurusan	: Tarbiyah
Prodi	: Tadris Bahasa Inggris
Alamat	: Jorong Tigo Tumpuak Nagari Lima Kaum Kecamatan Lima Kaum Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil penelitiannya sebagai berikut:

Judul	: <i>An Analysis of Teachers' Pedagogical Competence in Teaching English for Young Learners (A Study of English Teacher in Elementary School in Tanah Datar Regency)</i>
Lokasi	: Guru SD se-Tanah Datar
Waktu	: 12 Januari s.d 12 Maret 2016
Dosen Pembimbing I	: Irwan, M.Pd.
Dosen Pembimbing II	: Yulnetri, SS., M.Pd.

Untuk itu, diharapkan kiranya Bapak/Ibu berkenan menerbitkan surat izin penelitian dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuannya diucapkan terimakasih.

a.n. Ketua,
 Kepala Pusat Penelitian dan
 Kajian pada Masyarakat


 NIP. 23603031999031004

Dikirim kepada Yth.
 IN Batusangkar (Sebagai Laporan)
 a Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
 an Tarbiyah STAIN Batusangkar.
 ram Studi Tadris Bahasa Inggris STAIN Batusangkar.



**PEMERINTAH KABUPATEN TANAH DATAR
KANTOR KESATUAN BANGSA DAN POLITIK
(KESBANGPOL)**

Jln. MT. Haryono No. 10 Telp. (0752) 574400 Batusangkar 27281

SURAT KETERANGAN/REKOMENDASI

Nomor : 070/032/KESBANGPOL/2016

Berdasarkan Permendagri Nomor 07 Tahun 2014 tanggal 21 Januari 2014 tentang Pedoman Penerbitan Rekomendasi Penelitian surat dari Kepala P3M STAIN Batusangkar di Batusangkar Nomor St.03/IX/TL.00/57.b/2016, tanggal 11 Januari 2016, perihal Surat Rekomendasi Penelitian, setelah dipelajari dengan ini kami atas nama Pemerintah Daerah Kabupaten Tanah Datar menyatakan tidak keberatan atas maksud Penelitian dimaksud dengan lokasi di Kabupaten Tanah Datar yang akan dilakukan oleh :

Nama : **AINUL MARDIAH**
 Tempat/Tgl. Lahir : Batusangkar, 09 Mei 1993
 Pekerjaan : Mahasiswi
 Alamat : Jorong Tigo Tumpuak Nagari Lima Kaum Kab. Kabupaten Tanah Datar.
 Kartu Identitas : KTP.No. 1304044905930004
 Maksud dan Obyek : Izin Penelitian
 Judul : **"An Analysis Of Teachers' Pedagogical Competence In Teaching English For Young Learner (A Study Of English Teachers In Elementary School Tanah Datar Regency)"**
 Lokasi Penelitian : SD Se Kab. Tanah Datar
 Waktu : 12 Januari s.d 12 Maret 2016
 Anggota : -

Dengan ketentuan sebagai berikut :

1. Kegiatan Penelitian tidak boleh menyimpang dari maksud dan obyek sebagaimana tersebut diatas.
2. Memberitahukan kedatangan serta maksud Penelitian yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu kepada Pemerintah setempat dan melaporkan kembali waktu akan berangkat.
3. Dalam melaksanakan penelitian agar dapat berkoordinasi dengan instansi terkait.
4. Mematuhi semua peraturan yang berlaku dan menghormati adat - istiadat serta kebiasaan masyarakat setempat.
5. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut diatas maka Surat Keterangan/Rekomendasi ini akan **DICABUT** kembali.
6. Surat Keterangan/Rekomendasi ini diberikan/berlaku mulai tanggal 12 Januari s.d 12 Maret 2016.
7. Melaporkan hasil Penelitian kepada Bupati Tanah Datar Cq. Kantor Kesatuan Bangsa dan Politik Kabupaten Tanah Datar.

Demikianlah surat keterangan/ rekomendasi ini dikeluarkan untuk dipergunakan seperlunya.

Batusangkar, 12 Januari 2016
 An KEPALA KANTOR KESBANGPOL
 KABUPATEN TANAH DATAR
 KASI KESATUAN BANGSA



D. S. Sos
 NIP.19710725-2008011001

Tembusan Kepada Yth. :

1. Bupati Tanah Datar (sebagai laporan)
2. Dandim 0307 Tanah Datar di Batusangkar.
3. Kapolres Tanah Datar di Batusangkar.
4. Kepala Dinas Pendidikan Kab. Tanah Datar di Batusangkar.
5. Camat terkait di Kab. Tanah Datar.
6. Kepala P3M STAIN Batusangkar di Batusangkar.
7. SD Se Kabupaten Tanah Datar.
8. Yang bersangkutan...



PEMERINTAH KABUPATEN TANAH DATAR
UPT DINAS PENDIDIKAN KECAMATAN LIMA KAUM
SDN 31 BALAI LABUHA BAWAH



SURAT KETERANGAN

No : 800 / 20 / SDN 31/ LK- 2016

Berdasarkan surat Rekomendasi No.070/032/KESBANGPOL/2016 Tentang Penelitian
 maka yang tersebut dibawah ini :

Nama : AINUL MARDIAH
 NIM : 11104029
 Tempat /Tgl lahir : Batusangkar,09 Mei 1993
 Alamat : Jr. Tigo Tumpuak Nagari Lima Kaum Kab Tanah Datar
 Judul Penelitian : An Analysis Of Teachers' Pedagogical Competence In
 Teaching English For Young Learner (A Study English
 Teachers In Elementary School In Tanah Datar Regency)

Telah melakukan penelitian di SDN 31 Balai Labuh Bawah Pada tanggal 12 Januari s/d
 Maret 2016.

Demikianlah surat keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya

Balai Labuh Bawah, 5 Januari 2016

Kepala Sekolah



JANIARTI.S.Pd.SD.MM
 NIP.19650106 198308 2 001



PEMERINTAH KABUPATEN TANAH DATAR
UPT DINAS PENDIDIKAN KECAMATAN LIMA KAUM
SDN 01 BALAI BATU LIMA KAUM



Jln. Jendral Sudirman-Lima Kaum

Kode Pos.27213

Telp.(0752) 71580

SURAT KETERANGAN

NO: 421.4/047/SDN 01-LK/2016

Yang bertanda tangan dibawah ini Kepala SDN 01 Balai Batu Lima Kaum Kecamatan Lima Kaum, Kabupaten Tanah Datar dengan ini menerangkan:

Nama : AINUL MARDIAH
 NIM : 11104029
 Program Studi : TADRIS BAHASA INGGRIS
 Perguruan Tinggi : STAIN BATUSANGKAR
 Jurusan : TARBIYAH
 Jenjang : S.1

Telah melakukan penelitian pada SDN 01 Balai Batu Lima Kaum dengan Judul Skripsi "An Analisis of Teachers' Pedagogical Competence in Teaching English for Young Learner (A Study of Eglish Teachers in Elemantary School in Tanah Datar Regency)"

Demikianlah surat keterangan ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Lima Kaum , 5 Pebruari 2016

Guru Bidang Studi

Mengetahui
 Kepala Sekolah

Drs. YUWELDI,MM
 NIP. 19651231 198603 1 096

YOSEPTIAN SUHERI, S.Pd.I
 NIP. -



**PEMERINTAH KABUPATEN TANAH DATAR
UPT DINAS PENDIDIKAN WILAYAH LIMA KAUM
SEKOLAH DASAR NEGERI 29 CUBADAK**

Alamat : Jln. Raya Cubadak

email:sdn29cubadak@gmail.com

Kode Pos 27216

**SURAT KETERANGAN
NO: 800/005/SDN 29/LK-2016**

Yang bertanda tangan di bawah ini Kepala SDN 29 Cubadak Kecamatan Lima Kaum, Kabupaten Tanah Datar dengan ini menerangkan:

Nama : AINUL MARDIAH
Nim : 11 104 029
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : STAIN Batusangkar
Jurusan : TARBIYAH
Jenjang : S.1

Telah melakukan penelitian pada SDN 29 Cubadak dengan Judul Skripsi “ An Analysis of Teacher Pedagogical Competence In Teaching English For Young Learners “(Astudy English Teacher at Elementary School at Tanah Datar Regency)”

Demikianlah surat keterangan ini diberikan, untuk dapat diperlukan sebagaimana mestinya.

Lima Kaum, 04 Februari 2016

Mengetahui
Kepala Sekolah

KASTIWARNI, S.Pd.SD
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