ENGLISHLANGUAGETEACHINGLEARNING ATSMALL ENGLAND(SE)COURSEOF BLORA

THESIS

SubmittedinPartialFulfillmentof the Requirement ForGaining The Degree of Bachelor ofEducation In English Education

By:

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EDUCATION AND TEACHER TRAININGFACULTY
WALISONGOSTATEISLAMIC UNIVERSITY
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is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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ADVISOR NOTE

To
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and Teacher Training Faculty
Walisongo Islamic State University

Assalamualaikum wr. wb

I inform that I have given guidance, briefing and correction to whatever extent neccessary of the following thesis:

Tittle : **ENGLISH LANGUAGE TEACHING LEARNING AT SMALL ENGLAND (SE) COURSE OF BLORA**
Name of Students : **Shinta Cornelia**
Student Number : 1403046010
Department : English Department
Field of Study : English Education

I state that the thesis is ready to be submitted to education and Teacher Training Faculty Walisongo Islamic State University to be examined at Munaqosyah session.

Wassalamualaikum wr. wb

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Wassalamualaikum wr. wb

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MOTTO

<div dir="rtl">

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

</div>

Because actuallyafterdifficulties thereisease.Indeed, afterthe difficulty there is ease. (Q.S. al-Insyirah:5-6)

Themistakeofsmartpeople istothinkofothersasfools, and the mistakesoffools are to thinkofothers as smart.

-PramoedyaAnantaToer-

Therearemanyways to besuccess, butchoose the rightways foryour betterlife.

-Shinta Cornelia-

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DEDICATION

In the name ofAllahtheBeneficentand the Merciful,thisfinalprojectis
dedicated to:

1. Mybelovedmotherandfather(Mr.
   DwiLilikYuliantoandMrs.Karni)whoalwayssupportme emotionally
   andmaterially with pray, guide,andpatience. Thanksfor
   theeffortandcontributioninmaking myeducation success and run well.
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Allah.

Irealize thatcannotcomplete this finalprojectwithoutthe help of others.Manypeople have helpedme duringthe writingthis finalproject and itwould beimpossibleto mentionofallthem.Iwish, however,to givemysincerestgratitudeand appreciation to:

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13. MyPPL teamatSMPN16Semarang

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14. MyKKNpost71 teamatBaturG

Lastbutnotleast,thosewhocannotbementionedone byonehave supported,gavemotivation andpray totheresearcher tofinish thisthesis isstillfarfrom perfectness.Thewriterneedsmanysuggestionsfrom

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readerstocompletethisthesistobeperfect.Thewriterhopesthisthesiswillbe helpfulfor the readers and anotherresearcher.Amen.

Semarang,January3rd2019

The Writer,

Shinta Cornelia

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ABSTRACT

Title   : English Language TeachingLearning
                                         atSmallEngland (SE)Course ofBlora

Writer   :ShintaCornelia

Student's Number   :1403046010

This thesisdiscusses English language teaching methods at Basic Training Class(BTC)ofSmallEngland(SE).Theaimof thisstudy isto informthe teachersbecausemany peoplestill difficult inlearning English, the teacherscanuse themethod to beappliedatschool.Thisstudy isto answerquestions: (1)Whatare themethodsused in EnglishLanguage TeachingatSmallEnglandcourseBlora?(2) Whatarethematerials taught inEnglishLanguageTeachingat SmallEnglandcourseBlora?(3) Howdoes the teacher assessthe student'scompetenceatSmallEngland courseBlora?Thoseproblemswerediscussed throughfieldresearch conducted in SE. The institution waschosenasadatasourcetoget information about the teacher'smethodstodevelopteaching English. The data werecollected throughinterviews,observation, anddocumentation. Allof thedatawereanalyzedbyusing adescriptivequalitativeapproach. Thisstudy showsthat(1)ThemethodsofteachingEnglishimplemented by SmallEngland(SE)teacheratBasicTraining Class(BTC)isthe teachersusefourmethods. They areCommunicativeLanguageTeaching (CLT),DirectMethod,Audio-LingualMethod (ALM),Reading Method and the teachersalsocombinewith sometechniquessuchas the teachers usediscussion, questionanswer, conversation, drilling, storytelling, and learningfrom film.Besidesthat, theyalsoinvitethestudentstopractice with thenativespeakersdirectly. (2) Thematerialsthatwere taughtin BTCwereIntroduction,Describing vacationplans,Making requests, Makingapologies,Describingafavoriteperson,Describinglifestories. (3) Theassessmentusesat SmallEnglandCourseBlorawereboth formal and informalassessments.That resultgivesa standardforteachingthe Englishsystem ineducationinstitutions torevisethesystem toimprove thequalityofstudents.

Keyword: *English languageteaching learning,methods, Small England (SE)course.*

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CHAPTER I
INTRODUCTION

This chapter discusses the background of research, research questions, the objective of the study, research setting, limitation of the study, significance of the research.

A. Background of the study

In life, human being needs a medium is called language to interact with other people,[1] for example if we want to express our feelings, ideas, desires and needs, we use the language. Furthermore, in order to communicate with everyone around the world, we need a unifying language that is English.

English as an international language has become important foreveryone in the world, including Indonesian. Morevore, Interaction and competition with othernations are demanding Indonesian people, not only understandingwhen they are listening to English speech, but also they have tobe able to express their thoughts in written discourse and oralcoherent, accurate, and appropriate to the context.[2] Therefore learning activities must be achieved efficiently.

In learning English, it is crucial to understand grammar,reading, speaking/ communication whether inpassive or active in order to

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[1]Nuria Dhotul Janah and Siti Tarwiyah, Male and Female Speech in Pride and Prejudice Novel by Jane Austen and Its Implication in Teaching Speaking, *Vission Journal*, Vol. 5 No.1, Islamic State University, 2017, p. 21

[2]Patrisius Istiarto Djiwandono, *Strategi Belajar Bahasa Inggris,* (Malang:PT. Malta Printindo, 2009), p. v.

communicate well. Furthemore, the government has involved English lesson in formal schools and also considered it to be part of national examination for graduation standard of of Junior High School to Senior High School/ Vocational School (PP RI No. 19 in Year 2005 about National Education Standards Chapter 4th Article 70 Verse 1-7).[3]That is way teachers in school must use the aplicable curriculum.

However, the lessons that the student get at formal schools are still inadequate for students to master English language material, because of duration in learning English in the class which is usually very limited. For example, in some Junior High Schools, the duration of English lesson is only twice, even once in a week. Whereas to learn Englishstudents need more time because language is habit.

Besides that, the students feel the materials given by teacher are not inadequate due to several factors, such as a little time and not interesting media. Therefore the teacher should have the additional methods and apply them in teaching and learning process.

Teaching is transfer of knowledge from someone (teacher) to others (students), so the teachers hope not only clever in understanding the material, but also in implementing the way how to deliver their knowledge to the students, particularly in English.

In teaching, the teacher absolutely needs to prepare all components of teaching such as, purpose, material, teaching and learning process, method,

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[3]Lembaga KajianPendidikanKeislamandanSosial (LeKDiS),StandarNasionalPendidikan, (Ciputat: LeKDiS, 2005), p. 53-54.

media, source, and evaluation.[4] Those component very important things in teaching because it determine whether the teaching process is successful or not.

As Allah said in verse Ar-Rahmaan. 1- 4:

الرَّحْمَـٰنُ ﴿١﴾ عَلَّمَ ٱلْقُرْءَانَ ﴿٢﴾ خَلَقَ ٱلْإِنسَـٰنَ ﴿٣﴾ عَلَّمَهُ ٱلْبَيَانَ ﴿٤﴾

(1) (Allah) the most merciful (2) Who have taught the Qur'an (3) He created humans (4) Teach him good at talking.

The verse above has to do with the subject of education as follows.

1. The word (ar-Rahman) shows that the characteristics of educators are generous, compassionate and gentle, polite and noble to their students and anyone (personal competence)

2. A teacher should have good pedagogical competence as God teaches the Qur'an

3. The Qur'an shows that the material given to students is the truth or knowledge of Allah (Professional Competence)

4. The success of educators is when students are able to receive and develop the knowledge given, which has spiritual intelligence and intellectual intelligence

In teaching activities, teacher should be creative to make students interested in and not bored. Sometimes, using varies method, media and approach will be not profitable if the use is not accurate and not appropriate

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[4]Djamarah, Syaiful Bahri and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2010), p. 41.

with situation and the psychological condition of students.[5]To solve the problems of little time and teaching learning process, teacher must be more creative to achieve learning goals, this can be done by implementing various method from various resources such as in English course.

There are many English courses as non formal educational institution to support the students in learning and studying English.The course can help people who learn English in formal education institution (school), but they still feel less of English science and capability. Then, they intend to learn and study English more in a course as additional learning English. Besides that they feel that the course can help them to master English. That is way the English course bis sought after by many people.

The writer raised Small England (SE) as the object of this research because Small England (SE)is one of popular course andtraining institution in Blora regency, Central Java. It is morepopular as English course and has a big contributive inthat aspect. It has helped to everyone particularly to manyJunior High School and Senior High School students in Blora to develop their English skills. SE is also the oldest course institution in Blora, because Small England was established on August 20th, 2004.The purpose of conducting research in Small England course is to find out the methods, materials and assessment used in Small England course.

B. **Research Questions**:

Based on the bacground above, the research questions are:

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[5]Djamarah, Syaiful Bahri and Aswan Zain, *Strategi Belajar Mengajar*,....., p.46

1. What are the methods used in English Language Teaching at Small England course of Blora?
2. What are the materials taught in English Language Teaching at Small England course of Blora?
3. How does the teacher assess the student's competenceat Small England course of Blora?

C. **Objective of the Study:**
1. To describe the methods used in English Language Teaching at Small England course of Blora.
2. To find out the materials taught in English Language Teaching at Small England course of Blora.
3. To explain how the teacher assess the student's competenceat Small England course of Blora?

D. **Research Setting**

The research conducted in English course in Blora regency, namely Small England Course.

E. **Limitation of the Study**

The focus of this researh is English Language Teaching Methods at Small England course in Blora in terms the methods of teaching, the material, the assessment. The object of this research is Basic Training Class (BTC) of General Class.

F. Significance of the reseacrh:

The significances of the reseacrh can be explained as follow.

a) Theoretical Significance

      Theoritically, the significance of this research are for English teacher, English course, English Language Education Department in Education Teacher Training Faculty.

      For English Teacher, it can be as reference for English teacher both in formal and non-formal education institutions.For English Course, this research can give knowledge for English courses about English Language Teaching Methods, so that they can develop student's English skill.For English Department in Education and Teacher Training Faculty, this research can be inspiration in doing next research for English department and give contribution to other researchers from this topic.

b.) Pedagogical significance

      The result of this study can be used as an additional reference for teaching English. Furthemore the result of this study is expected to be beneficial for improving an understanding of methods in teaching English in informal education.

c.) Practical Significance

      Practically, the significance of this research are for teacher, English course teacher, students course, government, SE course, and the researcher.

      For teacher, it can be part of evaluation and reference for every English teacher in teaching English, especially in English course

institution in developing or creating new more interesting English methods, so that they can master English especially in productive skill. If so, they will feel happy, active, satisfied, getting attention, and also reaching good result.

For English Course Teacher, the result of this research will inform them about methods of teaching English in the class and also student's opinion about them.

For Students Course, many students course need good English teachers. So, may this research can be their reference to choose English course that has professional English teachers and good education system.

For Government, through this research, government can know and cooperate to choose Small England (SE) course to handle and teach English, especially for candidates of workers in foreign country or for other needs relate to English. At least, the government can cooperate with SE in some things. There are: a) teaching English to young generation, b) developing potential of English skill, c) supplying young generation with English capability to reach a job wider.

For SE course, this research can help SE to promote it as a good non formal educational institution to teach people become master in English, in passive or active, so everyone can be interested in learning English there.

For the researcher, this study will help me to compare some good English teaching-learning and urgently it can help the researcher for

investigation. And more important, the researcher can get many real experiences about how the teacher teaches English well.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter presents previous research and Theoretical Review.

G. Previous Research:

There are some studies which are related to this research, they are**:**

a. A study was written by Amelia Kartikawati (2016), entitled *An Analysis of Strategic Competence of English Junior High School Teachers* has a purpose to explore the teachers' abilities in using strategic competence during oral interaction in English as a foreign language class. The subject is the teachers at seventh grade of SMP 29 Semarang. The object is strategic competence used by the English teachers at seventh grade of SMP 29 Semarang. She used some methods to collect the data, those are observation, interview, and documentation. The research

design of this research is descriptive qualitative design and most of the content of the research is explained by word. The results of the study showed that there are nine uses of strategic competencies in the classrooms that are classified as very effective. Each teacher has a different strategy in teaching in class, based on the students they teach. This shows that each teacher has good pedagogical competence through the ability to analyze the characteristics of their students.[6]

However, the subject of this previous study is not balanced. For example, teacher 1 teaches six classes, whereas teacher 2 and teacher 3 just teach one class. The advantage of this previous study is this study was conducted to find out the importance of developing teacher's strategic in a language teaching. My study is different from the previous one in having a research object. It regards in Small England course in Blora the previous ones in SMP 29 Semarang as the research object. There are points of similarity between my current study and the previous ones in having research focus and research subject. The points are that both of them used English language teaching as research focus and teacher as a research subject.

b. A study was written by Lukman Hakim (2015), entitled *The Implementation of English Language Teaching-Learning Methods for Juvenile Offenders in Kutoarjo Juvenile Corrections Purworejo*. This study discussed the teaching-learning process for juvenile offenders.

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[6] Amelia Kartikawati , F2B012002, *An Analysis of Strategic Competence of English Junior High School Teachers, University of Muhammadiyah Semarang,* Thesis, 2016, p. 62

This study based on the Indonesian government regulation that all citizen have the same right to get an education includes who are facing sentences in corrections. It was also based on the regulation that all of the offenders have the right to obtain an education. Students' who have been sentenced in corrections have many problems in studying English, such as they have lack of motivation. In addition, tutor of English has to prepare the appropriate teaching-learning process which ease the students in understanding the materials. This study used a qualitative approach. The data collection technique used were observations, interview, and documentation. All of the data were analyzed using descriptive qualitative analysis. The result of the analysis showed that there were three methods used by the tutor to teach juvenile offenders, namely Question-Answer, Grammar Translation Method, and Total Physical Response. Tutors used the method are based on the condition of the students. The use of these methods to encourage students in the teaching and learning process. Implementation of these methods works well. By using this method the tutor can deliver material that facilitates students and regulates the condition of students. The method used by the tutor has been appropriate with the condition of students.[7]

However, this previous study there is no assessment of student competencies. The advantage of this previous study is Kutoarjo Juvenile Correction is the only one Correctional Institutions for a juvenile in Central

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[7] Lukman Hakim, 113411024, *The Implementation of English Language Teaching-Learning Methods for Juvenile Offenders in Kutoarjo Juvenile Corrections Purworejo,* Thesis, Department of English Language, Walisongo Islamic State University,(2015), p. 56

Java, even covered Yogyakarta Province. My study is different from this previous study in having a research object. My study regards in Small England course in Blora while the previous ones in Kutoarjo Juvenile Corrections Purworejo as the research object. There are points of similarity between my current study and the previous ones in having research focus and research subject. The points are that both of them used English language teaching as research focus and teacher as a research subject.

c. A study written by Minnatil Muna (2014) entitled *English Language Teaching Learning for Deaf Student (A Descriptive Study at SMALB-B YASPENLUB Demak)*. The focus of this research is English language teaching-learning at SMALB-B YASPENLUB Demak in terms of English material, teaching method, and assessment. The researcher used some methods to collect the data, they are observation, interview, and documentation. The research design of this research is descriptive qualitative design. The results of this research are: (1) The materials of English language teaching-learning process at SMALB-B YASPENLUB Demak were appropriate to the students' condition. The curriculum used was KTSP that is composed especially for SMALB-B. The teacher then modified some materials from textbook and internet based on SK KD mentioned on KTSP. (2) The methods used in the English language teaching-learning process at SMALB-B YASPENLUB Demak were Grammar Translation Method, Silent Way, and Question-Answer. These methods were used by the teacher of English to encourage students in the teaching-learning process, so that, the teacher was not the only the one who dominated the class. Students

were also motivated to learn English. These methods were appropriate for teaching deaf students. (3) English language assessment at SMALB-B YASPENLUB Demak was appropriate to students' condition. The teacher of English used both formal and informal assessment.[8]

However, this previous study there is no problems faced by the teacher as the research question. The advantage of this previous study is from the subject of this study because it can become the inspiration for many teachers in teaching language. My study is different from this previous study in having research object and research subject. My study regards in Small England course in Blora the previous ones in SMALB-B YASPENLUB Demak as the research object. The subject of my research is the teacher of Basic Training Class (BTC) and the previous one is the teacher of SMALB-B YASPENLUB. There are points of similarity between my current study and the previous ones in having research focus that both of them usedEnglish language teaching as a research focus.

d. A study was written by Mohammad Nasiri (2017), entitled *English Language Learning in Rumah Detensi Imigrasi (RUDENIM) Semarang*. The purpose of this research is to describe the English language teaching-learning in English Class for Children in RUDENIM Semarang in term of teaching material, teaching-learning process, teaching methods, the assessment and obstacle result to give a

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[8] Minnatil Muna, 103411028, *English Language Teaching Learning for Deaf Student (A Descriptive Study at SMALB-B YASPENLUB Demak)*, Thesis, Department of English Language, Walisongo Islamic State University,2014, p. 54

description for reader, teacher, IOM, and immigration stakeholders so that they can develop a teaching-learning model in English Class for Children.

This study used a qualitative approach. The data collected by some techniques; observation, interview, documentation, and field note. The result of the research shows some findings. The methods used are Direct Method, Audio lingual method, Communicative Methods, and Reading Methods. The assessment used by the teacher is an informal assessment.[9]

However, the research question just one,the writer should be divided into several points. The advantage of this previous study is the explanation on this finding and analysis is very complete. My study has different from this previous study in having research object and research subject. My study regards in Small England course in Blora the previous ones in Rumah Detensi Imigrasi (RUDENIM) Semarang as the research object. The subject of my research is the teacher in Basic Training Class (BTC) and the previous one in English for children class. There are points of similarity between my current study and the previous ones in having research focus that both of them used English language teaching as a research focus.

H. Theoretical Review

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[9] Mohammad Nasiri, 123411070, *English Teaching Learning in Rumah Detensi Imigrasi (RUDENIM) Semarang,* Thesis, Department of English Language, Walisongo Islamic State University, 2017, p. 82.

In this theoretical review, there are five points, those are English Language Teaching, English Language Methods, the materials, the assessment, and Profil of Small England (SE).

1. **English Language Teaching**

English Language Teaching is based on the idea that the goal of language acquisition is communicative competence.[10] It adopts concepts, techniques, and methods in the classroom for recognizing and managing the communicative needs of the language learners. There are three points will be discussed, those are the definition of English Language Teaching, factors that influence the teaching, the important components in teaching.

1.1 The definition of English Language Teaching

Teaching-learning of a language is a matter of practice. The language teacher can teach the language any way he likes, but the knowledge and application of certain principle help him to teach the same language effectively. While teaching, the teacher must keep in mind the learner, his capability and capacity to learn and above all his environment of learning.[11] Some teachers knowingly use difficult words of English while teaching. They forget the mental ability and the grasping capacity of the learners. That type of teaching is not good. Effective teaching of a language is based on certain principles. The principle can help teachers in the teaching process. Therefore the principle also plays an important role in teaching. Some of the basic principles for teaching the language effectively are explained below:[12]

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[10]E.S Elizabeth and Digumarti BhaskaraRao, *Methods of Teaching,* (New Delhi: Discovery Publishing House, 2004), p. 14

[11]M.E.S Elizabeth and DigumartiBhaskaraRao, *Methods of Teaching,.......*, p. 15

[1212]M.E.S Elizabet, *Methods of Teaching English*, ..., p. 15

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a. Imitation

Language learning is based on the principle of imitation. imitation is natural for humans. From childhood we have been accustomed to imitating something, for example, small children, Whatever they see all of them, they mutate those things in the same way.

b. Practice and Drill

Language learning is a process of forming habits. Habits can be formed through repetition. Students must practice and practice in their daily lives. All aspects of language learning namely listening, speaking, reading, and writing can be obtained after a lot of practice.

c. Oral approach

Language is more connected with ears and tongue than with eyes. So in the teaching of English, oral work should be given topmost priority.

d. Selection and gradation

In the teaching of a language, selection and gradation items are very important. Selection may be done by the teacher, in respect of grammatical items, vocabulary, and structures. Selection and gradation should involve frequency, leachability, a range of applicability, usefulness etc.

e. Motivation or interest

Motivation or interest is of great importance in the teaching-learning process.

f. Natural Way of Teaching-Learning

The natural language learning process must also be followed by students. If students want to listen and speak, students must precede reading and writing. The teacher must emphasize two aspects, namely, listening and speaking. Then students will automatically be good at reading and writing languages.[13]

Some of the principles above are effective for teaching, but practice and drill is the most effective principle because from all principles above if students are not accustomed to practicing it will be difficult to learn the language.

Language teaching can be defined as the activities which are intended to bring about language learning.[14] Hence, whatever theory of language teaching should start with the learning process or the learner's perspective.

In teaching, teacher and student need effectiveness, so that thegoal of education can be reached. According to Chris Kyriacou, effective teaching can be formulated as a teaching that is a success to make student learning based on the teacher's purpose.[15]

Teaching is a very personal activity, and it is not surprising that every teacher brings teaching very different beliefs, assumptions and even methods about effective teaching.[16]

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[13]M.E.S Elizabet, *Methods of Teaching English*, (New Delhi: Discovery Publishing House, 2012), p. 15-19

[14]ChunxuanShen, Using English Songs: an Enjoyable and Effective Approach to ELT, *Elsevier Journal,*Vol.208*,* (China: Zhejiang Gongshang University, 2009), p. 89

[15] Chris Kyriacou, Effective Teaching Theory and Practice, *International Journal,*(Vol. 5 No.1; 2012), p. 15.

[16] Salwa Al Darwish, Teachers' Attitude Toward a Foreign Language: Factors Affecting the Target Language Teaching Process, *International Journal of English Language Teaching* (Vol. 5, No. 1; 2018), p. 1.

According to Bum, there are twelve characteristics of effective teaching. They are[17]

1) Instruction is guided by a preplanned curriculum

2) There is a high expectation for students learning

3) Students are carefully oriented to lesson

4) Instruction is clear and focused

5) Learning progress is monitored closely

6) When students do not understand, they are retaught

7) Class time is used for learning

8) There are smooth and efficient classroom routines

9) Instructional groups formed in the classroom fit instructional needs

10) Standards for classroom behavior are high

11) Personal interactions between teachers and students are positive

12) Incentives and rewards for students are used to promote excellence.

English language teaching is teaching that teachers do to teach English. In the teaching process can adopt methods, techniques, strategies, etc to make it easier for teachers to deliver material.

1.2 Factors that influence the teaching and learning

To teach students well,Daniel said that we often turn to teachers who share knowledgeabout how to engage students in learning.[18] Therefore, the

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[17] Jack. C. Richards & Willy A. Renandya, *Methodology in LanguageTeaching An Anthology of Current Practice,* (Cambridge University: Press),p. 21.

[18] Sue Kraus and Sharon Sears, Teaching for the Millennial Generation: Student and Teacher Perceptions of Community Building and Individual Pedagogical Techniques, *The Journal of Effective Teaching an online journal devoted to teaching excellence* (Vol. 8, No. 2, 2008), p. 32

teacher must pay attention to some factors that influence the teaching, as follow:[19]

a. Student as raw-input

Learning strategies are used to teach students. Therefore, in learning a teacher must pay attention to who he is facing. Students at the same school level tend to have the same traits, and students at different levels such as junior high school and high school tend to have different traits. so the teacher can choose and use the appropriate method or technique.

b. Entering behavior of the student

To be able to determine the right learning strategy, the teacher must know changes in student behavior, both material-substantial, structural-functional, and behavior. this can be done by the teacher giving the pre-test before starting the lesson. The teachers divide students into different grades according to their English levels, and suit the teaching to the students' English levels of each grade.[20]

c. Patterns of student

A teacher to be able to determine the right learning strategy is to know student learning patterns. Robert M. Gagne (1979) distinguishes student learning patterns into 8 types, each of which is a precondition for other higher hierarchies. The eight types of signals are learning, stimulus-response learning,

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[19] Hamruni, *Strategi dan Model-model PembelajaranAktifMenyenangkan*, (Yogyakarta: FakultasTarbiyahUINSunanKalijaga, 2009),p. 13
[20]Yan Jum, College English Teaching According to Students' Goals of Study, *International Journal of English Language Teaching* (Vol. 3, No. 1; 2016), p. 5

verbal learning associations, discrimination learning, concept learning, rule learning, and problem-solving. if the teacher has succeeded in knowing the student's learning patterns, he or she will find it easier to convey material that is easily accepted by the student.

e. Instrumental input or target

The teacher must prepare the materials to be used before she/he teaches. Instrumental input shows the qualifications and completeness of the facilities and infrastructure needed for the learning process. The section which includes, among other things, teachers, curriculum, materials/sources, methods, and media points, influences in determining learning strategies.

f. Environmental input

Environment greatly affects teachers in defining teaching and learning strategies. The environment in this context is the situation and the physical conditions (eg, climate, schools, the schools,etc.), and the relationship between a person, for example with friends, students with others.[21]

1.3 The important components in teaching

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[21] Hamruni, *Strategi dan Model-model PembelajaranAktifMenyenangkan*, ...,p. 13-20.

In teaching, there are some important components. According to Hamruni, there are 10 important components. They are:[22]

1) Teacher

Teachers are learning actors, so in this case, the teacher is the most important factor.

2) Learners

Learners are a component of the learning activities to develop potential into real ability to achieve learning objectives.

3) Objectives

The objective is the basis of the foundation to determine strategies, materials, media, and evaluation.

4) The study materials

The study material is a medium to achieve the learning objectives in the form of material arranged in a systematic and dynamic in the direction of interest and the progress of science and the demands of society

5) Learning activities

So that learning objectives can be achieved optimally, thus determining the learning strategy needs to be formulated component of the learning activities in accordance with the standard of the learning process.

6) Methods

Methods are the means used to achieve the goals that have been set instruction.

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[22] Hamruni, *Strategi dan Model-model PembelajaranAktifMenyenangkan*, ...,p. 10

7) Tool

In the learning process, the tool has a function as a compliment to an end. Equipment is divided into two, namely the verbal tools (errands, commands, prohibitions, etc.) and nonverbal (globes, maps, styles boards, etc.).

8) Learning resources

Learning resources are anything that can be used as a reference point or where the learning materials can be obtained. For example, in the book, the environment, museums, etc.

9) Evaluation

Evaluation is a component that serves to determine whether the goals set have been achieved.

10) Situation or environment

Environmental influence in determining teacher's instructional strategies. The environment is one of the situation and the physical state and the relationship between human, for example, with a friend, and learners with others.[23]

All of these components are indeed important, but there are three components that are very important in the learning process, namely the teacher, students, and material because if there are already three of these components can already be a teaching and learning process. It's just that in delivering the material, the teacher needs methods so that the material can easily be conveyed to students.

2. English Language Methods

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[23] Hamruni, *Strategi dan Model-model Pembelajaran Aktif Menyenangkan* ,........,p. 10-12.

In teaching, there are several components, namely the method, which plays an important role in the teaching and learning process because using the right method students can receive the material delivered by the teacher. In the English Language Methods, there are two things will be discussed, namely, the definition of English language methods and several methods that used in English Language Teaching.

2.1 Definition of teaching methods

Edward Anthony said that there are three hierarchal elements namely approach, method, and technique. An approach is a set of assumption dealing with the nature of language, learning, and teaching. The method is an overall plan for systematic presentation of language based upon a selected approach. The technique is the specific activities manifested in the classroom that were consistent with a method and therefore is in harmony with an approach as well.[24]

Jeremy Harmer also has differentiated those three terms.[25] Approach refers to the theories of the nature of language and language learning that serves as the source of practices and principles in language teaching. The approach describes how the language is used and how its constituent parts interlock. In other words, it offers a model of language competence. An approach describes how people acquire their knowledge of language and state the condition which will promote successful language learning.

A method is the practical theories of an approach. The originators of the method have arrived at decision about types of activities, roles of teachers

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[24] H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco State University: Library of Congress Cataloging in Publication Data, 2001), p. 14.

[25] Harmer, Jeremy, *The Practice of English Language Teaching,* (Malaysia: Longman, 2002), p. 78-79.

and learners, the kinds of material will be helpful, and some model of syllabus organizations. Methods include various procedures informed by the clearly articulated approach, they are easy to be described. The more all-embracing they become, however the more difficult is to categorize them as the real method in their own right.

Method literally comes from Greek *methodos*, which means road or way. Learning methods are defined as ways that contain standard procedures for carrying out learning activities, especially the activities of presenting subject matter to students.[26]It's also supported by Sanjaya, the method is the way used to implement plans that have been prepared in real activities so that the objectives that have been prepared are optimally achieved. Knowles (Sudjana) said that the method is organizing students in an effort to achieve learning goals.[27]According to Fathurrahman Pupuh, the method literally means way. In general usage, the method is defined as a method or procedure used to achieve certain goals. in relation to learning, methods are defined as ways to present learning material to students to achieve the stated goals. thus one of the skills that must be possessed by the teacher is the skill of choosing methods. [28]

According to Ayeni, teaching is a continuous process that involves bringing about desirable changes in learners through the use of appropriate methods. Adunola indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj and Pal sustained that teaching methods work

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[26] Jamil Suprihatiningrum, *Strategi Pembelajaran Teori & Aplikasi*, (Jogjakarta: AR-RUZZ Media, 2016), p. 281

[27] Jamil Suprihatiningrum, *Strategi Pembelajaran Teori & Aplikasi*,...., p. 153-154.

[28]Hamruni, *Strategidan Model-model Pembelajaran Aktif Menyenangkan* ,.........,p. 6

effectively mainly if they suit learner's needs since every learner interprets and responds to questions in a unique way. As such, alignment of teaching methods with student's needs and preferred learning influence student's academic attainments.[29]

Hamruni more specifically defines that method is ways to give lesson material to students to achieve the purpose set. Then, technique and tactic are an elaboration of learning method. The technique is the way that teacher does in order to implement a method, it is the way it should be done so that methods are implemented effectively and efficiently. A tactic is someone style in doing a technique or method. Thus, the tactics are more individual. In an effort to carry out the learning method, the teacher can determine techniques that are considered relevant to the method, and the use of the technique each teacher has tactics that may differ from teacher to teacher.[30]

In the process of learning and teaching, a method of teaching is very important. The teacher with a good method of teaching is liked by students. A good method of teaching results in good learning. A good teacher is always in search of an effective method of teaching. A method tells the teacher how the matter should be taught. It is a tool in hands of a teacher. A method is a servant, not master. A good teacher tries to take out best out of it. Selection of the right method ensures the success of teacher. It helps in the achievement of goals.[31]

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[29] Elvis MunyaradziGanyaupfu, Teaching Methods and Students' Academic Performance*International Journal Volume of Humanities and Social Science Invention* ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714www.ijhssi.org (Vol 2 Issue 9, 2013), p. 30

[30] Hamruni, *Strategidan Model-model PembelajaranAktifMenyenangkan,*.........p. 7

[31]M.E.S Elizabet, *Methods of Teaching English*, ..., p 51.

The method used by the teacher has to be adjusted with students need. So, it demands teachers to have various methods based on the student condition. Teaching young children has a different method from teaching an adult. From the explanation above can be concluded that the method is a way or technique that has been arranged regularly by the teacher to convey the material to students so that the learning process can take place optimally.

2.2 The methods of teaching English

These are several methods used in English Language Teaching:[32]

a.) The Grammar-Translation Method

Grammar Method is not a new method. This method has been used by language teachers for years. This method is used to help students read and appreciate foreign language literature. It is also hoped that, through the study of the grammar of the target language, students will become more familiar with the grammar of their native language and that this familiarity will help them speak and write their mother tongue better.

The goals of the Grammar-Translation Method is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their minds. The roles are very traditional. The role of the teacher is the authority in the classroom.

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[32] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,.....,p. 1

For the students, do as the teacher says so they can learn what she knows.[33]

b.) Direct Method

The direct method is not new. Its principle has been applied by language teachers for many years. Recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate.[34]The goal of the direct method is to intend that students learn how to communicate in the target language. The role of teacher and student is between both are more like partners in the teaching/ learning process.

c.) Communicative Language Learning

Communicative Language Learning is a classic example of an effectively based method.[35] The Communicative Language Learning takes its principles from the more general Counseling-Learning approach developed by Charles A. Curran. The goal of this method is the teacher who uses the Community Language Learning Method want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another.[36]

d.) Audio-Lingual Method (ALM)

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[33] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,.....,p. 11-18.

[34] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,…, p. 23.

[35] H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, ..., p. 27.

[36] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,…, p.98.

The Audio-Lingual Method is a method which was introduced in the United States of America (USA) in the 1940s. Even though the method is considered very old, many language teachers still like it and believe that it is a powerful method. It was also a response to the Reading Method and the Grammar Translation Method.[37]

The goal of this method is so that students are able to use the target language communicatively. In order to do this, the teachers believe students need to overlearn the target language, to learn to use it automatically without stopping to think. The students achieve this by forming new habits in the target language and overcoming the old habits of their native language.[38]

e.) Total Physical Response

James Asher, the developer of Total Physical Response (TPR), actually began experimenting with TPR in the 1960s, but it was almost a decade before the method was widely discussed in professional circles.[39]

The goals of this method, teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning

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[37] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,…, p. 35

[38] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,…, p. 45.

[39] H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, ..., p.29-30.

level of proficiency. The way to do this, Asher believes, is to base foreign language learning upon the way children learn their native language.[40]

f.) Communicative Language Teaching

CLT method aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.[41] In Caroline's opinion, the focus in CLT is on getting the message across and helping children acquire fluency.[42]

In order for these activities to be truly communicative, it was suggested from the very beginning, students should have a desire to communicative something. They should have a purpose for communicating. They should be focused on the content of what they are saying or writing rather than on a particular language form. They should use a variety of language rather than just one language structure. The teacher will not intervene to stop the activity, and the materials he or she relies on will not dictate what specific language forms the students use either.[43]

There are a lot of methods that can be used by teachers in teaching. Teachers must also master what methods are appropriate to apply. With an explanation of the methods above expected teachers can better adjust

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[40] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,…, p. 113

[41] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*,..., p. 121.

[42] Caroline T. Linse, *Practical English Language Teaching: young learners,* (New York: McGraw-Hill, 2006), p. 56.

[43] Jeremy Hermer, *The Practice of English Language Teaching Fourth Edition*,...., p. 69-70.

which method is suitable to be applied in various skills such as reading, writing, listening and speaking.

3. The Material of Teaching

According to Shulman "teaching begins with a teacher's understanding of what must be learned and how it must be taught ". Imig noted that in many educational contexts "content knowledge is the highest", as it is believed that a lot of content knowledge empowers teachers. Shulman noted that the teacher should enough to explore the material knowledge and connect it with the experience of students. He explained further that "on the face students, teachers must have a flexible and multi-faceted understanding, and enough to convey material.[44]

The material delivered is the key to language teaching. It has a significant role in teaching. It is a resource of what will be taught and learned, a source of activities for learner practice, and communication interaction[45]

The material can be either authentic or made the material. Authentic material is material taken from real life. For instance, in teaching English, the teacher uses newspaper, magazine or book written in English. While made material is material that is made intentionally to

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[44] Charles Ochieng' Ong'ondo, The Knowledge Base for Language Teacher Education Revisited: A Review, *International Journal of English Language Teaching* (Vol. 4, No. 2; 2017), p. 30.
[45] Richard, Jack C, *Curriculum Development in Language Teaching,* (USA: Cambridge University Press, 2001), p. 251.

support the teaching learning process. Commonly, made material is written in form of a textbook.

In an idealized model, materials draw on the content of a syllabus, reducing broader objectives to more manageable ones. In practice, however course designs, although they may be available, possibly are not used by or are known or the teachers – most likely they are unknown to the learners. Indeed, the tangible element that gives language course face validity to many learners and teachers is the textbook. Although it is convenient to lump both together by calling them "materials", in fact, there are significant differences concerning the circumstances under which teacher-prepared materials and commercially sponsored textbook come to be written, produced, and distributed.[46]

The material here is the material taught by the teacher to students in accordance with the guidelines that have been made and the applicable curriculum.

4. The Assessment

Assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum

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[46] Dubin, Fraida and Elite Olshtain, *Course Design Developing Programs and Materials for Language Learning,* (New York: Cambridge University Press, 1987), p. 167.

when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Written work from a jotted down the phrase to a formal essay-is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher implicitly judges, however peripheral that judgment may be. A good teacher never ceases to assess students, whether those assessments are incidental or intended.[47]

There are two kinds of assessment:

a. Informal assessment

Informal assessment can take a number of forms, starting with incidental, unplanned comments and response, along with coaching and other impromptu feedback to the students. Example, include saying "Nice Job!" "Good Work!" etc.

The informal assessment does not stop there. A good deal of teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording result and making a fixed judgment about a student's competence. Example, at this end of

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[47] Brown, H. Douglass, *Language Assessment*, (USA: Pearson Education, 2004) p. 4

the continuum are marginal comments of papers, responding to a draft of an essay, advice about how to better pronounce a word, a suggestion for a strategy for compensating for a reading difficulty, and showing how to modify a student's note-taking to better remember the content of a lecture.[48]

Informal assessment is the assessment given by the teacher to students directly or verbally based on what students do, whether good or bad and does not require academic standards.

b. Formal assessment

Formal assessments are exercises or procedure specifically designed to tap into a storehouse of skills and knowledge. They are systematically planned sampling techniques constructed to give teacher and students appraisal of students achievement. To extend the tennis analogy, formal assessments are the tournament games the occur periodically in the course of a regimen of practice.[49]

5. Profile of Small England (SE)

A. History

Small England (SE) is one of popular course and training institution in Blora regency, Central Java. It is more popular as English course because it has a big contributive in that aspect. It has helped everyone particularly to many Junior High School and Senior High School students in Blora to develop their English skill.

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[48] Brown, H. Douglas, *Language Assessment*,......., p. 5
[49] Brown, H. Douglas, *Language Assessment*, ...,p. 6

Historically, SE was established on August 20th, 2004. Actually, at the first time, the orientation of the principle opened SE was only for English language program for students. But gradually, based on the people need, SE opened other programs such as training car driver, cooking, private teaching for Elementary School student. At the beginning of the SE establishment, most of the students came from around SE. But now, almost students come from around Blora Regency. SE has five branches. They are central class inTunjungan, Blora, Kunduran, Cepu, and Randublatung.

SE developed English course to education for elementary, junior high school, senior high school, and the public. From year to year, SE has increased with new legality. It got permission from the Department of Education Blora. In 2009, the principle took care of the course as a form of legality licensing agency with a complete record of the notary and the tax ID. Then, SE name was changed to be "InstitutionCourse Training and Small England".

In this period, English language courses demand more and more. The principle began to think to look for additional tutors from alumni. Because many people are interested in SE, SE continued to innovate maintaining the existence and quality of SE in building a network of partnerships with various agencies and also make innovations in learning.

In 2009, managers learned about the guidelines of the Department of Education Licensing Course Blora. The business began to participate actively in the activities of the Association business organizations Course Indonesia (HIPKI).

Then the manager of this organization started to equip the legality of the institution in accordance with Law No. 20 the Year 2003 on National Education System, Article 62 paragraph 1, which states that every formal and non-formal

education units established are required to have permission and local government.

Mr. Edi as the principle also joined the training program, he was active because he wanted to develop an SE course to make it better and have a good management system.

In 2009, SE license registered Nilek (Course Institution Identification Number) and got Nilek 03104.4.1.0013/09/65. In 2009, the name was changed to be LPK SE Courses and Training Institute SMALL ENGLAND to the present.

SE is better than the past after getting NILEK. The manager expected to issue a certificate for students courses that can be used as proof of the legality of the course participants who had taken courses in English.

Therefore, in 2011 the SE followed the process of accreditation of English language program of BAN PNF and obtained a certificate with the number NO BAN PNF. 013 /SKEP / STS-AKR / BANPNF / VIII / 2011.In the progress to date, SE has 15 educators and education personnel. SE always updating the curriculum to suit the needs of the market.[50]

B. Geographical Location

The SE center is located in Blora regency. Exactly, it is in Blora-Tunjungan street Km 4 Tamanrejo Village RT 03 / RW Maguan District of Tunjungan.

Geographically, it is :

a. The south side is Islamic Senior High School State (MAN Blora), Senior High School State (SMA N 1 Tujungan), POM Tunjungan

b. The east side is Porendeng District, Tamanrejo Village

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[50]SE'S Document

c. The west side is Vocational School (SMK 1 Blora), Junior High School (SMP 1 Tunjungan)

d. The north side is Safinatun Najah Islamic Boarding House, Sukorejo Village, Belingi District

From the geographical explanation above, students can access it easily, because it is near the main street. So, the transportations just like buses are still passing there from morning till afternoon.

C. Visions and Missions

a.) Visions

A vision is very important for an educational institution, so is Small England (SE). Because it is the key to education institutions like SE where it will be oriented. In the means, vision is the key to success of an educational institution. It is impossible if an educational institution can be good or the best among education institutions without having a vision. In other words, vision becomes the basis of the next steps. For that, SE's vision is to realize the students that have quality, discipline, character and religious.

b.) Missions

To be able to implement a vision, an education institution is demanded to arrange some missions. Because basically a vision usually is still universal. So, it needs missions to specify it to be more detail and clearer in steps.

In this case, SE has some missions, they are:

1) Implementing active learning, creative, innovative and fun.

2) Providing excellent service.

3) Enforcing the rules and regulations of the institution.

4) Upholding the values of the nation's character

5) Implementing the learning process based on the faith and piety[51]

From the vision and mission above, SE can be a great and trusted English course, because SE really implements it. Not only from the teacher but all there, such as teachers, students, the principal, and staff.

D. Curriculum

The curriculum used in the SE is from KKNI, namely the curriculum for non-formal education.[52] But the principle has modified it according to k-13 in order to be able to provide what students need in formal school.

In modifying the material, the principle inserted some materials that he made appropriate with the method. He got those from his experiences along with his studies in some English courses before. He filtered the material which he had proved that has a significant impact for students in developing English skill. His purpose is SE can give English material appropriate with students need in daily life. By doing this, English material in SE can be always relevant to this era. Because SE has a priority, that is students can master English. Hoped the students can master English and their knowledge can be useful for them in the next day.

From the above explanation, it can be concluded that English language teaching has elements, namely methods, material, assessment, and SE course. There are many methods that must be mastered by the teacher, some of these methods are the grammar-translation method, direct method, audio-lingual method, communicative language method, total physical response. Material to be conveyed to students is material that is in accordance with the applicable curriculum. The teacher can use the material

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[51] SE's document.
[52] SE's document.

in accordance with the guidebook that is owned and can also search from other sources to develop existing material. Assessment is assessment given by the teacher to students to measure student's abilities. There are two kinds of assessments, those are informal assessment and formal assessment. Small England (SE) is one of popular course and training institution in Blora regency, Central Java. It is more popular as English course because it has a big contribution in that aspect. It has helped everyone particularly to many Junior High School and Senior High School students in Blora to develop their English skill.

CHAPTER III
RESEARCH METHOD

This part discusses the method applied in conducting this research which consist of research design, data sources, the techniques of data collection, data analysis.

I. Research Method

The research method basically is a scientific way to get data with a special purpose and use.[53] Thus, the role of a method is very important and significant to determine appropriate methods in deciding research will be success or failure.

1. Research Design

Type of this study is field qualitative method. It is a method of research conducted on the premises or location field.[54] The researcher conducted the research in the place Small England (SE) course.

This study used a qualitative approach. It is the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed.[55]This study describes the methods of English Language Teaching implemented at SE course Blora as clearly as possible.

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[53]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D,(*Bandung: Alfabeta CV, 2014), p. 2.

[54]AndiPrastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 183.

[55]Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PTRemaja Rosda Karya, 2005), p. 4.

2. **Data Sources**

Prastowo states that consideration ofdata source is based on the kind of the data determined. This study used primary source and secondary source, particularly in normative research based on document source or reading material.[56]While according to Pohan in Prastowo too, forthe research to look foreducation data.

The primary sources of this research are from:

1. The principle of SE;

2. Some SE teachers

3. The students

4. The course files and documents

3. **The Technique of Data Collection**

The data collection methods can be applied by participant observation, in-depth interview, documentation, and combination among them or triangulation.[57]

In this research, the researcher used data collection methods as follows:

1. Observation

The observation is one of data collection methods that observes and records of the research object, then recording conducted necessary to obtain the corresponding data to the research. Methods of data collection had been conducted to see first hand how the methods to teach English is implemented at Basic Training Class

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[56]Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, ..., p 207.

[57]Prastowo, *Metode Penelitian Kualitatif...,*p.207.

(BTC) of Small England (SE) Blora and to observe directly form about the teaching process.

The researcher did classroom observation, visitthe classroom, observe the teacher teaching methods.The researcher used a checklist table to observe the teaching of the teacher. The researcher observed the condition of the classroom in term planning, learning process, assessment in Basic Training Class (BTC).

2. Interview

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview takes only a guideline that outlines the things that will be requested.[58] The researcher targets of interviewer are:

a. SE principle.

The principle gave all of the information at least about how the history, vision, mission, the English methods, the development of students in SE course in learning English is until they can master English in passive and active.

b. SE teachers.

The teachers gave all the information about how the process English Language Teaching, the point is the methods that the teachers used in classes.

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[58]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1991), p.128.

c. SE students.

      The students just make sure about all of the data from the principle and the teachers.

      This study uses the in-depth interview in order to develop the answers from the informant. The in-depth interview is less formal and the least structured, in which the wording and questions are not predetermined. This type of interview is more appropriate to collect complex information with a higher proportion of opinion-based information.

3. Documentation

      Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures and electronic.[59] In this research, the researcher used all of those tools. By doing this technique, my data would be comprehensive and valid.

4. Data Analysis

      This study used a descriptive qualitative research based on data collection. The researcher collect, arrange, and present the data because the qualitative method is a kind of research without using any calculation or statistic procedure. The researcher did steps as follow:

1. Reduction

Reducing the data means resuming, choosing point things, focusing on the important things, looking for the theme and pattern. By doing so, the data reduced will give a clear explanation, and it will

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[59]Nana Syauhid Sukma Dinata, *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004) , p.221.

be easier for the researcher to collect the next data, and look for it if it is needed.[60]

2. Data Display

After reducing all of the data, the next step is displaying the data. In qualitative research, it can be done in short explanation, diagram, a relationship among category, flowchart, and others. Miles and Huberman (1984) in Sugiyono explains this that the most frequent form of display data for qualitative research data in the past has been narrative text.[61] It purposes to make easy for the researcher in understanding what would happen, planning next task based on what is understood of it.

3. Conclusion/ Verification

Interpretation is the final step in the data analysis technique.[62]At this stage, the data that had been previously coded will be interpreted by enriching information through comparative analysis does not eliminate all original context. The result is a picture presentation about the situation and symptoms in the form of narrative exposure.

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[60]Sugiyono, *Metode Penelitian Kuantitatif…,* p. 274
[61]Sugiyono, *Metode Penelitian Kuantitatif...,* p. 249.
[62]Prastowo, *Metode Penelitian Kualitatif...,* p. 239

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher describes the English language teaching methods in Small England course. Before the researcher describes the result of the research, the researcher describes the profile and history of Small England Course Blora.

A. Data Description

1. **The methods used in English Language Teaching at Small England course.**

    In the process of teaching English for English General Class in Small England, the teacher uses a variety of methods to reach the SE goal.

    The purpose the teacheris to make students understand easily and practice English in their daily life because up to now there are still many students and society thinks and feel difficult to learn, understand, and even practice English.[63]

    Accordingly, SE teachers try to solve the problem in teaching English by developing the methods, so that students and society can feel comfortable in learning English.

    Generally, SE teachers use the same approaches, they are an oral situational and communicative approach. The researcher will explain the methods used by the teachers in BTC.

    The methods used by the teacher are:

    a. Communicative Language Teaching (CLT)

    This method is used to teach speaking, in this method the students are asked to be active to often communicate with all of the people in SE, whether friends, teachers, and staff. The purpose of this method is that speaking English becomes a student habit everywhere and every time.

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[63] The researcher interviewed the teacher of SE, 15th October 2018.

In this method, the teacher uses discussion and question-answer technique. The teacher handles the class. The teacher role can make students active in speaking English. The teacher action in the class is limited because the students are hoped to be more active than the teacher.

In handling this method, the teachers behave as friendly as possible to students. Besides, the teachers are also close with students. Thus, the students feel as if their teachers are their parents in SE. In other words, the teachers can be their second parents in the course.

b. Direct Method

This method used to teach speaking and writing. For speaking, the teacher also hoped the students to be more active to speak English in the class than teachers. The teachers just give a little material and theory. All of those are only as a provision for students to understand English. Then, they can practice English as easy as possible.

The teacher handles the students to always develop their speaking skill. In this method, the teachers use conversation (chatting) and discussion techniques. Those techniques are hoped can make students more familiar with practicing English, especially speaking.

Through conversation, students are trained to enjoy speaking with their friends. Sometimes, the teachers approach some students to invite them chatting. The teachers ask about the result of students chatting with their friends. The purpose is to make sure that students can speak English.

Then through discussion, the students are hoped can express more flexible. Through this technique, the teachers give a theme. Then the students deliver their arguments and opinions relate to the

theme. During this discussion, the teachers control the students, so that the discussion can be conducive and every student speaks in the forum.

In this discussion, sometimes the teacher asks some students relate to the theme. The target is students who their speaking ability are still under the standard. By asking them, they will try to speak more and can speak more fluently.

For writing, the methods used by the teacher intend the students learn how to communicate in the target language by writing. In this case, the teacher give a film the duration of the film is for until five minutes, then the student can identify the plot of the story. The teacher gives some time to the students to retell by their own based on what they see. Then describing the picture by their own usually two one until two paragraphs. After this, the teacher will check the result and correcting the grammar and vocabulary.

c. Audio-Lingual Method (ALM)

This method used to teach speaking and listening, for speaking, in this method the teachers try to explore the student's ability in speaking by using audio. In this case, the teacher sometimes uses the tape recorder to produce English instruction. Sometimes the teacher uses a laptop or handphone (HP). But, the teachers often use their manual instruction as a replacement of all of those tools. In delivering material, the teachers use some techniques, they are drilling and learning from film.

In this method, the teachers teach through drilling more than learning from film. The teachers give drilling material in every meeting. So, every day the students are forced to practice English. In

drilling, the teachers give instructions that students must repeat and follow. The teachers make and arrange some sentences and become a paragraph. Then the students repeat and follow the teacher's instructions.

In this technique, the teachers make and arrange some sentences in Bahasa Indonesia. Then the students are asked to translate into English together by speaking. In translating those sentences, the teacher also helps the students translation. The content of the sentences every day is a different topic. By doing so every day, the students have a habit of practicing English every day. Besides, the students automatically can enrich their vocabulary.

For listening, They use the tape recorder to produce English instruction and also the material. Because it is still in BTC, the listening for students just to guess the word. For listening used twice a week namely Tuesday and Thursday for 20 minutes.

d. Reading Method.

This method was used by the teacher when the teacher taught storytelling to the students. Before the teacher taught the storytelling material, the teacher had prepared the transcript of the storytelling. Then the teacher asked them to read the transcript before the students and the teacher discusses it. This method was used by the teacher to help students pronounced the words in sentences correctly and also to add the student's vocabulary.

With this method, students first learn the transcript by reading it. If they did not understand the vocabulary, they could ask the teacher. If students did not understand how to mention the word in a sentence, they could ask the teacher to teach them. From the

transcript of a short story, students could get new knowledge of the reading.[64]

2. **The materials used in Basic Training Class**

Teachers in the SE use material that is in accordance with the applicable curriculum. Although the curriculum in formal and informal schools is different in reference. But the teacher in SE always updates and adapts to the curriculum and material in the formal school. So that we can provide what students need.

The material in every meeting has structured well because the teacher has a lesson plan. Several materials that are taught in BTC the first isthe introduction consists of introducing oneself and exchanging personal information. Second, describing a vacation itinerary consists of describing vacation plans, giving travel advice, and planning an itinerary. Third, making requests, making complains and making apologies. The last, describingcelebration and describing custom.

3. **The Assessment used in Basic Training Class**

The teacher also made an assessment in Basic Training Class (BTC). The teacher assesses student"s competence based on knowledge, skill, and attitude. The focus on the assessment is to measure the capabilities of students in mastering and understanding the material has delivered by the teacher.

The teacher also assessed students to measure the students' comprehension of certain material by giving a formal and informal assessment. The formal assessment used written assessment. At the end of this class program. The student will work on the final exam to measure the student's ability while at the same time determining whether the student deserves to go up to the next class, namely CTC (Candidat Training Class). While informal assessment was done spontaneously within the teaching-learning process. Usually, the teacher of

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[64] The researcher interviewed the teacher of SE, 16th October 2018

English used oral assessment. The students could answer using sign language or spoken language for the student who was low deafness. This oral assessment also trained students to communicate in social life.[65]

B. Discussion

1. Analysis of the methods used in English Language Teaching at Small England Course.

The teaching method is really important to reach the education vision. The teaching method is as if the art in education. Without method, it will be difficult for teachers to transfer their knowledge to students optimally. Accordingly, SE needs teaching method to develop student's ability in English. The method in SE is not only in the classroom but also in outside of the classroom.

The method outside of the classroom is through regulation. One of SE's regulation which can force students to always speak English is the students are forbidden to speak Bahasa Indonesia around SE, whether in the classroom or in outside of the classroom. They must always speak English. If they speak other English, they will be punished. They must pay one hundred rupiah for one word. That regulation is for all of the students from Pr-BTC 1 students to TC students. They usually collect the punishment money once a week to their teacher. That regulation was proved able to develop the student's ability in speaking English.

Then, the method is optimally done in the classroom by the teachers. The methods implemented in the classroom are Communicative Language Teaching (CLT), Direct Method, Audio-Lingual Method (ALM), Reading Method.

a. Communicative Language Teaching (CLT)

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[65] The researcher interviewed the teacher of SE, 17th October 2018

The implementation of the CLT method in the class is by using the discussion and question-answer technique because this method includes the old method, the teacher combine with various techniques. In this method, the role of the teacher is limited. The students are hoped to be more active.

Practically, in handling the discussion section, after the teacher manages the class, he/ she divides the students approximately to be four to five groups. In one group consists of four to five students. Then, the teacher chooses the moderator of each group to handle the discussion in each group. After that, the teacher gives the same theme for each group. Then each moderator begins handling the discussion of their group. In this section, every student must deliver argumentation and questions. It will be stopped based the time which has been given. Usually, the discussion reaches a half hour, because the time in that meeting is used for drilling, delivering new material, and also reviewing new material.

Then, the implementation of the question-answer technique, the teacher reads a text in front of the class. After reading the text, the teacher offers some questions to students in a jumble. The teacher will give a special score to each student who can answer the question.

In doing those techniques, the teacher not only handles in the front on the class but also around the class. So, every student feels that the teacher pays attention to all of the students.[66]

b. Direct Method

The implementation of this method is by using conversation (chatting) and discussion techniques. By doing those techniques, the speaking skill of students can increase significantly. Practically, for conversation/ chatting, after teacher gives drilling to students, the teacher

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[66]The researcher interviewed the teacher of SE, 18[th]October 2018

divides the students to make a group in a pair. Then the teacher gives the same theme for all of the groups. Afterward, the students in each group ask and answer each other. Inside chatting section, the teacher asks some students one by one about what answers they have delivered from the questions of their friend. The purpose of the teacher is to check the grammar, pronunciation, and the content of the sentences. Because those are related to speaking skills.

By doing this, student's ability in speaking can develop more because they are hoped not only to increase speaking skills but also the content of speaking. No wonder that many SE students have a good reputation in some English competitions like storytelling, speech, and debate in several grades.

For the implementation of writing, the teacher gives a film the duration of the film is for until five minutes, then the student can identify the plot of a story. The teacher gives some time to the students to retell by their own based on what they see. Then describing the picture by their own usually two one until two paragraphs. After this, the teacher will check the result and correcting the grammar and vocabulary.

This method includes the old method, the teacher combines with various techniques such as the technique used above. So, the students always get new innovations in each method.

c. Audio-Lingual Method (ALM)

The implementation of this method in speaking is teacher uses conversation (chatting) and discussion techniques. The purpose is the student ability in speaking is not only fluent, but also the content is high. In this method, the teachers use conversation (chatting) and discussion techniques. For chatting, the teacher does the same as chatting in direct

method. The differentiation is that in the ALM method the students are sometimes asked to have to chat with the video. The teacher turns on a video which includes some questions. Then the students have to answer one by one.

Implementation the listening, the teacher gives a story in a paper, there are already blank words. And the task of students is to listen carefully to the tape recorder that is played by the teacher. Then fill in the blank words according to the answer he heard. When it's finished, the teacher and student correct the answer together.

d. Reading Method

This method was used by the teacher when the teacher taught storytelling to the students. Before the teacher taught the storytelling material, the teacher had prepared the transcript of the storytelling. Then the teacher asked them to read the transcript before the students and the teacher discusses it. This method was used by the teacher to help students pronounced the words in sentences correctly and also to add the student's vocabulary.

With this method, students first learn the transcript by reading it. If they did not understand the vocabulary, they could ask the teacher. If students did not understand how to mention the word in a sentence, they could ask the teacher to teach them. From the transcript of a short story, students could get new knowledge of the reading.[67]

On this method, the researcher found that students were interested in following teaching learning and they also looked easy to understand. The weakness of this research is some students sometimes are not brave to ask a question and they pretend to understand. It means

[67]The researcher interviewed the teacher of SE, 19th October 2018

that the responsibility of the teacher here is to support them to be active in the teaching-learning process.

2. **Analysis of the Material used in Basic Training Class**

Based on the curriculum, teaching English must comprise four basic skills. They are listening, speaking, reading, and writing. The materials taught for BasicTraining Class (BTC) are a very easy matter, including on items that they encounter in everyday life.   The material in every meeting has structured well because the teacher has a lesson plan. Several materials that are taught in BTC the first is the introduction consists of introducing oneself and exchanging personal information. Second, describing a vacation itinerary consists of describing vacation plans, giving travel advice, and planning an itinerary. Third, making requests, making complains and making apologies. The last, describingcelebration and describing custom.

The finding also presents about how material implemented in Basic Training Class at Small England. The material in every meeting has structured well because the teacher has a lesson plan. It made the teacher ready to deliver the material to the students and also students can understand the material easily.

3. **Analysis of the Assessment used in Basic Training Class**

The teacher also assessed students to measure the student's comprehension of certain material by giving a formal and informal assessment. The formal assessment used written assessment. At the end of this class program, the student will work on the final exam like a nonformal institution (school) to measure the student's ability while at the same time determining whether the student deserves to go up to the next class, namely CTC (Candidat Training Class). Not only the final exam, but the teacher also give quizzes in every meeting at the end of class. While informal assessment was done spontaneously within the teaching-learning process. Usually, the teacher of English used oral

assessment. The students could answer using sign language or spoken language for the student who was low deafness. This oral assessment also trained students to communicate in social life.

C. The Condition of Teachers, Students, and Infrastructures of Small England Blora

a. Teachers

The teacher has an important role in an educational institution, so does he in Small England (SE) Blora as an English course institution. Through clever, smart, and professional teachers, the institution can produce clever and good students. SE the teacher is called a tutor. The education background of SE teachers is various. Not all of them were graduated from the English Education Department.

Totally there are only four tutors who graduated from the English Education department, and the other including the principle are from other departments. They are from the electro technique, Tafsir Hadist, Islamic Education, Childhood Education, Information System, Biology, and other departments.[68] Most of the tutors in SE are including graduation from SE a few years ago. Unless they had followed the English teaching training handled by Mr. Edi or senior tutor. Through that system, SE has great and professional English tutors although they are actually from various backgrounds. They can understand what SE principle meant. They can understand SE vision and mission well. Accordingly, they have known what they have to do and how they have to teach the students, so they can fulfill targets.

A result, many students felt satisfied with the SE system. Because they felt their English knowledge and skills increased and developed significantly. So that their skill could be useful for them to face some

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[68]SE's document.

challenges, mostly in a job relates to English. The teacher in the past time was only Mr. Edi, he is the SE principle, and now, the tutors become 18 people.

b.   Students

In the first time, SE students at English for general were from around SE only. Most of them But now, the students are from almost all over Blora. They are not only from around the city, but also from some villages. Because SE has been a popular English course in Blora. Even, some SE students are English teachers. They want to study in SE because they feel their English skills as an English teacher are still under the standard.

So, they want to develop their English skills more. were from formal school students. Only a little student was adult people who have worked.

Besides, SE now has five branches, they are the center in MaguanTunjungan, in Blora city, inRandublatung, in Kunduran, and in Cepu. So that's way, no SE has become an English Course Institution that is very familiar in all circle.

It indicates that besides SE has been known by many people in Blora, society in Blora has been aware of the importance of English today. So, the total of SE student English for General classes increases more and more.

After graduating from SE, many of them felt got many developments in English, especially in speaking skills. Accordingly, no wonder that many of them can find a job easily relate to the English.

The input students most of them are because they knew their friend's competence in English increased after they studied in SE. So, they also are interested to study English in SE.

Then, the placement in each class is based on their competence through a pre-test. The score of that test becomes the standard of the students would be placed in Pre BTC 1, Pre BTC 2, or directly in BTC class. It

purposes students can follow well in learning English process with the teachers.

In general program class, students are divided into three classes. They are a BTC class, CTC class, and TC class. In BTC class, students must reach one month. Then followed in CTC class, students must reach two month.

And in TC class, students must reach three months. In the first time, the total of the students was only15 people. And now, they become more than 100 people.

c. Infrastructures

Complete infrastructure determines the success of the learning process. if the infrastructure is incomplete, the learning process will have many problems. Automatically, the learning process will fail and the educational targets included in the vision and mission will be useless.

Accordingly, an education institution including course institution is hoped to be able to complete the infrastructures to support the learning process. For this reason, SE also always tries to support students by completing infrastructures. So far, SE does not have any problem. Although SE is including nonformal education institutions, SE always tries to make the students feeling comfortable when the learning process is being done by always conducting an evaluation of customer satisfaction. Therefore, SE continually makes improvements, enlarges the building, and completes infrastructure required for the implementation of teaching and learning activities.

The financial resource during this time is from the SE principle. These are the conditions of SE infrastructures.

d. Building

The building is one of the most urgent infrastructures in supporting the learning process. It is to protect the teachers and students from any interference such as rain, warm sun, and other interferences. So, the teaching-learning process can run well. Besides, the teachers and students feel comfortable during their studying.

In the first time, the building of SE was in Mr. Edi parent"s house. The classroom was very simple. It was in the living room. The facilities for students were simple. To write the materials, students had to write in their seats.

There was no table yet or a special place to write. Just then in 2008, SE had been a success to have a new building in Maguan which was now it becomes SE center. Since that time, students can study more comfortable because the principle had provided the chairs that included the place for writing.

In 2009, the principle took care of the course as a form of legality licensing agency with a complete record of the notary and the tax ID. Then the SE name was changed to be "INSTITUTION COURSE TRAINING AND SMALL ENGLAND". So far, it has 10 rooms.[69]

e. Media for Learning Process

One of the urgent aspect to support the teaching-learning process in an educational institution is representative media. It purposes so that students can understand the material well.

Up to now, SE has tried to complete infrastructure by itself especially for media the students need, whether in the classroom as like projector, video, or out of the classroom (when teaching-learning process were in outbound) by

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[69] The researcher interviewed the principle of SE, 15th October 2018

visiting some comfortable places around Blora such as garden, center of city, small lake, or the others.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter present the important points of the whole discussion in this study. The conclusions and suggestions presented in this chapter.

A. **Conclusion**

In this chapter, the researcher concluded based on the research problems.

1. The method used in English Language Teaching of English for General Class at Small England Course Blora is the teacher used three methods in Basic Training Class. They are Communicative Language Teaching (CLT), Direct Method, Audio-Lingual Method (ALM), Reading Method. The teacher also combines with some techniques such as the teachers use discussion, question-answer, conversation, drilling, storytelling, and learning from film.

2. The materials of English language teaching at Small England Course Blora were appropriate to the student's needs. The materials that are taught in BTC, the first is the introduction consists of introducing oneself and exchanging personal information. Second, describing a vacation itinerary consists of describing vacation plans, giving travel advice, and planning an itinerary. Third, making requests, making complains and making apologies. The last, describing celebration and describing custom.

3. The assessment used at Small England Course Blora, the teacher of English used both formal and informal assessments. Formal assessment which usually uses is a written assessment that made students easily to answer the questions. While informal assessment which usually used oral assessment trained students to

communicate in the students' environment. It was also effective to keep students concern on the teaching-learning process.

B. Suggestion

Based on those conclusions, the researcher wants to give suggestions. They are:

1. For the teacher

The teacher must focus on the job in teaching English in SE. Although the teachers have the double job in a different place or have another job, they should be able to manage among them as well as possible, so that the schedule and target of teaching English can be reached optimally.

2. For the students

The students should be more focus on learning English. They should be aware of the importance of English. Besides that, they should be aware of how much their parents have spent a lot of money on their course. So, they must always study hard and spirit.

3. For principle

The principle should be more diligent in checking the process of teaching in SE. It can be done directly or indirectly. Hopefully, he can evaluate completely.

4. For the education department

The education department should filter the good method of SE. Then, it should include in the curriculum. So that the university students have more experience about teaching English well.

5. For the readers

After reading this research, hopefully, the readers can get the motivation to develop their capability in English lesson.

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Appendix 1

<div align="center">

INSTRUMENT

INTERVIEW GUIDELINE FOR

PRINCIPLE OF SMALL ENGLAND (SE) COURSE OF BLORA

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Interviewee: Mr. Edi Purwanto, ST

1. What are the vission, mission and purpose of SE?
2. What are the facilities provided by the principle for students of English for General class?
3. How are the input and output of students of English for General class?
4. What efforts did you do to improve teacher's competence in SE?
5. What do you do to make students feel comfortable in studying English at SE?
6. How many teachers are there in SE?
7. What are the differences of material between in SE and other English course?
8. What is the difference of the schedule between in SE and other English course?

Appendix 2

<center>

INSTRUMENT

INTERVIEW GUIDELINE FOR

TEACHER OF SMALL ENGLAND (SE) COURSE OF BLORA

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Interviewee: Mr. Mutakin

1. What are the methods used in English Language Teaching at Small England course?

2. How do the teachers implement the methods used in English Language Teaching at Small England course?

3. How does SE help students?

4. How is the placement of student at the first level?

5. How do you teach speaking, writing, reading, and listening at Basic Training Class?

6. What are the materials taught by teacher atBasic Training Class?

7. How do you assess the student competence atBasic Training Class?

8. How do you motivate the students to speak actively?

9. What motivation do you give to students?

10. What facilitates are useful to support your teaching?

Appendix 3

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INSTRUMENT

INTERVIEW GUIDELINE FOR

STUDENT OF SMALL ENGLAND (SE) COURSE OF BLORA

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Interviewees: all of students of BTC

1. How the teachers of SE teach or help student?

2. What are your problems in learning English at SE?

3. How does the teacher assess the students competence in a class?

4. What methods do SE teachers implement in teaching English?

5. Do the teachers use media in teaching English?

Appendix 4

Interviewee: Mr. Edi Purwanto, ST

urn	Interviewer	Interviewees
.	What are the vission, mission and the purpose of SE?	For the vission and mission you can see in document of SE, and the purpose is to realize the students that have quality, discipline, character and religious.
.	What are the facilities provided by the principle for students of English for General class?	There are projector, LCD, microphone, speaker, etc.
.	How are the input and output of students of English for General class?	The student input first time were from around SE.gradually, almost from all around Blora regency study inSE.

	What efforts did you do to improve teacher's competence in SE?	We give them special training for whom did not study in SE yet before.
.	What do you do to make students feeling comfortable in studying English at SE?	I provided several modern media.
.	How many teachers are there in SE?	Totally 28 people.
.	What are the differences of material between in SE and other English course?	If in SE, the material is based on K13 and the principle revised and modified it to make it relevant with students need.
.	What is the difference of the schedule between in SE and other English course?	If in SE, they must enter 5 days in a week. Then, in a day they have to enter a meeting 2 hours. They can choose among 1.00 a.m., 16.00 a.m., or 18.30 a.m.

Appendix 5

<p align="center">SMALL ENGLAND'S TEACHER INTERVIEW TRANSCRIPT I</p>

Interviwee: Mr. Mutakin

urn	Interviewer	Interviewees
.	What are the methods used in English Language Teaching at Small England course?	I used CLT, direct method, and ALM, Reading method.
.	How do the teachers implement the methods used in English Language Teaching at Small England course?	I used drilling, storytelling, discussion, memorizing, watching movie,learning from foreigner, describing picture.
.	How does SE help students?	SE serve well and professional so that students feel comfortable.
.	How is the placement of student at the first level?	Through pre test.

.	How do you teach speaking, writing, reading, and listeningat Basic Training Class?	From sepaking I used direct method, CLT, ALM. Then writing direct method, then reading I used reading method, and listening I used ALM.
.	What are the materials taught by teacher at Basic Training Class?	Introducing one self, Describing vacation plans, Making requests, complaints and apologies, Describing technological devices and giving instructions, Describing Celebrations and customs, Comparing and contrasting life, Describing job qualifications, abilities and skills and personalities.
.	How do you assess the student competence at Basic Training Class?	I used two assessments to assess my satudents competence. Every meeting I always give reward to my student if they can answer my question, this is informal assessment. For formal assessment I give score to student who active in class, doing exercise, and score for final examination.

.	How do you motivate the students to speak actively?	I approached to every student, especially to students whom can speak English fluently yet
.	What motivation do you give to students?	I trained and forced to every student to speak up
0.	What facilities are useful to support your teaching?	Microphone, speaker, laptop, projector, LCD, and the other.

Appendix 6

<p style="text-align:center">**SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT III**</p>

Interviewee: Dian Novita

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am lazy
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussion
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 7

<p align="center">**SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT IV**</p>

Interviewee: Niken Dwi Pratiwi

urn	Interviewer	Interviewees
.	How dothe teachers of SE teach or help student?	SE has good regulation and system, the teachers are professional in teaching English
.	What are your problems in learning English at SE?	I am confused to manage my time between formal school and informal school
.	How does the teacher assess the students competence in a class?	Through our scores in final examination, from our attitude, from our scores in question answer.
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, delivering new material, sometimes discussion, memorizing, describing picture, learning fom video, closing.
.	Do the teachers use media in teaching English?	Sure

Appendix 8

Interviewee: Nafiesta Ni'mah A

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am lazy
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 9

<p style="text-align:center">SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT VI</p>

Interviewee:Siti Khoirun Nisa'

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	SE has good regulation and system
.	What are your problems in learning English at SE?	My school are far from SE
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our attitude and knowledge
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes

Appendix 10

Interviewee: Intan Kartika Dewi

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	Sometime I'm tired when I go home from school
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Sure

Appendix 11

SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT VIII

Interviewee: Adinda Kirana Anisa Putri

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers are professional teaching English
.	What are your problems in learning English at SE?	I am confused to manage my time between formal school and informal school
.	How does the teacher assess the students competence in a class?	Through our scores in final examination, from our attitude, from our scores in question answer.
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 12

Interviewee: Selfira Shobariani

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	Sometime I sleepy because I tired after school
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Sure

Appendix 13

<p align="center">**SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT X**</p>

Interviewee: Wahyu Nur Zaini

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am not fluent in speaking English
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 14

Interviewee: Nofita Fifin Astuti

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am not confident
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 15

SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT XII

Interviewee: Adestya Nurlita Sari

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am lazy
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 16

Interviewee: Ahmad Rifki Alfaris

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am lazy
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 17

<p style="text-align:center">SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT XIV</p>

Interviewee: Ermin Wijiarti

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am lazy
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 18

SMALL ENGLAND'S STUDENT INTERVIEW TRANSCRIPT XV

Interviewee: Aulia Febriyanti

urn	Interviewer	Interviewees
.	How the teachers of SE teach or help student?	The teachers teach well, kindly, and professional
.	What are your problems in learning English at SE?	I am lazy
.	How does the teacher assess the students competence in a class?	The teacher evaluate our competencies by looking at our daily behaviour and from the test scores
.	What methods do SE teachers implement in teaching English?	The teachers start a lesson from greeting, drilling, storytelling,discussioon
.	Do the teachers use media in teaching English?	Yes, of course

Appendix 19

<u>**The Observation Check-list**</u>

1st session

Date **: 15th October 2018**

Time : 15.00-17.00

Teacher : Mr. Muttaqin

Material : Introduction

o.	Condition of the Classroom	Scale				
	Planning					
.	Teacher prepares Lesson Plan					
.	Materials are conceptually correct					
.	The accuracy of choosing an active learning strategy					
.	Using the right learning media					
	Learning Activities					
.	Teacher opens the class by greeting					
.	Teacher motivates and makes students ready to learn					

.	Teacher explains the learning goal					
.	Teacher delivers the material systematically					
.	Teacher delivers the material clearly					
.	Teacher chooses the right active learning srtategy					
.	Teacher chooses the right learning media					
.	Teacher uses concrete examples and ilustration					
.	Teacher uses an appropriate teaching method					
	Assessment					
.	Teacher assesses student's knowledge, attitude, skill					
.	Teacher assesses student's comprhension orally					
.	Implementation of evaluation					
.	Conclusion and follow up					

5 = Exellent   4 = Good   3 = Fair enough   2 = Fair   1 = Les

15th October 2018
Observer,

Shinta Cornelia

FIELD NOTE 1

Date   **: 15th October 2018**

Time   : 15.00-17.00

Teacher : Mr. Muttaqin

Material : Introduction

o.	Aspect of the Obsevation	Result
.	Method used to teach	Communicative Language Teaching
.	Media used to teach	PPT, Whiteboard
.	Teaching learning process	The teacher opens the class by greeting to the students. Before the teacher begin the class, the students give an ice breaking after that the teacher showed some picture to the students. The teacher gives an example of text about introduce one self.The teacher asks the students to read carefully, and then practice it in front of the class with introduce themselves one by one.

		Then the teacher gives an example of dialogue about exchanging personal information. The teacher asks the students to practice the dialogue in pairs in front of class.
.	Kind of assessment	The teacher asks the students to make a conversation in pairs based on the information that will be given. The teacher asks the students to memorize the expression of introduction.

Appendix 20

The Observation Check-list

2ⁿᵈ session

Date   : 16ᵗʰ October 2018

Time   : 15.00-17.00

Teacher : Mr. Muttaqin

Material : Describing vacations and itinerary

o.	Condition of the Classroom	Scale				
	Planning					
.	Teacher prepares Lesson Plan					
.	Materials are conceptually correct					
.	The accuracy of choosing an active learning strategy					
.	Using the right learning media					
	Learning Activities					
.	Teacher opens the class by greeting					
.	Teacher motivates and makes students ready to learn					
	Teacher explains the learning					

.	goal					
.	Teacher delivers the material systematically					
.	Teacher delivers the material clearly					
.	Teacher chooses the right active learning srtategy					
.	Teacher chooses the right learning media					
.	Teacher uses concrete examples and ilustration					
.	Teacher uses an appropriate teaching method					
Assessment						
.	Teacher assesses student's knowledge, attitude, skill					
.	Teacher assesses student's comprhension orally					
.	Implementation of evaluation					
.	Conclusion and follow up					

5 = Exellent   4 = Good   3 = Fair enough   2 = Fair   1 = Les

16th October 2018
Observer,

Shinta Cornelia

FIELD NOTE 1

Date   : 16th October 2018

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material : Describing vacations and itinerary

o.	Aspect of the Obsevation	Result
.	Method used to teach	Direct Method
.	Media used to teach	PPT, Whiteboard
.	Teaching learning process	The teacher opens the class with greeting to the students.The teacher delivers a question based on the material that will be delivered.
		Before begin the class,the teacher gives an example of dialogue about vacation plans then the students read carefully, and practice it in front of the class. The teacher and the students discuss the text.The teacher ask the

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		students to read the text of giving travel advice carefully. After that the students discuss the text. The teacher checks the students understanding by giving questions. Student practice dialogue of planning itinerary in front of the class one by one.The teacher checks the students understanding about the material given, then the students identify the text.The teacher discuss about Simple Present Future Tense in the Verbal form and Nominal form.
.	Kind of assessment	The teacher asks the students to work in group. The teacher asks them to practice and doing exercise based on the dialogue or text given. The teacher gives homework to the students and they have to do it individually.

Appendix 21

The Observation Check-list

3rd session

Date   : 17th October 2018

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material : Making requests, complaints, and apologies

o.	Condition of the Classroom	Scale				
	Planning					
.	Teacher prepares Lesson Plan					
.	Materials are conceptually correct					
.	The accuracy of choosing an active learning strategy					
.	Using the right learning media					
	Learning Activities					
.	Teacher opens the class by greeting					
.	Teacher motivates and makes students ready to learn					
	Teacher explains the learning					

.	goal					
.	Teacher delivers the material systematically					
.	Teacher delivers the material clearly					
.	Teacher chooses the right active learning srtategy					
.	Teacher chooses the right learning media					
.	Teacher uses concrete examples and ilustration					
.	Teacher uses an appropriate teaching method					
Assessment						
.	Teacher assesses student's knowledge, attitude, skill					
.	Teacher assesses student's comprhension orally					
.	Implementation of evaluation					
.	Conclusion and follow up					

5 = Exellent   4 = Good   3 = Fair enough   2 = Fair   1 = Les

17th October 2018

Observer,

Shinta Cornelia

FIELD NOTE 1

Date **: 17th October 2018**

Time : 15.00-17.00

Teacher : Mr. Mutakin

Material : Making requests, complaints, and apologies

o.	Aspect of the Obsevation	Result
.	Method used to teach	Direct Method
.	Media used to teach	PPT, Whiteboard
.	Teaching learning process	The teacher opens the class with greeting to the students. The teacher delivers a question based on the material that will be delivered. The teacher gives an example of dialogue about making request. The teacher asks the students to read carefully, then practice it in front of the class . The students discuss the dialogue. The teacher checks the students'

		understanding. The teacher asks the students to read the expression of making complaints.
		The teacher asks the students to practice it in front of class, then the teacher checks the students understanding by giving questions.
		The teacher gives them a list of apologizing expression then checks the students' understanding. The students identify every expression. The teacher discuss the difference of every expressions and checks the students understanding.
.	Kind of assessment	The teacher asks the students to make a dialogue or text about requests, complaints, and apologies individually then practice in pair and doing exercise based on the dialogue or text given.

Appendix 22

The Observation Check-list

4th session

Date : **18th October 2018**

Time : 15.00-17.00

Teacher : Mr. Mutakin

Material : Describing technological devices and giving instructions.

o.	Condition of the Classroom	Scale				
	Planning					
.	Teacher prepares Lesson Plan					
.	Materials are conceptually correct					
.	The accuracy of choosing an active learning strategy					
.	Using the right learning media					
	Learning Activities					
.	Teacher opens the class by greeting					
.	Teacher motivates and makes students ready to learn					
	Teacher explains the learning					

.	goal					
.	Teacher delivers the material systematically					
.	Teacher delivers the material clearly					
.	Teacher chooses the right active learning srtategy					
.	Teacher chooses the right learning media					
.	Teacher uses concrete examples and ilustration					
.	Teacher uses an appropriate teaching method					
Assessment						
.	Teacher assesses student's knowledge, attitude, skill					
.	Teacher assesses student's comprhension orally					
.	Implementation of evaluation					
.	Conclusion and follow up					

5 = Exellent   4 = Good   3 = Fair enough   2 = Fair   1 = Les

18th October 2018

Observer,

Shinta Cornelia

FIELD NOTE 1

Date   **: 18th October 2018**

Time   : 15.00-17.00

Teacher : Mr. Muttaqin

Material : Describing technological devices and giving instructions.

o.	Aspect of the Obsevation	Result
.	Method used to teach	Direct Method
.	Media used to teach	PPT, Whiteboard
.	Teaching learning process	The teacher opens the class with greeting to the students. The teacher delivers a question based on the material that will be delivered.The teacher gives an example of descriptive text about motorcycle production. The teacher asks the students to read carefully, then practice to read the text in front of the class. The students to analyze the text by themselves. The teacher discusses the text with

		the students, then the teacher checks the student's understanding by giving questions. The teacher discusses about the generic structure and language features about the text, and Simple Present Tense in verbal and nominal sentences.
.	Kind of assessment	The teacher asks the students to analyze the Simple Present Tense in the text based on the pattern that has already given by the teacher.

Appendix 23

<u>**The Observation Check-list**</u>

5th session

Date   **: 19th October 2018**

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material : Describing Celebrations and customs

o.	Condition of the Classroom	Scale				
	Planning					
.	Teacher prepares Lesson Plan					
.	Materials are conceptually correct					
.	The accuracy of choosing an active learning strategy					
.	Using the right learning media					
	Learning Activities					
.	Teacher opens the class by greeting					
.	Teacher motivates and makes students ready to learn					
	Teacher explains the learning					

.	goal					
.	Teacher delivers the material systematically					
.	Teacher delivers the material clearly					
.	Teacher chooses the right active learning srtategy					
.	Teacher chooses the right learning media					
.	Teacher uses concrete examples and ilustration					
.	Teacher uses an appropriate teaching method					
Assessment						
.	Teacher assesses student's knowledge, attitude, skill					
.	Teacher assesses student's comprhension orally					
.	Implementation of evaluation					
.	Conclusion and follow up					

5 = Exellent   4 = Good   3 = Fair enough   2 = Fair   1 = Les

19th October 2018

Observer,

Shinta Cornelia

FIELD NOTE 1

Date   : 19th October 2018

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material : Describing Celebrations and customs

o.	Aspect of the Obsevation	Result
.	Method used to teach	Direct Method
.	Media used to teach	PPT, Whiteboard
.	Teaching learning process	The teacher opens the class with greeting to the students. The teacher delivers a question based on the material that will be delivered.The teacher asks the students about the celebration ceremony in their own place. The teacher asks the studen to write down kinds of celebration on the white board. The teacher asks a students to come forward then retell the celebration in front of the class. The

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		teacher explains about descriptive text in order to remind the students. The teacher gives the students a text about celebration entitle "The Lantern Festival". The teacher asks them to read and discuss the text in group. The teacher differs between custom and celebration. The teacher asks them to write down the custom in their own place then they have to read it in front of the class.
.	Kind of assessment	The teacher asks them to read and discuss the text in groupand then asks them to do exercise based on the text individually.

Appendix 24

The Observation Check-list

6th session

Date   : 20th October 2018

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material : Comparing and contrasting life

o.	Condition of the Classroom	Scale				
	Planning					
.	Teacher prepares Lesson Plan					
.	Materials are conceptually correct					
.	The accuracy of choosing an active learning strategy					
.	Using the right learning media					
	Learning Activities					
.	Teacher opens the class by greeting					
.	Teacher motivates and makes students ready to learn					
	Teacher explains the learning					

.	goal					
.	Teacher delivers the material systematically					
.	Teacher delivers the material clearly					
.	Teacher chooses the right active learning srtategy					
.	Teacher chooses the right learning media					
.	Teacher uses concrete examples and ilustration					
.	Teacher uses an appropriate teaching method					
Assessment						
.	Teacher assesses student's knowledge, attitude, skill					
.	Teacher assesses student's comprhension orally					
.	Implementation of evaluation					
.	Conclusion and follow up					

5 = Exellent   4 = Good   3 = Fair enough   2 = Fair   1 = Les

20th October 2018

Observer,

Shinta Cornelia

FIELD NOTE 1

Date   : 20th October 2018

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material : Comparing and contrasting life

o.	Aspect of the Obsevation	Result
.	Method used to teach	Reading Method
.	Media used to teach	PPT, Whiteboard
.	Teaching learning process	The teacher opens the class with greeting to the students. The teacher delivers a question based on the material that will be delivered.The teacher gives them sentences then asks them to read the sentences. The teacher explains the sentences and discusses about compared and contrasted sentences. The teacher gives them an example of degrees of comparison sentences, then explains about

			degrees of comparison.
.	Kind of assessment		The teacher asks stuentsto do an exercise in a group. The teacher asks the students to make compared and contrasted sentences and do an exercise individually.

Appendix 25

The Observation Check-list

7th session

Date   : 21th October 2018

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material   :Describing job qualifications, abilities and skills and personalities

o.	Condition of the Classroom	Scale				
	Planning					
.	Teacher prepares Lesson Plan					
.	Materials are conceptually correct					
.	The accuracy of choosing an active learning strategy					
.	Using the right learning media					
	Learning Activities					
.	Teacher opens the class by greeting					
.	Teacher motivates and makes students ready to learn					
	Teacher explains the learning					

.	goal					
.	Teacher delivers the material systematically					
.	Teacher delivers the material clearly					
.	Teacher chooses the right active learning srtategy					
.	Teacher chooses the right learning media					
.	Teacher uses concrete examples and ilustration					
.	Teacher uses an appropriate teaching method					
	Assessment					
.	Teacher assesses student's knowledge, attitude, skill					
.	Teacher assesses student's comprhension orally					
.	Implementation of evaluation					
.	Conclusion and follow up					

5 = Exellent   4 = Good   3 = Fair enough   2 = Fair   1 = Les

FIELD NOTE 1

Date   : 21th October 2018

Time   : 15.00-17.00

Teacher : Mr. Mutakin

Material   : Describing job qualifications, abilities and skills and personalities

o.	Aspect of the Obsevation	Result
.	Method used to teach	Audio Lingual Method
.	Media used to teach	PPT, Whiteboard
.	Teaching learning process	The teacher opens the class with greeting to the students. The teacher delivers a question based on the material that will be delivered. The teacher asks the students about kinds of job.The teacher writes down the students' answer.The teacher asks the students to make a group consist of 4 students then asks the students to define the job. The teacher explains about abilities and skills. The teacher explains about modal "Can" and gives them a

		sentences. The teacher explains about Simple Present Tense in Nominal Sentences. The teacher writes sentences in the form of nominal sentence and asks them to analyze the sentences.
.	Kind of assessment	The teacher plays the audio for listening about this material. The teacher ask student to make simple present tences.

Appendix 26

PROFILE OF SMALL ENGLAND (SE)

A. DOMISILI LKP

Lembaga Pendidikan SMALL ENGLAND Blora berdomisilidi jalan Blora – Tunjungan Km 4. Desa Tamanrejo RT 03 /RW I Dukuh Maguan Kecamatan Tunjungan Tlp. 0296-533398Hp. 081326471900e-mail: small_england@yahoo.comWebsite :www.smallengland.blogspot.comKabupaten Blora 58252 Provinsi Jawa Tengah

B. IDENTITAS LEMBAGA

1. Nama Lembaga : LKP SMALL ENGLAND

2. Pimpinan : Edi Purwanto, ST

3. Berdiri : 20 Agustus 2004

4. Izin Dispora Nomor : Diknas 411.3/1575/2009

5. Nilek : 03104.4.1.013.09

6. NPWP : 02.771.376.7-514.000

7. Akte Notaris : No. 94-Tgl. 21 Januari 2009

8. Penilaian Kinerja : C (2009)

9. Akreditasi Program : No.013/SKEP/ STSAKR /BANPNF/ VIII/2011

10. Akte Pendirian Nomor : 94

11. Ijin Depnaker : No. 563/93/2005

12. Alamat LKP : Jl. Blora-Tunjungan Km. 4Dukuh Maguan RT 03 RW 1Tamanrejo

13. Kabupaten/ Kota : Blora

14. Provinsi : Jawa Tengah

15. Website : www.smallengland.blogspot.com

16. E-mail : small_england@yahoo.com

17. Nomor Izin : 411.3/2388/2013

18. HP/ Telp : 081326471900/ (0296) 533398

C. PROGRAM BEA SISWA

1. Bagi keluarga kurang mampu

2. Bagi siswa yang hafal Juz amma

3. Bagi siswa yang hafal surat yasin

D. PROGRAM KEMASYARAKATAN

1. Pembagian sembako bagi warga

2. Peringatan keagamaan

3. Peringatan hari besar Nasional

E. PROGRAM KERJASAMA

1. Kerjasama dengan pihak sekolah SMP, SMA, SMKdalam peningkatan SDM Guru dan siswa

2. Kerjasama dengan Dinas Pariwisata dalam pendampingan Kang Mbak Duta Wisata Blora

3. Kerjasama dengan Nakertransos dalam pendampingan penyiapan Bahasa Inggris bagi para TKI

F. PRESTASI

1. LKP Terbaik Kabupaten Blora th 2009 kategori nonVokasional

2. Juara I Tingkat Propinsi Tahun 2013

3. Juara I Tingkat Nasional Tahun 2013

4. Juara III stand Pameran Pembangunan Kabupaten Bloratahun 2009

5. Juara III lomba Instruktur Bahasa Inggris 2009

6. Tempat Uji Kompetensi

7. Terakreditasi Program dari BAN PNF tahun 2011

8. LKP Pendamping Program Peningkatan SDM diPemerintah Daerah Kabupaten Blora

9. LKP terbesar di Kabupaten Blora

G. PROGRAM PRIVATE

1. School leason

2. Special purpose

H. PROGRAM INTENSIVE

1. English for Kids

2. English Preparation

3. English for General

4. Toefl Preparation

I. HOLIDAY PROGRAM

1. English camp

2. Cerity

Appendix 27

STRUKTUR ORGANISASI
LKP SMALL ENGLAND " SE "

PIMPINAN

EDI PURWANTO, ST

KEUANGAN	PERSONALIA	AKADEMIK	FRONT OFFICE
ZULAYKHA JIHAN S	EDI PURWANTO, ST	SUPARJO	NURUL ISTIQOMAH

UMUM

RAHMAT SUWAJIK

HUMAS

ALIFIN CHANDRA K

INSTRUKTUR

SISWA
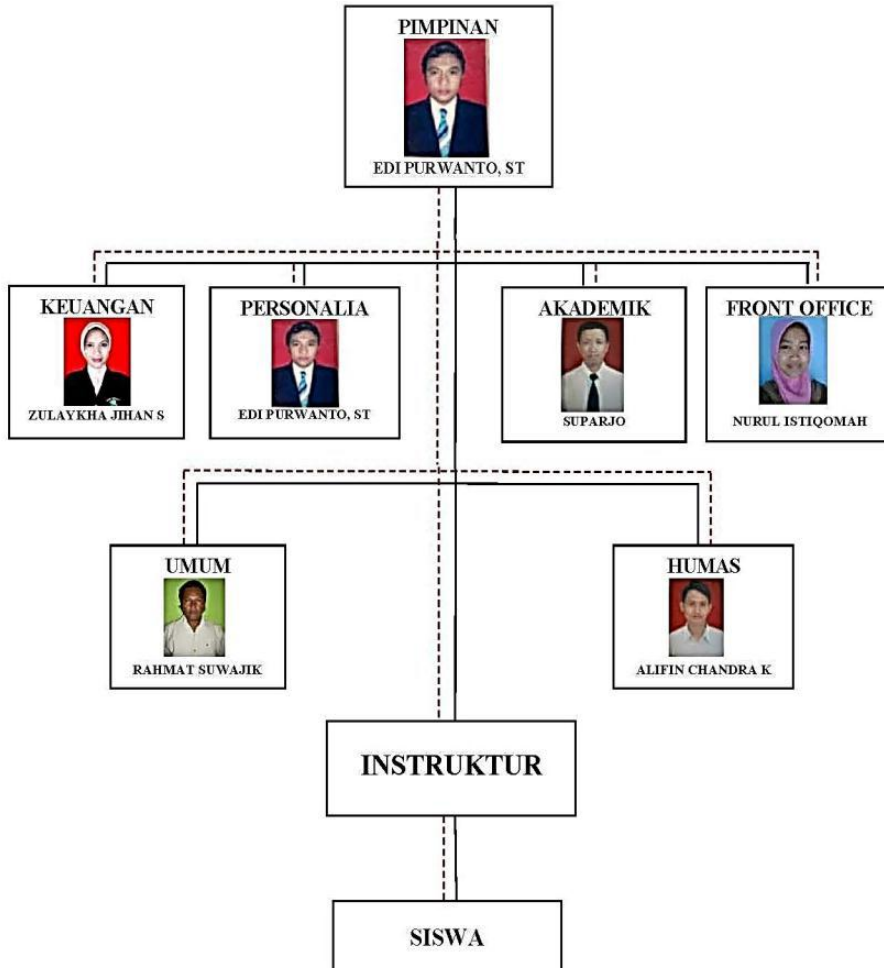
Keterangan :

───────── : Garis perintah

----------------- : Garis koordinasi

LESSON PLANI

Institution   : Small England
Subject   : English
Class   : BTC
Standard competence   : Change Private Information
Basic competence   : 1. Introducing one self
                                     2. Exchanging personal information
Indicators   : 1.1 Greetings Expression
                                     1.2 Introduction Personal Made
                                     2.1 Initiating a Conversation
                                     2.2 Introducing Others
Learning topic   : Introduction
Skills   : Speaking and Writing
Time allocation   : 2 x 60 minutes

    A.   Supposes of Learning

        In the end of the study, the students can:

             1.   Mention the greetings expression
             2.   Introduce themselves
             3.   Identify how to start conversation
             4.   Decide on specific conversation

    B.   Material of the Lesson

        a.   Introducing one self

MY SELF

Hello my friend, I want to introduce myself. My name is Jasmine Kurniasari. I live at Pemuda Street number ten Blora. I was born on twelve February nineteen ninety eight. I study in elementary school one of Tempelan Blora. I am twelve years old. I am one hundred fifty metres. I am thirty eight kilograms. My father's name is Mr. Diryono. My mother's name is Mrs. Widarty. I think enough, thank for your attention.

From the text above we get way how to introduce ourselves to other people, here the example:

- Hello my friend   = Salam Pembuka
- I want to introduce myself   = Membuka Perkenalan

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- My name is   = Menyebutkan nama
- I lived at   = Menyebutkan alamat
- I was born on   = Menyebutkan tanggal lahir
- I study in   = Menyebutkan sekolahan
- I am.........old   = Menyebutkan umur
- I am.................meters   = Menyebutkan tinggi badan
- I am................. kilograms   = Menyebutkan berat badan
- My father's name is   = Menyebutkan nama ayah
- My mother's name is   = Menyebutkan nama ibu
- I think enough, thank for your attention= Mengucapkan terima kasih

b. Exchanging personal information

Wayan Legawa and Gary are new students in SE. They meet in the classroom.

Wayan   : Hi. I am Wayan Legawa. What's your name?
Gary   : Hello. I am Gary. I am from Kupang. Where are you from?
Wayan   : I am from Denpasar. It is nice to meet you.
Gary   : Nice to meet you too Wayan. This is my friend, Reno. I would like to introduce you to Reno.
Reno   : Hi Wayan. I am Reno. It's nice to know you.
Wayan   : Yes, I am Wayan. It's nice to know you too

From the conversation above we can find the expression to introduce ourselves to other people, the expressions are:

- To introduce yourself, you can say:
  I am........
  My name is.........
- To ask one's identity, you can say:
  What is your name? I am............ / My name is...............
  Where are you from?   I am from..............
- To introduce someone, you can say:
  I would like to introduce..... I am.................
  I would like you to meet.........Nice to meet you
  This is Andi   Hi

In pairs, have a dialogue withyour classmate based on the clue. Look at the example!

Example:

(Mira
Medan)

1. (Anwar
Samarinda)

2. (Reni
Solo)

3. (Roni
Semarang)

You	: Hi. What is your name?
Mira	: I am Mira.
You	: Where are you from?
Mira	: I am from Medan

C. Teaching Learning Method   : Genre Based Approach
D. Step of Learning   :
    There are 4 steps of teaching – learning process in every meeting, they are:
    1. BKoF (Background Knowledge of Field)
        -   The teacher greets the students.
        -   The teacher delivers a question based on the material that will be delivered
    2. MoT (Modelling of Text)
        -   The teacher relates the question to the material.
        -   The teacher gives an example of text about introduce one self.
        -   The teacher asks the students to read carefully, and then practice it in front of the class with introduce themselves one by one.
        -   Then the teacher gives an example of dialogue about exchanging personal information.
        -   The teacher asks the students to practice the dialogue in pairs in front of class.
        -   The teacher asks the students to make a conversation in pairs based on the information that will be given.

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3. JCoT (Join Construction of Text)
   - The teacher asks the students to work in group.
   - The teacher asks them to practice the dialogue.
4. ICoT (Individual Construction of Text)
   - The teacher asks the students' difficulty.
   - The teacher gives conclution and motivation to the students.
   - The teacher asks the students to memorize the expression of introduction.

E. Reference of Learning   : Modul of SE and Dictionary
F. Scoring   : Oral and Written test

Blora,   2018

Director,   **Teacher,**

Edi Purwanto, ST   **Mutakin**

Appendix 29

LESSON PLAN II

Institution   : SMALL ENGLAND
Subject   : English
Subject code   : Unit 1
Class   : BTC
Standard competence   : Describing vacations and itinerary
Basic competence   : 1. Describing vacation plans
    2. Giving travel advice
    3. Planning itinerary
Indicators   : 1.1 Vacation plans prepared
1.2 Vacation plans delivered
2.1 Travel advice sought
2.2 Travel advice given
3.1 Vacation destination decided
3.2 Vacation arrangement planned
Learning topic   : Dialogue and short functional text
Skills   : Listening, speaking, reading, and writing
Time allocation   : 6 x 60 minutes

A. Purposes of Learning
In the end of the study, the students can :
1.   Identify vacation plans and itinerary described
2.   Decide on a specific vacation plans
3.   Read the text carefully then understand the text
4.   Get information about the dialogue
5.   Write a dialogue or text about vacation plans and itinerary
B. Material of the Lesson
  a. Describing vacation plans

    Anita   : Next month, where will you go?
    Tania   : Next month, I will go to Jogjakarta. Will you go to Jogjakarta too?
    Anita   : It will be great. But, Next month, I will not go to Jogjakarta.
- The pattern of the sentence :

From the example sentences above, we find that there are two forms of sentence namely, verbal and nominal sentences. Let's formulate the rules of both of the sentences.

VERBAL Sentence	NOMINAL Sentence
Positive sentence : S + will/ shall + V1 + O • I will go camping next week. • I will have vacation two months later. • We will travel to Solo tomorrow. • She will have the first flight tomorrow morning. • They will stay in Ramayana hotel tomorrow.	Positive sentence : S + will/ shall + be + ANA • I will be there for five days. • I will be away for a week. • It will be nice for you here two weeks later. • There will be Ngaben ceremony in Bali two weeks later.
Negative sentence : S + will/ shall + not + V1 + O. • I will not (won't) go camping next week. • I will not have vacation two months later. • We will not travel to Solo tomorrow. • She will not have the first flight tomorrow morning. • They will not stay in Ramayana hotel tomorrow.	Negative sentence : S + will/ shall + not + ANA • I will not be there for five days. • I will not be away for a week. • It will not be nice for you here two weeks later. • There will not be Ngaben ceremony in Bali two weeks later.
Interrogative sentence :	Interrogative sentence :

Will/ Shall + S + V1 + O ?	Will/ Shall + S + be + ANA?
• Will you go to camping next week? • Will you have vacation two months later? • Will we travel to Solo tomorrow? • Will she have the first flight tomorrow morning? • Will they stay in Ramayana hotel tomorrow?	• Will you be there for five days? • Will you be away for a week? • Will it be nice for me here two weeks later? • Will there be Ngaben ceremony in Bali two weeks later?

Note :

1. For all Subject, you may use "will", "shall" can only be applied for Subject "I" and "we".
2. "Will/ Shall" is always followed by V1.
3. Verbal sentence is always followed by Verb 1.
4. Nominal sentence is followed by ANA (Adjective = kata sifat, Noun = kata benda, Adverb = kata keterangan.)
5. "Will/ shall" can be replaced into "TOBE (is/ am/ are) + going to". For example:

   • I *will* go camping tomorrow = I *am going to* go camping tomorrow.
   • She *will* have the first flight = She *is going to* have the first flight.
   • They *will* stay in Ramayana hotel= They*are going to* stay in Ramayana hotel.

b. Giving travel advice
- travel advice sought

   I will have my flight for the second flight. I will be there for five days. In Bali, I will stay in Ramayana hotel. There, I will go to Sanur beach, Kuta beach, and Tanah Lot. I only have five days in Bali but actually I want to go around Bali. What should I do? Thanks in advance.

- travel advice given

   It will be nice for you here two weeks later because there will be Ngaben ceremony in Bali. But, I suggest to you, if you do not want to miss it, please take the first flight.

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c. Planning itinerary
        - delivering your vacation plans.
C. Teaching learning method : Genre Based Approach
D. Step of learning
There are 4 steps of teaching- learning process in every meeting, they are:
        a. BKoF (Background Knowledge of Field) :
            - the teacher greets the students.
            - the teacher delivers a question based on the material that will be delivered.

        b. MoT (Modelling of Text) :
            - the teacher relates the question to the material.
            - the teacher gives an example of dialogue about vacation plans.
            - the teacher asks the students to read carefully, then practice it in front of the   class.
            - the teacher and the students discuss the text.
            - the teacher then ask the students to read the text of giving travel advice carefully.
            - the teacher asks the students to discuss the text
            - the teacher checks the students understanding by giving questions.
            - the teacher asks the students to come forward, then asks them to practice dialogue of planning itinerary in front of the class one by one.
            - the teacher checks the students understanding about the material given.
            - the teacher asks the students to identify the text.
            - the teacher discuss about Simple Present Future Tense in the Verbal form and Nominal form.
            - the teacher checks the students understanding.
        c. JCoT (Joint Construction of Text) :
            - the teacher asks the students to work in group.
            - the teacher asks them to practice and doing exercise based on the dialogue or text given.
        d. ICoT (Individual Construction of Text) :
            - the teacher asks the students' difficulty.
            - the teacher gives conclusion and motivate the students.
            - the teacher gives homework to the students and they have to do it individually.

E. Reference of lecturing   : Modul of SE and Dictionary
F. Scoring   : Oral and written test

Blora,   2018

Director,   Teacher,

<u>Edi Purwanto, ST</u>   **<u>Mutakin</u>**

Appendix 30

LESSON PLAN III

Institution   : SMALL ENGLAND
Subject   : English
Subject code   : Unit 2
Class   : BTC
Standard competence   : Making requests, complaints, and apologies
Basic competence   : 1. Making requests
                                        2. Making complaints
                                        3. Making apologies
Indicators   : 1.1 Things to request identified
                                        1.2 Requests delivered
                                        2.1 Things to complain identified
                                        2.2 Complaints delivered
                                        3.1 Things to apologize identified
                                        3.2 Apologies offered
Learning topic   : Dialogue and short functional text
Skills   : Listening, speaking, reading, and writing
Time allocation   : 2 x 60 minutes

A. Purposes of Learning
In the end of the study, the students can :
1. Identify requests, complaints, and apologies.
2. Make requests, complaints, and apologies.
3. Read the text carefully then understand the text
4. Get information about requests, complaints, and apologies.
5. Write a dialogue or text about requests, complaints, and apologies.

B. Material of the Lesson
    a. Making requests
        - Could you open the door for me, please?
    b. Making complaints
        - I'm sorry to have to say this but I think you have to repair my computer now.
    c. Making apologies

- Sorry for making you sad.
C. Teaching learning method : Genre Based Approach
D. Step of learning
There are 4 steps of teaching- learning process in every meeting, they are:
    a. BKoF (Background Knowledge of Field) :
        - the teacher greets the students.
        - the teacher delivers a question based on the material that will be delivered.

    b. MoT (Modelling of Text) :
        - the teacher relates the question to the material.
        - the teacher gives an example of dialogue about making request.
        - the teacher asks the students to read carefully, then practice it in front of the class.
        - the teacher and the students discuss the dialogue.
        - the teacher checks the students' understanding.
        - the teacher asks the students to read the expression of making complaints.
        - the teacher asks the students to practice it in front of class, then the teacher checks the students understanding by giving questions.
        - the teacher gives them a list of apologizing expression.
        - the teacher checks the students' understanding.
        - the teacher asks the students to identify every expression.
        - the teacher discuss the difference of every expressions.
        - the teacher checks the students understanding.

    c. JCoT (Joint Construction of Text) :
        - the teacher asks the students to work in group.
        - the teacher asks them to practice and doing exercise based on the dialogue, text, or expression given.
    d. ICoT (Individual Construction of Text) :
        - the teacher asks the students' difficulty.
        - the teacher gives conclusion and motivate the students.
        - the teacher gives homework to the students and they have to do it individually.

E. Reference of lecturing   : Modul of SE and Dictionary
F. Scoring   : Oral and written test

                                            Blora,   2018
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Director,   Teacher,

Edi Purwanto, ST   **Mutakin**

Appendix 31

LESSON PLAN IV

Institution   : SMALL ENGLAND
Subject   : English
Subject code   : Unit 4
Class   : BTC
Standard competence   : Describing Celebrations and customs
Basic competence   : 1. Describing celebrations
                                  2. Describing customs
Indicators   : 1.1 Celebration events identified
                                  1.2 Celebration events described
                                  2.1 Specific customs identified
                                  2.2 Specific customs described
Learning topic   : Short dialogue of having problem and expression
of complaits
Skills   : Listening, speaking, reading, and writing
Time allocation   : 3 x 60 minutes

A. Purposes of Learning
In the end of the study, the students can:
  1. Identify special days and customs
  2. Describe celebrations and customs
  3. Get information about celebration and customs
  4. Write about celebrations and customs.
  5. Get information about celebration and customs
B. Material of the Lesson
  a. Describing celebrations

Well, if we talk about celebration and custom of course we have to discuss descriptive text. We have studied about descriptive text in the previous chapter.

Read this text carefully!

The Lantern Festival

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The Lantern Festival (also known as the Yuanxiao Festival or Shangyuan Festival in China; Chap Goh Meh Festival in Indonesia, Malaysia and Singapore is a festival celebrated on the fifteenth day of the first month in the lunisolar year in the Chinese calendar, the last day of the lunisolar Chinese New Year celebration. It is not to be confused with the Mid-Autumn Festival, which is sometimes also known as the "Lantern Festival" in locations such as Singapore and Malaysia. During the Lantern Festival, children go out at night to temples carrying paper lanterns and solve riddles on the lanterns. It officially ends the Chinese New Year celebrations.

In ancient times, the lanterns were fairly simple, for only the emperor and noblemen had large ornate ones; in modern times, lanterns have been embellished with many complex designs. For example, lanterns are now often made in shapes of animals.

In some region and countries, this festival is also regarded as the Chinese version of St. Valentine's Day, a day celebrating love and affection between lovers in Chinese tradition and culture.

    b. Describing customs
    Like a celebration ceremony, every country also has their own custom.

C. Teaching learning method: Genre Based Approach
D. Step of learning
There are 4 steps of teaching- learning process in every meeting, they are:
       a. BKoF (Background Knowledge of Field) :
         - the teacher greets the students.

- the teacher delivers a question based on the material that will be delivered.
b. MoT (Modeling of Text) :
  - the teacher relates the question to the material.
  - the teacher asks the students about the celebration ceremony in their own place.
  - the teacher asks the teacher to write down kinds of celebration on the white board.
  - the teacher asks a students to come forward then retell the celebration in front of the class.
  - the teacher explains about descriptive text in order to remind the students.
  - the teacher gives the students a text about celebration.
  - the teacher asks them to read and discuss the text in group.
  - the teacher checks the students' understanding and then asks them to do exercise based on the text.
  - the teacher checks the students' understanding.
  - the teacher differs between custom and celebration.
  - the teacher asks them to write down the custom in their own place then they have to read it in front of the class.
  - the teacher checks the students' understanding.
c. JCoT (Joint Construction of Text) :
  - the teacher asks the students to make a group.
  - the teacher asks them to practice and doing exercise in a group.
d. ICoT (Individual Construction of Text) :
  - the teacher asks the students' difficulty.
  - the teacher gives conclusion and motivate the students.
  - the teacher gives homework to the students and they have to do it individually.
E. Reference of lecturing   : Modul of SE and Dictionary
F. Scoring   : Oral and written test

Blora,   2014

Director,   Teacher,

Edi Purwanto, ST   **Mutakin**

Appendix 32

SILABUS

The institution's name   : SMALL ENGLAND

Subject   : English

Level   : BTC (Basic Training Class)

Time allocation   : 7 x 120 minutes

No	Standar of competency	Basic of competency	Topic	Teaching learning activity	Indicator	Evaluation	Time allocation	References
1	Change Private Information	Introducing one self	Introduction	1. Review 2. Give illustration 3. Explain all material related to the topic 4. Give and answer question	1.1 Greeting's expression 1.2 Personal introduction made	1. Oral 2. Writing 3. Memorizing 4. Exercise	2 x 60 minutes	1. Modul SE 2. Dictionary

				5. Practicing				

2	Describing vacation and itinerary	1. Describing vacation plans	Go to camping	1. Listening
				
				    Identifying vacation plans
				    and itinerary described
				
				2. Speaking
				    Deciding on a specific
				
				    vacation plan
					1.1 Vacation plans prepared
					
					1.2 Vacation plans delivered
						Oral test
						 - Read a dialogue and practice
						   in front of class
							2 x 60 minutes	Modul of SE

		2. Giving travel advice	Holiday to Bali	3. Reading
				    Getting information about
				    vacations and itinerary
					2.1 Travel advice sought
					2.2 Travenl advice give
						Written test
						 - Answer a question based on
						
						   the dialogue
						 - Produse a dialogue		

		3. Planning itinerary	Travel agent	4. Writing
				
				    Writing about vacation plan
				
				     and itinerary
					3.1 Vacation destination decide
					3.2 Vacation arrangement planned			

3	Making requests, complaints, and apologies	1. Making requests	Asking for friend's help	1. Listening Identifying requests, complaints, and apologies	1.1 Things to request identified 1.2 Requests delivered	Oral test - Read the dialogue then practice in front of class with your partner	2 x 60 minutes	Modul of SE
		2. Making complaints	Service	2. Speaking Making requests, complaints, and Apologies	2.1 Things to complain identified 2.2 Complaints delivered			
		3. Making apologies	Making a mistake	3. Reading Getting information about requests complaints and apologies 4. Writing Writing about request, complaints, and apologies	3.1 Things to apologies identified 3.2 Apologies offered	Written test - Answer a question - Produce a dialogue		
4	Describing technological devices and	1. Describing technological	Motorcycle production	1. Listening	1.1 Manual studied	Oral test	2 x 60 minutes	Modul of SE

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Giving instruction	devices		- Identifying technological devices	1.2 Operating procedures described	- Read the text	
2. Giving instructions	Electrical generator	Described - Identifying how technical devices operate 2. Speaking - Describing technological devices - Giving instructions how to operate technological devices 3. Reading - Getting information about technological Devices - Getting information about how to operate technological devices 4. Writing - Writing about technological devices - Writing about how to operate technological Devices	2.1 Instructuions studied 2.2 Instructions delivered	Written text - Analyze the text and answer the questions.	

5	Describing celebrations and customs	1. Describing celebrations	The lantern festival	1. Listening - Identifying special days and customs 2. Speaking - Dexribing celebrations and customs	1.1 Celebration events identified 1.2 Celebration events described	Oral test - Tell a celebration in their own region	2 x 60 minutes	Modul of SE
		2. Describing customs	Chinese New Year	3. Reading - Getting information about celebration and customs 4. Writing - Writing about celebrations and customs	2.1 Specific customs idenfified 2.2 Specific customs described	Written - Answer the question based on the text - Complete a text		
6	Comparing and contrasting life	1. Comparing and contrasting	My life in the past	1. Listening	1.1 Life in the past compared	Oral test	2 x 60 minutes	Modul of SE

		life in the pat		- Identifying descriptions of life in the past, present, and future 2. Speaking	1.2 Life in the past contrasted	- Retell your life in the past, present, and future		
		2. Comparing and contrasting life in the present	Degrees of Comparation	- Describing life in the past, present, and future 3. Reading - Getting information about life in the past, present and future	2.1 Life in the present compared 2.2 Life in the present contrasted	Written - Answer the question		
		3. Comparing and contrasting life in the future	My life in the future	4. Writing - Writing about life in the past, present, and Future	3.1 Life in the future compared 3.2 Life in the future contrasted			
7	Describing job qualifications, abilities and skills, and personalities	1. Describing job qualification	occupation	1. Listening - Identifying job qualifications, abilities and	1.1 Job qualification studied 1.2 Job qualification described	Oral test - Tell someone occupation	2 x 60 minutes	Modul of SE

			skills, and personalities				
		2. Describing abilities and skills	modal "can"	2. Speaking - Describing job qualifications, abilities and skills, and personalities	2.1 Abilities and skills identified 2.2 Abilities and skills described		
		3. Describing personalities	Adjectives	3. Reading - Getting information about job qualifications, abilities and skills, and personalities 4. Writing - Writing about job qualifications, abilities and skills, and personalities	3.1 Words expressing personalities identified 3.2 Personalities described	Written test - Having interview then write down the result - Complete the text	

Appendix 33

Student's List

No	Nama lengkap	L/P	Alamat	TTL	Nama Orang Tua
1.	Dian Novita	P	Ds. Kedungrejo Tunjungan	Blora, 20 Maret 2003	Suyoto
2.	Niken Dwi Pratiwi	P	Ds. Kedungrejo Tunungan	Blora, 23 Januari 2004	Saridianto
3.	Nafiesta Ni'mah A	P	Jln. Gatot Subroto Sonorejo Tunjungan	Blora, 21 November 2005	Isnani
4.	Siti Khoirun Nisa'	P	Ds. Padaan Japah Ngawen	Blora, 07 Januari 2001	Lasidin
5.	Intan Kartika Dewi	P	Ds. Adirejo RT 04 RW 01 Tunjungan	Blora, 08 Agustus 2005	Nyaman Jamiah
6.	Adinda Kirana Anisa Putri	P	Ds. Maguan Tamanrejo Tunjungan	Blora, 21 Juli 2006	Sukirno
7.	Selfira Shobariani	P	Dk. Pohgesik Tawangrejo Tunjungan	Blora, 12 Februari 2005	Aris Budiyanto
8	Wahyu Nur Zaini	P	Ds. Ketileng Todanan	Blora, 28 Desember 2001	Wiyono
9.	Nofita Fifin Astuti	P	Ds. Bendingin Todanan	Blora, 10 November 2000	Purnomo
10.	Adestya Nurlita Sari	P	Jl. Gatot Subroto No.114	Blora, 09 Desember 2003	Dwi Murti R
11.	Ahmad Rifki Alfaris	L	Jl. Raya Kunduran Blora	Blora, 29 Maret 2002	Ali Romadlon
12.	Ermin Wijiarti	P	Ds. Kemiri Kunduran	Blora, 17 November 2001	Kasmin
13.	Aulia Febriyanti	P	Ds.kalangrejo Kunduran	Blora,9 Juli 2002	Sumbito

Appendix 34

Facilities and Infrastructure

NO.	NAMA FASILITAS	JML	KONDISI	PENGGUNAAN
1.	Whiteboard	10 unit	Baik	Setiap hari
2.	LCD IN FOCUS + layar	1 unit	Baik	Bila perlu
3.	Komputer	1 unit	Baik	Setiap hari
4.	Laptop	2 unit	Baik	Setiap hari
5.	Ruang belajar	6 ruang	Baik	Setiap hari
6.	Ruang kantor	1 ruang	Baik	Setiap hari
7.	Ruang administrasi	1 ruang	Baik	Setiap hari
8	Ruang pimpinan	1 ruang	Baik	Setiap hari
9.	Musholla	1 ruang	Baik	Setiap hari
10.	Kamar mandi	1 ruang	Baik	Setiap hari
11.	Tempat parkir	1 ruang	Baik	Setiap hari
12.	Kursi kuliah	100 unit	Baik	Setiap hari
13.	Ruang dapur	1 ruang	Baik	Setiap hari
14.	Akses internet	1 unit	Baik	Setiap hari
15.	Koperasi	1 unit	Baik	Setiap hari
16.	Kursi kantor	4 unit	Baik	Setiap hari
17.	Almari	2 unit	Baik	Setiap hari
18.	Rak buku	2 unit	Baik	Setiap hari

Appendix 35

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Timetable

</div>

MALL ENGLAND	Bulan September, Oktover, November 2018						
Hari	**EFK 2**	**EFK 3**	**Pre BTC I**	**Pre BTC II**	**BTC**	**CTC**	**TC**
Senin	Mrs. Edlina	Mrs. Edlina	Mrs. Eni	Mdm. Lastri	Mr. Mutakin	Mrs. Eni	Ms. Isnaini
Selasa	-	Mrs. Eni	Mrs. Eni	Mdm. Lastri	Mr. Mutakin	Ms. Isnaini	Mrs. Eni
Rabu	Ms. Isnaini	-	Ms. Isnaini	Mdm. Lastri	Mr. Mutakin	Ms. Isnaini	Thosim
Kamis	-	Mrs. Eni	Mrs. Eni	Mdm. Lastri	Mr. Mutakin	Ms. Isnaini	Mrs. Eni
Jum'at	Mrs. Eni	-	-	-	Mr. Mutakin	Mrs. Eni	Thosim
Sabtu					Mr. Mutakin		
Minggu (Sunday Meeting)	*Minggu ke 1* Mrs. Eni Mutt	*Minggu ke 2* Mr Thosim Ms. Isnaini	*Minggu ke 3* Ms. Isnaini Mutt	*Minggu ke 4* Mrs Eni Mr. Thosim	*Minggu ke 5* Mr. Thosim Mr. Mutakin		

NB :

Appendix 36

Brochure of Small England

Appendix 37

Documentation of Research

The location of SE from front side
England

The location of Small

(Centre) in Tunjungan, Blora

The researcher interviewed Mr. Edi (The Principle)

The researcher interviewed SE teacher (Mr. Mutakin)

The researcher interviewed students

The student doing question-asnwer   A student is delivering
speech
techniques (Commucative Language   (Direct Method)
Teaching)

A student is reporting in   A student is
memorizing
Discussion (Audio Lingual Method)   (Reading Method)

Appendix 38

Surat Pengajuan Dosen Pembimbing

KEMENTERIAN AGAMA R I
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 4 Juni 2018

Nomor : B-2254/Un.10.3/J.4.PP.00.04.06.2018
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

Yth.

1. Dra. Nuna Mustikawati Dewi, M.Pd
2. Sayyidatul Fadlilah, M.Pd
   Di Semarang

Assalamu'alaikum Wr.Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Shinta Cornelia
NIM : 1403046010
Judul : **"ENGLISH LANGUAGE TEACHING TECHNIQUES AT SMALL ENGLAND COURSE BLORA"**

Dan menunjuk saudara Dra. Nuna Mustikawati Dewi, M.Pd sebagai pembimbing I
Sayyidatul Fadlilah, M.Pd sebagai pembimbing II

Demikian penunjukan pembimbing skripsi ini disampaikan. Atas kerjasamanya, diucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

An Dekan
Ketua Jurusan Pendidikan Bahasa Inggris

H. Bahrom, M.Ag
NIP. 19650329 199403 1 002

Tembusan disampaikan kepada Yth

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo
2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 39

Surat Mohon Izin Riset

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Semarang 50185
Telepon 024-7601295 Faksimile 024-7615387 www.walisongo.ac.id

Nomor   : B-4750/Un.10.3/D1/TL.00.10/2018   Semarang, 11 Oktober 2018
Lampiran   : -
Hal   : **Mohon Izin Riset**
             a.n   : Shinta Cornelia
             NIM   : 1403046010
             Yth.

Mr. Edi Purwanto (Pendiri Small England)
Di Blora

Assalamu'alaikum Wr. Wb.,

        Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini
kami hadapkan mahasiswa:
Nama   : Shinta Cornelia
NIM   : 1403046010
Alamat   : Jln. Ahmad Yani, Ir 6, RT 04/02 Kel. Tegalgunung Blora
Judul skripsi : **ENGLISH LANGUAGE TEACHING METHODS AT
SMALL ENGLAND (SE) COURSE BLORA**
Pembimbing
1. Dra. Nuna Mustikawati Dewi, M. Pd.
2. Sayyidatul Fadilah, M. Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang
sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan
melaksanakan riset selama 7 hari, mulai tanggal 15 Oktober 2018 sampai
dengan tanggal 21 Oktober 2018. Demikian atas perhatian dan kerjasama
Bapak/Ibu/Sdr, disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

                                                a.n. Dekan,
                                                Dekan Bidang Akademik

                                                Fatah Syukur, M. Ag.
                                                212 199403 100 3

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan).

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Surat Keterangan Riset

LEMBAGA KURSUS DAN PELATIHAN

SMALL ENGLAND

Jl. Raya Tunjungan Ds. Tamanrejo RT 03 RW 1 Blora 58252
Telp. (0296) 533398 / Hp 081 326 471 900
e-mail : small_england@yahoo.com / website : www.smallengland.blogspot.com

SURAT KETERANGAN
No. : 417 / SE / X / 18

Yang bertanda tangan di bawah ini:
Nama   : Edi Purwanto, ST
Jabatan   : Pimpinan LKP SMALL ENGLAND BLORA

Dengan ini menyatakan dengan sesungguhnya bahwa:
Nama   : Shinta Cornelia
NIM   : 1403046010
Universitas   : UIN Walisongo Semarang
Fakultas/Prodi : Ilmu Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Judul Skripsi   : **ENGLISH LANGUAGE TEACHING METHODS AT SMALL ENGLAND (SE) COURSE BLORA**

Bahwa mahasiswa tersebut diatas benar-benar melaksanakan penelitian di LKP SMALL ENGLAND BLORA pada tanggal 15 Oktober 2018 s/d tanggal 21 Oktober 2018.
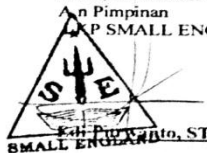
Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Atas kerjasama dan perhatiannya diucapkan terimakasih.

Blora, 18 Oktober 2018
An Pimpinan
LKP SMALL ENGLAND BLORA

Edi Purwanto, ST

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<div align="center">**CURRICULUM VITAE**</div>

Personal Details

Name   : Shinta Cornelia

Student Number   : 1403046010

Place/ Date of Birth   : Blora, 27th July 1996

Address   : Jl. Ahmad Yani, lr. 6, RT 04/02,

                           Kelurahan Tegalgunung, Blora.

Mobile Phone   : +6285877014893

Email   : shinta.cornelia@yahoo.com

Educational Background:

1. TK ABA 1 Blora
2. SDN Tegalgunung 1 Blora
3. MTs Ma'arif 1 Blora
4. MA Raudlatul 'Ulum Guyangan Trangkil Pati
5. Educational and Teacher Training Faculty UIN Walisongo Semarang

                Semarang, 3rdJanuary 2019

                      The Writer,

                      Shinta Cornelia

                      NIM. 1403046010