

The Implementation of Teaching English (Case Study at Islamic Boarding School)

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Abstract

Introducing English earlier starts from elementary school is a bright idea, because Learning at young age will be more quickly and effectively than at adult because the child brain is particularly adaptable to language acquisition up to puberty. The writer has objectives concerning the teaching learning process, among other things are: the instructional material, the instructional media, method and technique used, and the students' achievement. This research is qualitative research design, and the subjects of the research are the headmaster, the English teacher, and students. The result of the research has been shown in the research finding and has been discussed that (1) the instructional materials (2) the instructional media is important instrument to be used and interesting for students in teaching learning process; (3) the method used are direct method, total physical respond and grammar translation method, while the technique are songs, and dialogue; (4) the students' achievement score is taken from the first semester examination. Finally, the conclusion of this research is that in holding the English as local content, while the material given, teaching media, method and technique used have been suitable with the theory although those should be improved again.

Key words: *Implementation, ELT, Young Learner*

INTRODUCTION

Language is used for communication (Brown, 2000). Learning it means able to communicate in that language. There are a number of other general points that are worth making about language. First, human language is not only a vocal system of communication. It can be expressed in writing, with the result that it is not limited in time or space. Secondly, each language is both arbitrary and systematic. Based on Crystals' statement (1994; 2) language is a result of the normal process of education and social development.

Oxford learner's dictionary explains the language by explaining in the some of explanations, there are: language is system of communication in speech and writing use by people of particular country, language is the use by humans of a system of sounds and words to communicate, language is particular style of speaking or writing, language is a way expressing ideas and feelings using movements, symbols and sounds, and language is system of symbols and rules used to operate a computer.

Al Khuli states that language is an arbitrary system of vocal symbols used to communicate ideas, and express feelings among the members of a certain social community. Talebinezhad & Akbar, (2007) said that English as an International Language referred to the use of English by people of different nations in order to communicate with one another.

Basically, language is a communication mean to express feeling and thought. English is one of a foreign language in Indonesia. English has important roles to obtain and develop knowledge, technology, and culture as well as to keep the good relationship among countries in this world. Realizing how important English is for the progress of our country, students should keep on developing English skills.

In Indonesia, English is learnt and taught for by junior high school, Senior high school or even university. English means something important for some students to be taught at school based on situation and condition of the object area. But there are some problems that are faced by the students. It is realized that most students get bad mark. So, it proves that English is really difficult for the students. Moreover, nowadays English is a local content for the elementary school students. It means the students should have learnt English for at least six years both at secondary school and senior high school. Principally the students should have understood and mastered English well. But in fact, it was discovered that high school graduation do not master many vocabularies even English department students who are preparing themselves to be English teachers have the same problem. They have just minimum vocabulary, under graduates and graduates are still unfamiliar with high frequency of words.

To overcome the issue above, there is a bright idea. It is introducing English earlier at elementary school. Learning at young age will be more quickly and effectively than at adult because the child brain is particularly adaptable to language acquisition up to puberty. Thomas (1987:43) stated that the plasticity of the brain prior to puberty enables children to acquire not only their first language but also a second language. A second language for the children who have benefit from a program of foreign language at primary school will be better prepared to respond the teaching in secondary school as a natural continuation.

The implementation of teaching English at elementary school should be carefully prepared so it does not affect the children negatively, The teaching must not be bored or frightened but students should be interested and enjoying English. Teaching English to young learners are different from teaching English to adult learners. The young learners are generally not aware that they are acquiring a language. Therefore, they do not pay attention much on language and system. Harmer (2007: 82) also stated that children often learn indirectly than directly. The main objective of teaching English to young learners is not enable them to communicate in English but it should be matched with their cognitive and language development. Meanwhile, adult learners do approach a second language systematically and attempt to formulate linguistic information is available to them. (Brown, 1987:53)

The problem faced is how to teach English effectively and interestingly for the students of beginners. The fact, the younger they learn, the better they achieve.

Stated in curriculum that the goal of teaching English in elementary school is to motivate and to encourage them in learning English, so that they are ready and have self-confidence to learn English in higher level.

Therefore, the English teachers who are involved in the teaching of English directly should know the native of the English teaching for the young learners. Consequently, it is a must for the English teachers to know the objectives of the teaching English at the elementary school the theoretical of teaching English as a foreign and second language. Teachers, who consider the requirement above, hopefully can lead the teaching leaning of English successfully.

Indonesian education has decided that English subject is one of a compulsory subject for Indonesian students from junior to senior high school. It means that every high school has an English subject and an English teacher. In many cases mentioned that senior high school students could not understand or use English skill well whereas they have studied English for six to seven years. To overcome this problem, the writer presents in this chapter about the teaching of English language. To get first language is very easy especially for children but to get foreign language is not as easy as first language acquisition. Brown (1987: 38) stated that children's acquiring first language is easy and well, yet the learning of second language, particularly in educational setting, often meets with great difficulty and sometimes failure. Therefore, teacher should be able to learn something from a systematic study of that first language learning experience.

The process of learning English at senior and junior high school are not sufficient for mastering a foreign language. Even though senior and junior high school students have been learning English for six years, they cannot use English efficiently as a means of communication. They cannot use it for daily practice. It is difficult for them to acquire the four language skills. Of course it is difficult for them to master it. They do not get used to the habit of learning foreign language. They cannot speak simple English, memorize the vocabulary, and write correct sentences in a relatively short time. The most crucial thing is the lack of time for learning the language. It is the main cause of the failure. It cannot be done in a short time or in one moment. It is indeed requires a process. If English is learned in a longer time, the students will have the opportunity to acquire it gradually.

Young learners are unique because they have some characteristics that differ from those of the adult learners. Therefore, teacher should consider the unique characteristics of young learners when they teach them. Children learn English depends on their developmental stage. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. According to Philips younger learners responds to language according to what it does or what they can do with it, rather than treating it as an abstract system. To learn English, children learn differently from adult, according to Richard (2007: 82) children learn with many ways, they are:

1. Children respond to meaning even if they do not understand individual words.
2. Children often learn indirectly rather than directly.

3. Children's understanding comes not just from explanation, but also from what they see, hear, and, crucially, have a chance to touch and interact with.
4. Children find abstract concept such as grammar rules difficult to grasp.
5. Children generally display an enthusiasm for learning and curiosity about the world around them.
6. Children have a need for individual attention and approval from the teacher.
7. Children are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
8. Children have limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

Children are also still learning about their environment. Younger children may ask question all time and may talk about what they are doing. The teacher him/herself should be aware of the learners' characteristics and take them into account in his/her teaching. And the teacher is the only one who can see how far up the ladder his/her individual pupils are.

Sukarini et al stated that technique is any of a wide variety of exercise activities or tasks used classroom for realizing lesson objectives. All techniques are good, as long as it is well chosen and able to acquire the objective of the learning activity. To develop children communicative ability, there are some techniques which can be used to teach children effectively, as follows:

1. Songs

According to Scott and Ytreberg (2004: 27) all children love rhymes and songs and they like to repeat them again and again. Song is one of the best way to brighten up the English class by providing a change of phase in the classroom routine. It can also be used to reinforce language pattern which have been already learned, and to introduce the new material. Using songs in the classroom can be said as valuable because the students can accept song pleasantly and also it can be teaching media in English,. Singing together can also create relaxation. While seeing from the educational sight, songs can be used to learn pronunciation and style of English. There are some songs to be taught to the children such as spelling song (Bingo, ABCD), song for special action

2. Dialogue

A dialogue is an exchange of conversation between two or more people to involve in real life situation. It is also well suited for practicing authentic language in real communication, because they use and learn language in real life content. Scott and Ytreberg (2004: 39) stated that dialogues which involve some sort of action or movement are the ones which work best with young children. Working with dialogues is a useful way to bridge the gap between guided and freer activities. Controlled dialogues can easily develop into freer work when the students are ready

for it. And putting the students into groups for doing the dialogues is a simple way of organizing even large classes.

3. Games

Basically, children like playing. Using games to teach language will bring many advantages and support them to study better. Scott and Ytreberg (2004: 3) stated that young learners love to play and learn best when they enjoy themselves. By conducting interesting games, the children can easily take part in learning English. There are many games that can be used by teacher such as guessing games, building pictures, card and board games, etc.

RESEARCH METHOD

This research presents the information concerning the current status of phenomenon and it is directed toward determine of a situation as it exist at the time of the study. Arikunto (2006: 12) stated that to conduct the research it is natural and emphasizes on natural description. So the researcher uses qualitative descriptive design in doing the research. The research is focused at Islamic Boarding School and the subjects of the study are the head master, the English teacher, and the students.

- a. The Headmaster holds responsibility in all programs that have been determined, such as the curriculum, the syllabus, the teaching learning process and the objective of teaching English.
- b. The English teacher has a main role in teaching learning process as the manager of classroom activities. By knowing the activities of English teacher, it will be known how the teaching learning process in term of the material, media, the method and the technique are used
- c. The students are selected as the subject of this study because they also have important role in the teaching learning process and they have already known and studied English.

Data collection method to collect the data of this study needs some research instruments such as questionnaire, observation, interview, and documentation. So there are four instrument of collecting data in this study.

1. Questionnaire

In this case, there are two kinds of questionnaire used, one for the teacher and the second for the students. Both questionnaires are written in Bahasa Indonesia. The questionnaire for the teacher consists of six parts (50 items). The first part (12 item) is intended to get information about teacher's experience. The second part (4 items) is intended to get information about teacher's preparation. The third part (1 item) is intended to know about instructional material. The fourth part (1 item) is intended to get information about instructional media, the fifth part (25 items) is intended to know teaching activities. The sixth part (7 items) is intended to know about evaluation.

The questionnaire for the students was aimed to get the data about the students' attitude toward the teaching English. The questionnaire consists of 15 items. The first is to know whether students like English or not. The second is to know whether the English is difficult or not. The third is to know whether the students understand English lesson or not. The fourth is to know whether activities are interesting or not. The sixth is to know whether they do the homework or not. The seventh is to know whether they are bored in learning English or not. The eighth is to know whether they want to speak English or not. The ninth is to know whether they take a private course or not. The tenth is to know whether they like studying English or not. The eleventh is to know whether they need English or not. The twelfth is to know whether they learn how to speak English at home or not. The thirteenth is to know whether they learn English by themselves at home or not. The fourteenth is to know whether they like to watch English film or not, and the fifteenth is to know whether they are interested in listening English song or not

2. Observation

The main purpose of the observation is to record the activities performed by the teacher and students in the class, such as teacher's teaching techniques, teaching methods, the using media, knowing the instructional system of the period of test, how to test and point to be evaluated the using English by the students during the lesson can also be observed.

This observation sheet consists of sixteen items. The first is intended to know about the number of the students in the classroom. The second is intended to know about the instructional media in the classroom. The third is intended to get information about the number of students who have instructional material. The fourth is intended to know about the language used by the teacher to open the lesson. The fifth is intended to know about the teacher involving students' participation. The sixth is intended to know about the language used by the teacher to close the lesson. The seventh is intended to know about the technique of teaching applied by the teacher. The eight is intended to know about the teacher utilizes the textbook. The ninth is intended to know about the use of instructional media. The tenth is intended to know about students' error in using English. The eleventh is intended to know about the utilizing of other instructional media beside the blackboard. The twelfth is intended to know about the volume of the teacher's voice. The thirteenth is intended to know about the explanation of teacher to the students. The fourteenth is intended to know about the textbook used whether it is interesting or not. The fifteenth is intended to know about the instruction of the textbook whether it is clear or not. The sixteenth is intended to know about the exercises in the textbook whether it is interesting or not.

3. Interview

The interview is used to get data, which the item of interview contains, some questions or question list. There are three interviews, the first for the head master about the opinion of the objective of teaching English, the second for the English teacher about instructional material, method, techniques, media and how to evaluate

the students' achievements. And the third for the students of fifth grade about their interest in English lesson.

4. Documentation

The documentation is used to gain the data about the instructional materials and the achievement of the students in English. In the process, the teacher is asked to lend all documents he made and used in his teaching and learning process. They are all to support in answering research.

Data analysis in qualitative research design, data analysis is the process of the study, the sequence and qualification of data, the objective is to make a hypothesis to be theory as a result of research. Data is about description of situation, event, people, interaction and performance, statement about one experience, attitude, opinion and document. All the data obtained from interview, documentation, and observation. Before being analyzed the data is evaluated, selected and then classified based on the topic of research problem.

The data gained through the questionnaire from the teacher are presented in the form of description since the study only involves one teacher. On the hand, the data gained through the questionnaire for the students were investigated using tally system to complete the percentage. The tally system was used, for the alternative answer of questionnaire consisting of 'yes' or 'no' choices. In this case, the frequency of each option chosen by the students was counted. These percentages were then presented in the form of description of each item. The data gained through observation was presented in the form of description way.

The data collected through the documentation were teaching preparation, the instructional materials, and the students' achievement. They were presented in descriptive way. The achievement of the students in English taken from task, medium task final test was analyzed to investigate the students' level of mastery of English. The researcher used the percentage to identify the students' achievement in accordance with their level of mastering of English.

FINDINGS AND DISCUSSION

The instructional materials used in teaching learning English, which is consist of the English materials. The teacher used it as the basic reference in teaching and it is developed based on the children psychology. He also thinks that the teaching English can be practiced in this school.

The teacher chooses this book because the teacher considers that it will help much to reach the aim of teaching learning English. The target of this book is to introduce and also try to improve the ability of the elementary school's students, so they can communicate with English actively. This book provides four English skills namely speaking, reading, writing and listening.

As the children are very enthusiastic and energetic learners, the activities in the book should be mainly developed on various kinds of activities to avoid boredom. The content of this book has a variety of topics, according to the learners; level and needs, since they are beginners of English learners; they are introduced to various topics relating to their environment. Such as; Hobbies, Telling the time, Food and Drink, Daily Activities, Clothes and Costumes (semester I) Shapes, Transportation, Health and Hospital, Occupations, Weather and Season (semester II). Each topic on the book provides kind of various activities and English skills that are simple and easy to do and understand for students such as; vocabulary, listening, speaking, reading, and writing.

When the writer came to make his observation in teaching learning process, it was found that the topic that the teacher and the students studied was about “Shapes”. In the teaching learning process, first materials that was given to the students was vocabulary of shapes such as; shape, oval, circle, semicircle, sphere, square, rectangle cube, triangle, cone, cylinder, pentagon, hexagon, pyramid, and many things about shapes vocabulary. Besides vocabulary, the teacher taught English skills as the materials such as listening, speaking, reading and writing. For listening, the teacher gives some activities, such as; the teacher asked for the students to listen and repeat his words, for example the teacher says: “this is square”, then the students repeat: “this is square”. And these activities were done till all vocabulary repeated. For speaking, the teacher asked for the students to study the dialogues given and practiced them with their friends. For reading, the teacher gave the students passage of reading and read the reading for the students then students repeated the teacher’s reading. For writing, the activity was students’ activity, they arranged the words into the good sentences or they completed the sentences using the words that they have known. And these materials are also provided communicatively and suitable with the growth age of the elementary students. It contains some pictures, so the offered concept can be caught easily.

The book introduced sufficient vocabularies for each unit. Moreover, the various kinds of activities enable the students to increase their vocabulary more than they require. Furthermore, the vocabularies are provided in the context, so that the students are able o practice how to use the words in sentences.

Unfortunately there is no vocabulary list at the end of the units. The vocabulary list would help the teacher to identify the number of vocabularies that have been obtained by the students on this level. The tenses introduced are the simple present tense and the present continuous tense at the learners are beginners of the English learners.

This book is indeed very good. The activities in the book develop the students’ learning the four skills integratedly. The material covers a variety of topics. The materials presented in an interesting way to attract the children. Various kinds of activities are interesting and suitable with the children characteristics. The instructions are given in the simple English and Indonesian. Using the book, English is fun rather than a heavy subject. Because of the various kinds of activities,

the teacher is able to choose any activities he likes based on the activities in the book.

However, there is no periodic review of the topic, so there should be reviewed actually. There are sufficient exercises in the book. But it still should be developed further. The instruction for activities and exercises and tasks are clear. For instance, read the text, arrange these sentences into a group of paragraph, complete these sentences with the correct words, etc.

1. Instructional Media

The use of media in teaching learning process is enough based on the need of elementary school students. The real objects around the students in and out of the classroom are their first media and parts of them are written in English. For example; on the door of the classroom, the teacher puts the big writing "Class Room". Several pictures hanging on the wall in and out of the class used as the media in teaching vocabulary, especially about concrete noun.

When the writer came to the class to make an observation to find media that the teacher used, it was found two media when the teacher taught students about "Shapes", they were concrete nouns and pictures. For concrete noun or real object, the teacher brought a ball, an egg, a cube, a triangle, and a cone. By using these real objects, the teacher asked the students to mention what the thing and the shape are for each real object. For example; the teacher showed a ball while saying, "what is this?". The students answered, "that is a ball?". Then the teacher asked again with other question, "what is the shape?". The students answered, "it is spherical". After wards the teacher showed other real object and did like the ball activity and kept going for all real objects. These activities were repeated many times to make the students master the topic that they learned. For pictures, the teacher brought many kinds of shapes pictures such as; picture of a square, picture of an oval, picture of a rectangle, picture of sphere, picture of a pyramid, picture of a cylinder, picture of a cube. To apply the teaching learning process for shapes topic using pictures, the teacher asked the students to say shapes based on the picture that shown by the teacher. For example; the teacher said the shape of the picture then the students repeated it or sometimes the teacher showed the picture of a square and the students immediately mentioned the shapes of square, "that is square." These activities were applied many times in order to the students understood the topic.

Besides the activities above, to avoid the students' boredom in studying English, the teacher gives them occasion to study out of the classroom. For example; the students are brought to some places near the school, where the students can find many kinds of real objects around them as the new vocabularies. For example; the teacher tells them what thing they can see, what people's activities around the place, and after that the teacher hopes the students to tell with their own words about what they have seen.

The observation of using the teaching media shows those some kinds of media are important instruments to be used and interesting for students because the elementary school students like playing while studying.

2. The Teaching Method and Technique

By making an interview and making an observation to the English teacher and his class, the researcher finds the data about the method and technique used in teaching English. They are described as follows:

a. The Teaching Method

The English teacher in teaching English often uses the total physical response method. The total physical response method provides an enjoyable learning experience and has a minimum of the stress that typically accompanies learning a foreign language. A total Physical Response lesson might involves the teacher to give command to students to do something. For example when the teacher teaches “part of body”, he asks the students to show their head, fingers, hands and so on. And also when they explain the students about the using of “command”, the teacher asks them “stand up and put your book on my table!” and immediately the students stand up from their seat and walk toward the teacher’s table and put the book on it.

Beside the total physical respond, the Direct Method is also used. The Direct Method tends to encourage the students to speak directly without paying attention to the structure much. In this method, the teacher has a great role in correcting the students’ mistakes. So the students can improve their structure in accordance with the mistake that they have made. The simple idea behind the direct method is that the learners learn a foreign language by hearing it spoken and enjoying in conversation. Students are also taught to associate meaning in the target language directly. New target language words or phrases are introduced through the use of realia and pictures. Students speak in the target language a great deal and communicate as if in real situation. For example; the teacher said the shape of the picture shown then the students repeated it or sometimes the teacher showed the picture of a square and the students immediately mentioned the shapes of square, “that is square.”.

Other method is Grammar Translation Method. In this method, students learn by translating from one language to the other, they often translate reading passages in the target language. For example when the teacher teaches reading and the students do not understand the meaning of words, the teacher gives the synonym of it instead of translate the word or sentences into Indonesian. Only new vocabularies are translated into Indonesian.

b. The Teaching Technique

Technique is any of a wide variety of exercise activities or tasks used classroom for realizing lesson objectives. Teaching technique can help the teacher in making language learning become pleasurable activity, to which children and teacher learn and teach with eagerness and enthusiasm. The technique used in teaching English are combined among of the methods is the dialogue. The dialogue is done between the students and the teacher, and between the students and the students. It happens during teaching learning process in the class. For example, after explaining the lesson, the teacher always ask the students saying “any question so far?”, at that time the students rise the hand and mention the asked question, then the teacher answer what the student asks. This method really helps the teacher in understanding the students’ problem and ability in teaching learning process. By the dialogue, the students can express their difficulty and any other problems related with the lesson given and in the other hand, the teacher can make personal approach toward the students.

The other technique that can be used in teaching learning English, it is song. The song is very interesting and helps students to increase their vocabularies, the students enjoy it very much. Usually, when the students get bored with the technique given the teacher invites them to sing together. So by the song given the teacher wants to overcome the students’ boredom and make the students relax.

3. The Implementation of Teaching Learning English

In this term, the writer describes about pre activities, whilst activities, classroom atmosphere, students’ attitude toward the teaching English and post activities.

a. Pre-activities

The data from observation shows that the English teacher can open the lesson well. He always greets the students before starting the discussion. The main greeting is “Assalamu’alaikum” then by the English greeting, such as “Good Morning students!”, “How are you?” after greeting then he reads the attendance list to know whether the students are present or not, he reviews the previous lesson, and tells the students about the topic to be discussed.

b. Whilst-activities

The data from observation shows that the main technique that is frequently used by the teacher is giving explanation if there are new materials. Sometimes the teacher asks the students to sing a song when the students get bored with the technique given. And the teacher sometimes gives some quizzes and games because the children like them very much. For reading, the most frequent technique is reading aloud. He asks the smart students to read in a loud voice to be the model for the others. Then the other students have their turn. He also gives the script of conversation and the students read it and practice it. The common activities are individual, whole class activities, or sometimes pair work and group work.

c. Classroom Atmosphere

When the researcher came to make an observation, it was found that there are forty-four students in the class. The classroom's size is large enough and it is comfortable for students to study. This class is not only used to study English but also used to study other lessons. There is a male teacher teaching students in the classroom. He is still young and could manage the class well. He has firm attitude and loud voice, so the students could join the teaching learning process enjoyable.

The use of English was nearly fifty percent if it is compared with the use of Indonesian. It proved that the teacher had language discipline in the classroom. It also happened with the students. When they wanted to ask something to the teacher, they tried to use their English although it was sometimes combined with Indonesian.

The teacher approached the students individually. For example, when the students did class work, the teacher walked around the class to know whether the students had any difficulty in understanding the instruction of the question or not. After doing the class work, the students were asked to answer the question in turn while the teacher corrected the mistake if any. The teacher often punished the students who broke the rule. For example, when the students came late or did not do any assignment, the teacher ordered them to stand up in front of the class or leave the class. Sometimes the teacher asked the students who was noisy to memorize some new vocabularies.

d. Post-activities

The English teacher always concludes the instructional materials that had been presented before he left the classroom. He also tells the students about the topic to be discussed for the next meeting. The teacher can manage the time allotment available for each meeting. He has enough time to conclude the materials presented before he left the classroom. When the bell rings, he stops teaching with concluding the material.

Data from the document above the achievement of the students' grade at the first semester in academic year 2008-2009 shows that the students got grade 90-100 (7%); the students got grade 80-89 (23%); the students got grade 70-79 (57%); the students got grade 60-69 (14%); and no student who got grade below 59.

Based on the theory related to chapter II, the writer discusses the result of the research findings by answering the problems.

- The Instructional Material

As a component of the curriculum, instructional materials function to achieve the instructional objectives which have been formulated. Actually, the English teacher is free to choose the source of instructional materials as long as it is line with the theme in the Basic course Outline and the students' capacity. Swath (1995: 7) stated

that a course book or textbook is a reference for learners on grammar, vocabulary, pronunciation etc.

The book used is good, but it still could be improved. Another alternative of improving the book is by presenting pictures in color. By presenting the picture, it will give great contribution to the students in understanding the meaning of words and sentences. And by presenting the picture in color, it is possible that the students are more interested and attracted. As the result, better understanding can be expected.

Nevertheless, the teacher should not depend only on the certain materials. The teacher may choose the instructional materials from any sources such as newspaper, magazine, radio, television etc.

- The Instructional Media

One of the roles of the media is to attract the students' attention and to deliver information (Kasbolah 1999: 21). Richard (2007: 177) stated that objects that are intrinsically interesting can provide a good starting-points for a variety of language work and communication activities.

- The Teaching Method and Technique

Is using the method and technique, the teacher often asks the students to respond his command physically. This is in line with Total Physical Response Method, which often utilizes imperative as well as interrogative moods, the total physical response is effective in the beginning levels of language skill. Through the physical response, students will feel comfortable. At this time the teacher can move the activities into the more communicative situation in which the students can respond the teacher's stimulus verbally, ask question and other oral work.

Sometimes the teacher can also move through what Krashen and Terrel (In Brown, 1987: 184) define as three stages in language teaching learning process; (1) the reproduction skill develop; (2) early production, usually students make errors, but the teacher does not need to force correction, since the meaning of it is stressed, and (3) extending production into longer stretches of discourse involving role-play, dialogue, and games.

This approach is also sometimes used by the teacher in which he asks the students to listen them first, no students voice are allowed, then ask the students to repeat later on and finally enable the students to engage in song, dialogue or any other activities.

- Students' Achievement

Observing the students' attitude toward the teaching of English and there is achievement in the finding the write concludes that the attitude toward the teaching English can determine the students' motivation on learning English. It can be expected that the students who has favorable attitudes toward learning English will

also be willing to study the language actively, and the students' achievement will be better. Here the writer can conclude that the attitude plays a very important role in learning language. If the students do not have a good attitude toward English, it is impossible for them to be actively involved in the study, and the students' achievement will be lower.

CONCLUSION

The English teacher was able to arrange and choose the appropriate materials for his students. The instructional materials used by the English teacher was the textbook It was good from the point of the content and various kinds of activities. This book provides many topics such as; Hobbies, Telling the time, Food and Drink, Daily Activities, Clothes and Costumes (semester I) Shapes, Transportation, Health and Hospital, Occupations, Weather and Season (semester II)

For the instructional media, there is no problem since there are some kinds media used by the teacher such as real thing, artificial material, pictures, etc. he uses them based on the theme/sub theme presented in teaching learning process. For The method and technique, the teacher makes the variation in the method and technique to overcome the boredom in teaching learning process. For example, they use direct method, total physical respond method and Grammar Translation Method. While for the technique, they combine among of them dialogue, songs and games. But game is seldom given, because the classroom situation will be noisy and it disturbs the other classes.

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