

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the writer would like to analyze the data gathered from the research. The data was obtained from the teaching learning process and evaluation. The researcher is going to describe the teaching and learning process of English speaking skill conducted at Hj. Isriati 1 elementary school in terms of teaching materials, teaching methods, and learning assessments. Then, the description is going to be analyzed by the principle of English language teaching learning for young learners.

#### **A. Finding**

##### **1. English Language Teaching at Hj. Isriati 1 Semarang Elementary School**

###### **a. The Objective of English Teaching Learning**

As a global Islamic elementary school, SD Hj Isriati 1 Semarang introduces English since early stage. It can be seen through the daily activity such as praying together in the morning to start the lesson. The prayer is conveyed in three languages, i.e. Arabic, English and Indonesian. It is important to introduce English as early as possible because English is an international language as a tool for global communication, and to prepare the students to learn English in higher schools<sup>1</sup>.

The purpose of teaching English in Hj Isriati 1 Semarang are like follows:<sup>2</sup>

- 1) To develop communication competence orally during action (language accompanying action) in school context.

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<sup>1</sup> Interview with the headmaster (Drs. Ya' kub), *April 4<sup>th</sup>, 2011*

<sup>2</sup> [www.isriati.sch.id](http://www.isriati.sch.id)/April 4<sup>th</sup>, 2011

- 2) To have awareness about the essence and importance of English to enhance competing competence in the global society.

To reach the goals above, Isriati 1 Semarang elementary school implements curriculum of KTSP (Unit Level Education Curriculum). Curriculum is a set of plan and arrangement about the content, material of the lesson and methods applied as a principle of the implementation of teaching and learning activities to reach the objective of education.<sup>3</sup>

Based on law no. 20 year 2003 about national education system article 36 verse (2), it is stated that curriculum in all education levels is evolved by the principle of diversification according to education level, region potency, and the students.<sup>4</sup> Based on this policy, Isriati 1 Semarang elementary school develops KTSP.

In the implementation of the curriculum, teaching and learning process of English at Hj. Isriati elementary school is conducted in two different classes. Reading and writing class are conducted in the classroom, while speaking and listening class are done in the English laboratory.<sup>5</sup> Due to the research focuses on speaking, this thesis will highlight the teaching and learning process of speaking skill includes the teaching material, method, and assessment.

b. The Teaching Material

Teaching materials of English speaking skill are organized according to the syllabus. They are more emphasized on the developing vocabulary of daily things and events of children, pronunciation, making English speaking as their habitual action. The

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<sup>3</sup> Interview with the headmaster (Drs. Ya'kub), *April 4<sup>th</sup>, 2011*

<sup>4</sup> Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003 pasal 36 ayat 2

<sup>5</sup> Classroom observation, *April 5<sup>th</sup>, 2011*

syllabus is organized by the themes. The themes contain the topics. All of the materials are the vocabulary related with the topic.

The themes taught to the fourth graders are as follows:<sup>6</sup>

1. It's Nice to Meet You

This theme describes the students about how to introduce with some new friends. It contains some dialogue of people who are having an introduction. The expressions are like asking name, address, profession, hobbies, and how to close the conversation.

2. When Do You Start?

This material contains some expressions of asking time of activities like "*what time do you usually get up in the morning?*", "*what time do you go to school?*", and talking about daily activities. Students are also introduced with some adverb of frequency like always, often, sometimes, never, etc.

3. Tell Me What Happened.

In this chapter, students are explained about how to tell past event. They are taught about how to use past participle and also the time signal of past tense like yesterday, last night, last holiday, etc.

The dialogue contains some expressions like "*when were you born?*", "*I was born on November 2002*", "*where did you go yesterday?*" etc.

4. How Much Is It?

This theme contains daily vocabularies like bag, hat, clothes, etc. Students are taught how to ask the price. The expressions used in this material are "*how much is this?*", "*how much are these?*" "*how much does it cost?*", etc.

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<sup>6</sup> Surono Mundiharjo, *English Workbook for Elemenary School*, (Semarang: Isriati Press, 2010) p.iv

### 5. Can You Help Me Please?

Pupils are taught about how to make request or to ask for a favor. The vocabulary items used are like modal can, could, will, would. For example “*can you help me open the door, please?*”, “*would you lend me your ruler, please?*”, etc.

Students are also explained how to invite someone. The expressions used are like “*do you want to play badminton?*”, “*how about reading comic?*” “*let’s go to the school yard*”, etc.

### 6. Where Is the Bank?

This topic is about giving and asking for a direction. It contains prepositions like in front of, behind, beside, between, etc. the expressions to ask direction are like “*can you tell me where the mosque is?*”, “*how do I get to the railway station?*”, “*where is the post office?*”. The expressions to give direction for instance “*go straight ahead, then turn right*”, “*it’s next to the park*”, “*it’s behind the book store*” etc.

### 7. Physical Appearance

This theme contains some vocabulary items related with physical appearance. To ask about someone’s appearance, the expressions are like “*what is he like?*” or “*what does he look like?*”. While to describe someone, the expressions are “*he is medium height*”, “*he has short hair*”, “*he has flat nose*”, etc.

### c. Textbook

In Hj Isriati 1 Semarang elementary school, the teacher uses several textbooks to support English language teaching. But for speaking and listening class, the teachers arrange their own book adjusted with the syllabus.<sup>7</sup> The title of the book is *English Work*

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<sup>7</sup> Interview with the teacher (Surono Mundiharjo S.S), April 5<sup>th</sup>, 2011

*Book for Elementary School*, arranged by the teacher himself, Mr. Surono Mundiharjo S.S, from many sources.

The book is focused on listening and speaking which attempts to improve listening and speaking comprehensive skill of students in Hj Isriati 1 Semarang elementary school. The book contains several exercises which can move students forward in learning English especially in terms of listening and speaking.

The object of this book is to give the opportunity for students to enhance their listening and speaking skill through the appropriate exercises within this book, and to be accustomed to with native speaker utterance. Students hopefully can be challenged by all the expressions in the book that are wonderfully laid out. Moreover there are some phrases have different level based on its function and the target of achievement.<sup>8</sup> Optimistically, after completing the exercise, students can share their ideas and thoughts in the English language. They can use English in their daily lives.

d. Teaching aids

The process of teaching and learning of speaking skill is conducted in English laboratory. It can be said that English laboratory at Hj Isriati 1 Semarang is well facilitated. Inside the laboratory, there are a set of computer complete with sound system, LCD and screen. There are forty seats in the laboratory with headset for each seat.<sup>9</sup> The facilities enable the teacher to convey the material more clearly, for example when teacher wants to show a dialogue, he can play it in the computer then students can pay attention on the screen to watch and listen to the dialogue which is played. Using such facilities can help the teaching and learning process become more smoothly as teacher

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<sup>8</sup> Surono Mundiharjo, op.cit., p. ii

<sup>9</sup> Classroom observation, April 12<sup>th</sup>, 2011

can explain the material more clearly while students can absorb the lesson more easily through the use of good class facilities.

Other teaching aids used in the teaching and learning process are picture and realia. With those facilities and teaching aids, students can study enjoyably and comfortably.

## **2. English Teaching Learning Methods Applied at Hj Isriati 1 Semarang Elementary School**

### **a. Teaching and Learning Method**

In the teaching and learning process, teacher implements several methods; those are Communicative Language Teaching (CLT) method, Presentation Practice and Production (PPP), and Direct Method.<sup>10</sup>

Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is communicative competence a term introduced into discussions of language use and second or foreign language learning in the early 1970s.<sup>11</sup> The method sets as its goal the teaching of communicative competence.

In Communicate Language Teaching (CLT), the teacher spends less time on the structures of the language and more time encouraging the children to use the language.<sup>12</sup> This gives children the opportunity to say

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<sup>10</sup> Classroom observation, April 12<sup>th</sup>, 2011

<sup>11</sup> Sandra J. Savignon, *Communicative Language Teaching: Linguistic Theory and Classroom Practice*, (London: Yale University Press, 2002), p. 1.

<sup>12</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 12<sup>th</sup>, 2011

what they want to say, and the teacher does not always have control over their language. Fluency plays a big role in CLT.

In a real language situation (e.g. writing to a pen friend or speaking to visitors in English), children will focus more on what they are saying rather than the grammatical structures of English. CLT tries to bring this idea into the classroom, and helps children communicate effectively.

Another method applied in teaching and learning process of speaking skill is PPP. PPP is contextualized by the situation that has been presented by the teacher.<sup>13</sup> In PPP there are some drillings. First, students are explained about a certain material and given some examples Later, they are ask to use the new language, make sentences of their own, and this referred as production.

The other method which is used in teaching speaking is Direct Method. The Direct Method has one basic rule: no translation is allowed. In fact, Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the students' native language.<sup>14</sup> It means that the teaching and learning process is conveyed in English.

The language used in speaking class mostly in English. Teacher gives explanation, task and assessments mostly in English. As well as the students, they should speak in English, for asking permission to go to the bath room. In the whole teaching and learning process Indonesian language is used only 20%. This method is aimed at making English as a habit for the students.

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<sup>13</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longman, 2007), p. 80

<sup>14</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 23

#### b. Teaching and Learning Activities

In CLT method, there are many activities can be applied in speaking classroom for instance variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. Especially at Hj Isriati Elementary school, the activity applied is pair dialogue.<sup>15</sup> Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students' mastery of vocabulary. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers question to reason rather than to recollect. Dialogue is two sides communication, it means we just not have to express something but we should have to understand what another people utterance.

Before practicing the dialogue there are several steps that the teacher does:<sup>16</sup>

##### 1) Vocabulary Introduction

Teacher introduces some vocabulary items related to the topic taught, for example, in the theme of *physical appearance* the teacher give some vocabulary like *thin, fat, white skin, flat nose, black hair, medium height, tall, short*, etc.

##### 2) Demonstration

The teacher demonstrates the vocabulary into the real context in order to give the students an impression of the vocabulary to their mind.<sup>17</sup> It is aimed to plant the deeper memorization of the vocabulary to their mind

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<sup>15</sup> Classroom observation, April 12<sup>th</sup>, 2011

<sup>16</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 12<sup>th</sup>, 2011

<sup>17</sup> Classroom observation, April 12<sup>th</sup>, 2011

because the impression of the real thing can influence to the stronger memory.

In this step, the teacher shows pictures, realia or other teaching aids depends on the material taught. For example, in teaching *giving and asking for direction*, teacher shows some pictures related to preposition like *between, next to, in front of*, etc.

### 3) Pair Dialogue

After the steps above have been done, it's the turn for the students to practice the material they have received. The teacher gives a dialogue related to the topics and divided the students to work in pair. The students must practice the without using text.<sup>18</sup>

The teacher is interested to apply dialogue as the technique of teaching speaking skill because dialogue is the interaction between people with different points of view, intent on learning from one another. Another reason practicing dialogue because it is an effective way of providing conditions for the appropriation of newly encountered language features.

### c. Medium of Instruction

As bilingual a global elementary school the medium of instruction used is mostly in English. The teacher mostly used English for instructions starts from opening, conveying the material, giving the task to the students, until the closing. The teacher uses Indonesian language merely when the students look confused to the instructions given. Indonesian language is used to make the students understand the lesson clearly. The students also use English in the process of teaching and learning such as greeting, finishing in doing the task, asking permission for going to restroom, etc.<sup>19</sup>

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<sup>18</sup> Classroom observation, April 19<sup>th</sup>, 2011

<sup>19</sup> Ibid

### 3. English Learning Assessment at Hj Isriati 1 Semarang Elementary School

Assessment is an important component of instruction<sup>20</sup>. Assessment refers to collecting information to evaluate a learner's knowledge<sup>21</sup>. It cannot be separated from the process of teaching learning. The assessment is an integrated teaching learning process, by assessment the teacher can assess how far the successfulness of teaching learning process, and the students' improvement. By assessment we know, whether the aim of instructional studies reached or not, if it is not reached, the teacher ought to fix their teaching learning including the instruction, the aim, the media which is employed and the method which is applied so that the aim of study is reached and the students English speaking skill also increases.

The teacher makes assessment both informal and formal assessment. Informal assessment is for formative, diagnostic, and evaluative purposes. And formal assessment is for summative and informative purposes. The assessments are in accuracy activities and fluency activities.

#### a. Informal Assessment Technique

For informal assessment the teacher techniques are: asking the students to mention some vocabulary items, using question, asking students to come forward to answer the questions, and dictation. Informal assessments are done by some techniques. They are playing simulation, asking the students to mention the vocabulary of the

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<sup>20</sup> Margaret E. Gredler, *Classroom Assessment and Learning*, (Addison Wesley Longman, inc: 1999), p. 3.

<sup>21</sup> Veronica Listyani, *Dkk*, E book, *Becoming a Creative English Teacher. A Manual for Teaching English to Indonesia Elementary Students*, (UI Jakarta), p. 101.

physical object showed by the teacher, using question, and using tasks.<sup>22</sup>

### 1) Asking the Students to Mention Some Vocabulary Items

One of the technique of informal assessment is held by asking the students to mention the vocabulary of asked by the teacher related to the topic discussed.

For example, when the teacher in the topic of describing direction, the teacher asks “*what is di depan in English?*”, “*what is the English of di antara?*”etc. Then students mention the vocabulary. If they cannot mention it, teacher will explain the vocabulary to the students.<sup>23</sup>

### 2) Question

The teacher also assesses students’ learning by the questions. When the teacher and the students discuss about physical appearance, the students are asked about what their parents look.<sup>24</sup>

T : “Mas Yoga, What is your father like?”  
 S : “He is fat. “  
 T : “What about his hair?”  
 S : “He has black and straight hair”  
 T : “Good, thank you.”

### 3) Performing A Dialogue

By performing a prepared dialogue, the teacher assesses students’ performance fluency, accuracy and pronunciation.

In this assessment, teacher write a dialogue first, then he ask the students to work in pair, give them time to practice with their partner in their seat and finally ask them to practice the dialogue in front of the class.

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<sup>22</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 26<sup>th</sup>, 2011

<sup>23</sup> Classroom observation, April 12<sup>th</sup>, 2011

<sup>24</sup> Ibid

This activity is combination of fluency and accuracy activity. The basic purpose of the activity is know how fluent the students speak and how good their memory of vocabulary in the related topic.<sup>25</sup>

#### 4) Task

Informal assessment is also done by giving the students a task, for example to make dialogue.

The teacher gives an example dialogue, and asks the students to work in pair to make their dialogue like the example given, but with their own words. It is aimed to control the class from becoming noisy as each pair goes forward to perform dialogue. The teacher needs to be focus on the dialogue performance and cannot give full control to the class.<sup>26</sup> Giving this task will make the rest of the students keep busy and not become noisy.

#### b. Formal Assessment technique

According to Mr Surono Mundiharjo S.S, the formal assessment which the teacher used is a task. The students are asked to complete a dialogue prepared by the teacher. An additional formal assessment is done orally by performing a pair dialogue. It is optional depends on the time available. If there is no enough time to conduct the assessment orally, it will only be taken in written form.<sup>27</sup> It is because the test time is already scheduled by the school.

#### c. The Scoring of Assessment Process

In assessing young learners, the teacher should aware on it, because when we think of assessment, we usually think of teachers identifying how well an individual learner or group of learners are doing. The design and the effective selection will determine the

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<sup>25</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 26<sup>th</sup>, 2011

<sup>26</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 19<sup>th</sup>, 2011

<sup>27</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 26<sup>th</sup>, 2011

success of the assessment. So teacher should be able to set an appropriate technique.

For the scoring of assessment itself, according to Mr. Surono S.S as English teacher for speaking class in Hj Isriati 1 Semarang elementary school, he explains that the scoring is taken from both speaking competence and motivation aspects. The speaking competence itself consists of accuracy, pronunciation and fluency.<sup>28</sup> There is no specific percentage of those aspects because the scoring is taken holistically from all those aspects

The criteria of scoring is explained as follows. Students will get low score for about 70-75 if they have low motivation and speaking competence. Students with good motivation but have low speaking competence will get medium score for about 76-80. Students with good speaking competence but have lack of motivation will get score 81-85. Students with high motivation and good speaking competence will get 86-90, while the standard score is 75.<sup>29</sup> Sometimes difficulty is found when there are some students who have lack of motivation. They will be passive in speaking and be reluctant to utter their thought. In this situation, teacher needs to give motivation like by giving explanation about the importance of English language for their future.

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<sup>28</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 19<sup>th</sup>, 2011

<sup>29</sup> Ibid

## B. Discussion

### 1. Analysis of English Language Teaching Materials at Hj Isriati 1 Semarang Elementary School

In order to reach the goals of teaching and learning process, all the stakeholders of Hj Isriati 1 Semarang elementary school have to concern with the objective, the materials, textbook, and the medium of instruction. The purpose of teaching English in Hj Isriati 1 Semarang are to develop communication competence orally during action (language accompanying action) in school context, and to have awareness about the essence and importance of English to enhance competing competence in the global society.<sup>30</sup> Moreover as the global elementary school, students are prepared to face the global world.<sup>31</sup> From those findings, the researcher concludes that English for young learners is a very important stage to prepare the children to absorb much knowledge about English to face the higher level.

A textbook is supposed to stimulate the students for being active, with the clear instruction, meaningful, and clear objectives<sup>32</sup>. The textbook which used by Hj Isriati 1 Semarang elementary school is *English Work Book for Elementary School*. The book is focused on listening and speaking which attempts to improve listening and speaking comprehension skill of students in Hj Isriati 1 Semarang elementary school. The book contains several exercises which can move students forward in learning English especially in terms of listening and speaking.

The strength of this book is that there is integration between two skills i.e. listening and speaking skill. Such integrated skills are not found in other schools

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<sup>30</sup> [www.isriati.sch.id](http://www.isriati.sch.id) /April 8<sup>th</sup>, 2011

<sup>31</sup> Interview with the headmaster, (Drs. Ya'kub), April 4<sup>th</sup>, 2011

<sup>32</sup> Kasihani K. E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), p. 21.

The objective of this book, especially for speaking skill, is to give the opportunity for students to enhance their speaking skill through some exercises. Students hopefully can use daily expressions in their daily activity.

In the medium instruction, teacher uses English and Indonesian language. The amount percentage of English for the explanation in the classroom is 80 % of English, and 20% of Indonesian.<sup>33</sup> The teacher implements much English than Indonesian because the students need much exposure with English. The more they are exposed with the language, the more they get used to it and they will be more comfortable to use it. The teacher also should ask the students to use English as much as possible to use English in the teaching and learning process in order to see their progress in practicing speaking. By giving attention with the consideration above hopefully the objectives of teaching learning can be achieved.

## **2. Analysis of English Language Learning Methods at Hj Isriati 1 Semarang Elementary School**

Teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom atmosphere which promotes openness, respect, and motivation. Students should feel some ownership in the classroom voice. Language use is a natural part of this learning environment where purposeful talk is seen as an important mean to language learning. Most teachers of English face the problem of having passive students who show no willingness to speak in class, or students who seem interested enough to speak but find it difficult to express themselves. For this reason, teachers should introduce various activities that involve all students and

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<sup>33</sup> Classroom observation, April 12<sup>th</sup>, 2011

give them something to speak about since the topics are directly related to their daily life. In that sense, the class should offer speaking activities which require the students to share their personal experiences as they participate in like creating dialogues, telling stories, and having a debate.

PPP, Communicative Language Teaching (CLT), and Direct Method are used in English language teaching learning at Hj Isriati 1 Semarang. It can be seen in the teaching and learning process. First, PPP method is used in every topic. The teacher firstly explains the material and then asks the students to practice what they have taught. the characteristics of Communicative Language Teaching which appears; language is used in pragmatic, authentic, functional use for meaningful purpose, there are fluency and accuracy activities. While the direct method is done by using English as the teaching and learning instruction. The activities of communicative language teaching method can make interaction. From interaction, the students can obtain English language input. It is the same as functionalism theoretical approach of language acquisition. The students will internalize the meaning what happen in the interaction.

The teaching speaking technique in Hj Isriati 1 Semarang is implemented by practicing a dialogue. It is appropriate for elementary school students because the techniques are suitable with the students' characteristics which are enthusiastic, curious and keen on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom. To apply this activity and to achieve teaching and learning goals, participants will have to brainstorm and elicit ideas that are related to the speaking skill and to discuss several matters that correspond to the techniques of involving all students in the speaking activity. In addition, it is noteworthy that while applying the already prepared activities or even while producing their own activities at

a later stage, participants will work in pairs so they can have interaction each other like giving statement, responding and initiating.

It can be said that teaching and learning process of speaking skill to the fourth graders is successful. The indicators are that students can enjoy the lesson and practice what they have taught enthusiastically.

### **3. Analysis English Language Learning Assessment at Hj Isriati 1 Semarang Elementary School**

There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students' need to be supported (diagnostic). And fourth, it is also to check the effectiveness of teaching method and learning material (evaluative).<sup>34</sup>

Hj Isriati 1 Semarang elementary school teacher makes informal assessment for formative, diagnostic, and evaluative purposes. And formal assessment is summative purpose. By implementing both assessments, there are some purposes which are targeted i.e. to describe the proficiency of student's learning, in order to know the successful of teaching learning and to repair the teaching learning if the goals are not reached or failed. The learning assessments will be analyzed as follows:

#### a. The Techniques of Informal assessment

Informal assessment is applied in every chapter to know the successfulness of teaching and learning process. This is an incidental, unplanned comments and responses along with coaching and other impromptu feedback to the students<sup>35</sup>. The technique of assessment

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<sup>34</sup> Jean Brewster, Gail Ellis, Dennis Girard, *Op.Cit.*, p. 245

<sup>35</sup> H. Douglass Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University: Pearson Education, Inc, 2004), p. 5.

which is used by the teacher is by using question, asking some vocabularies, and asking the students to practice pair dialogue<sup>36</sup>. Those assessments are appropriate with young learners because the teacher uses clear questions and instructions and the assessments that have been implemented are according to the principle in assessing young learners.

b. The Techniques of Formal Learning Assessment

Formal assessment is done in every semester, in the last of unit program, and the end of year to observe the successfulness of whole teaching and learning process. They are systematically planned, and specifically designed to tap into a storehouse of skill and knowledge<sup>37</sup>. The assessment which is used by the teacher of Hj. Isriati 1 Semarang elementary school is an assessment which is held in the last unit to review all the materials taught before<sup>38</sup>.

For formal assessment of speaking skill in the end of semester or year, the teacher uses written test by completing dialogue because the scoring is taken holistically from all language skills i.e. reading, writing, listening and speaking. The speaking test for mid term and semester test are done only when there is time available.<sup>39</sup> It is adjusted with the school test schedule. However the teacher can summarize the students' score by seeing their oral task in the end of each chapter.

This assessment is still appropriate for young learners as long as the questions and the instruction are clear enough and the questions are all the materials that have been taught before.

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<sup>36</sup> Classroom observation, *April 19<sup>th</sup>, 2011*

<sup>37</sup> H. Douglass Brown, *Op cit*, p. 6

<sup>38</sup> Classroom observation, *April 26<sup>th</sup>, 2011*

<sup>39</sup> Interview with the teacher (Surono Mundiharjo, S.S.), April 26<sup>th</sup>, 2011