

**ENGLISH TEACHING AND LEARNING AT  
KAMPUNG INGGRIS GUNUNG PATI, SEMARANG  
THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining  
The Bachelor Degree of English Language Education



**By:**

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Semarang, 22<sup>nd</sup> October 2018

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*Assalamualaikum wr. wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary, we state that the final project belongs to the student as bellow:

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*Assalamualaikum wr. wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary, we state that the final project belongs to the student as bellow:

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*Wassalamu'alaikum wr. wb.*

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## **ABSTRACT**

Title : **English Teaching And Learning At *Kampung Inggris Gunung Pati, Semarang***  
Writer : Maulida Fatkhia Rahma  
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Keyword : *English Course, Kampung Inggris, Method, Teaching.*

English is still being the foreign language in Indonesia but the government has implemented English as a high priority lesson of educational curriculum. It is showed by involving English as national examination lesson. There are many students who find difficulties to learn English. Usually, during schools holiday season parents who unable to spend long time with their children feel anxious. They feel worry if their children are involved in negative activities during the school holiday season. One of the best solutions for their children is through English Holiday Fiesta program; the program organized by *Kampung Inggris Semarang* for utilizing his schools holiday time to be useful. The objective of this study is to explain English Teaching and Learning process at *Kampung Inggris Gunung Pati, Semarang*. This study used Descriptive qualitative approach. It was conducted in Gunungpati, Semarang, Central Java. The data were collected by using some techniques: observation, interview and documentation. The result of this study is that teaching and learning in *Kampung Inggris Semarang* increases participant's ability to speak English it also builds good characters. Activities in this program are guided, contained elements of learning, enjoyment and character building. The teaching learning process combines both theory and practice. The agenda was conducted in the class and out of classroom. English is used in all activities.



## MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ . . .

*And whoever strives only strives for the (benefit of ) him self.*

*{Al-‘ Ankabut:6}<sup>1</sup>*

***What we learn with pleasure, we never forget -me-***

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<sup>1</sup> Kementrian Agama RI , *Al-Quran*, (Jakarta: CV. Aneka Ilmu, 2013), p. 359.



## DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom actually it is not enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

My beloved father and mother (Drs. H. Muhammad Nasir and Hj.Dewi Wahyuni), who devote their affection and give advice till the writer finished arranging this thesis. Thank you for giving the writer spirit.

My younger sisters and brother (Isfandiary Abqoria Aziza, M.Fawadzaky Fahruzzaman, Nabila Nailun Najja and Fina Mazaya Ayatillah) who always give me spirit to finish my thesis.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.





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*Bismillahirrahmanirrahim*

All praises be to Allah *Azza wa Jalla*, Who has given me mercy and blessing until this thesis can be completely finished as the requirement for the Bachelor Degree of Education in English Language Education Department.

The researcher realizes that she cannot complete this thesis without the support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give her sincere thanks to all of them, especially to:

1. Dr. H. Raharjo, M. Ed, the dean of Education and Teacher Training Faculty.
2. Dr. H. Ikhrom, M.Ag, the head of English Language Education Department.
3. Dr. Hj.Siti Mariam, M.Pd and Sayyidatul Fadlilah, M.Pd, the first and second advisor, thanks for their patience in giving great motivation, helpful corrections and suggestions to improve this thesis during the consultation.
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7. All of my classmates in PBI B and all of PBI 2014. Who fight & share together to chieve our goal
8. Mr. Rohani M,Pd as the Director of *Kampung Inggris* Gunungpati, Semarang, and also Teachers and staffs, who have given me times and experiences to be able to do research and study there.
9. Last but not the least, those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

The researcher realizes that this thesis is still far from perfection, so that constructive suggestion and criticism from all side for the perfection of this thesis project are always expected. Finally, the researcher expects that this thesis would be useful for the further study.

Semarang, 22<sup>nd</sup> October 2018

The writer,

**Maulida Fatkhia Rahma**

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# CHAPTER I

## INTRODUCTION

This chapter consists of background of the research, questions of the research, scope and limitation of the research, objectives of the research, and significances of the research.

### A. Background of the Research

Language is a means for communication used by man.<sup>1</sup> Language has central role in daily life. Human beings use language as means of communication with other people, to express their ideas, opinions, wishes, etc. Without language it is hard to imagine how people cooperate and get along with one another. The language used in communication can be in the form of spoken or written language. It is like the statement of Brown. He says, “Language is system of arbitrary conventionalized vocal, written or symbols that enable members of a given community to communicate intelligibly with one another.”<sup>2</sup>

People use language to be able to communicate with others properly in many fields and many places. One of the languages that

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<sup>1</sup> Ramelan, *Introduction to Linguistic Analysis*, (Semarang : IKIP Semarang Press, 1992), P. 9

<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Person Education, 2000), p. 5.

are most widely spoken in the world is English. English is a means of international language among the nations all over the world. So, mastering of English language for wider communication is needed to evaluate to the quality of human resources to internal level. English is one of the most widely used of international language for oral and written communication.

English is as international language that is used in many countries over the world including Indonesia. In Indonesia, English is the first foreign language which has played an important role in the development of Indonesia; it is used as a means of communication when Indonesian people communicate and cooperate with a people from other countries. English is completely different from Indonesian language based on the system of structure, pronunciation and vocabulary. Therefore, English is considered as a difficult subject for the Indonesian students.

Although English is still being the foreign language in Indonesia, the government has implemented English as a high priority lesson of educational curriculum. it is also reinforced by Mariam (2015) which reveals that English is regarded as a foreign language and a compulsory subject learned by all students of elementary school to higher education.<sup>3</sup> It is showed by involving English as national examination lesson. This lesson obligates to master in four skills, they

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<sup>3</sup> Siti Mariam, *Developing A Model Of Unity Of Sciences Based English Course Book For Students Of Science An Technology Faculty*,(Semarang: DIPA UIN Walisongo,2015) p.10

are listening, speaking, reading and writing. Surely, students feel difficult to master the four skills of English because some reasons, first; English is foreign language. They are seldom to use it in daily activities. Second; students are lack of vocabulary. Third; students' mindset, they think that learning English means that they have to learn about grammar especially tenses which we know it be very difficult to understand.

Therefore, the solutions of the problems above should be faced from internal and external side. The internal side can be solved by; first; students should think that English is interesting. Second; their mindset of considering that English is difficult should be changed. They have to think that English is easy and fun. For the second problem solving is from external side. The external side is related to teaching learning process, such as teaching method used by teacher, media and facilities of teaching learning process.

In Islam, seeking of science is obligation for everyone and who seek knowledge will surely make it easier to go to heaven as stated in hadist as follow :

طَلَبَ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَ مُسْلِمَةٍ

*Seeking that knowledge is mandatory for every Muslim male and female Muslim (H.R. Ibn Abdil Barr)*

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

*Who follows the path to seek knowledge will surely make it easier for him to go to heaven (HR. Muslim, no. 2699)*



Science comes to someone not by itself. Someone who wants to have knowledge, then he must look for and learn from people who are knowledgeable. And of course this requires sacrifice and patience.

However, there are students who find difficulties to learn English, so there are many English language institutions that can teach English with fun and easy method to understand. One of many established English language course institutions is *Kampung Inggris* in Pare, Kediri regency in East Java. Therefore, until now *Kampung Inggris* in Pare visited by people who want to learn and practice English language. But the writer finds an English course with same name in Semarang namely *Kampung Inggris* located in Kalisegoro village of Gunung Pati district, Semarang. Usually, the school holidays seasons are the days that students are waiting for. After taking tiring study and exam students will enjoy a few days to relax with family. Mostly lack of activity can lead students to do unuseful activities. In the beginning of school holiday season, parents who unable to spend long time with their children can feel anxious. They feel worry if their children are involved in negative activities during the school holiday season. One of the best solutions is to take advantage of their school holiday time well by sending them to the English Holiday Fiesta program organized by *Kampung Inggris* Semarang.

It is interesting to know the English teaching and learning in *Kampung Inggris* Semarang. *Kampung Inggris* Semarang overs a comprehensive approach to teaching and learning. Teaching and learning in *Kampung Inggris* Semarang is a process of developing not only skill but also personalities and characters. Other school of English may focus on the skills but *Kampung Inggris* Semarang focuses not only on the skill of English language but also skills of interpersonal, skill of managing self , skill of communication , skill of live together in the society and islamic education values. That its the plus that make *Kampung Inggris* Semarang different from other school. For that reason, the writer is interested to conduct a research about English Teaching and Learning Method in *Kampung Inggris* Semarang.

## **B. Questions of the Research**

The Question of this research is :

1. How is the course material at *Kampung Inggris* Gunung Pati, Semarang ?
2. How is the teaching learning process. at *Kampung Inggris* Gunung Pati, Semarang ?
3. How is the learning method at *Kampung Inggris* Gunung Pati, Semarang ?
4. How is the assessment at *Kampung Inggris* Gunung Pati, Semarang ?

### **C. Objectives of the research**

Based on the research questions, these are the objectives of this study:

1. To explain course material, teaching learning process, learning method, and assessment. at *Kampung Inggris* Gunung Pati, Semarang

### **D. Scope and Limitation of the Research**

The scope of the research is English Teaching and Learning process at *Kampung Inggris* Gunung Pati Semarang in terms of teaching material or course content, teaching learning process, learning method , and the assessment.

### **E. Significances of the Research**

The descriptive study of teaching and learning at *Kampung Inggris* Gunung Pati, Semarang hopefully it gives some contributions, they are:

1. Academically
  - a. The result of this research can be used as an additional reference for teaching English.
  - b. The result of this research is expected to be beneficial for improving an understanding of methodology in teaching English.
  - c. This research is expected to give information about the

methodology in teaching English in informal education.

## 2. Practically

### a. For the teacher

The result of this research is expected to be reference for English teachers in implementing newest and engaging methods which could make teaching and learning process more interesting and enjoyable.

### b. For the reader

By reading this research, the readers could get information, motivation and inspiration how engaging teaching looks like. The result of this research is expected to be a reference for next researchers as well.

### c. For the researcher

The researcher will get precious knowledge and experiences from *Kampung Inggris* Semarang as continuing professional development.

## **CHAPTER II**

### **ENGLISH LANGUAGE TEACHING LEARNING**

In this chapter, the researcher presents previous research and theoretical review related to the research.

#### **A. Review of Previous Studies**

Considering the topic discussed in this thesis, there are some researches that have done related to this topic, there are:

- a) Mohammad Nasiri (123411070) , English Language Education, Tarbiyah And Teacher Training Faculty, Walisongo State Islamic University Semarang, 2017,'English Teaching Learning in Rumah Detensi Imigrasi (Rudenim) Semarang'. In his study, he observed about how is the English teaching and learning in RUDENIM. Based on the result of the study, the researcher suggested that the goal of English Class for children at RUDENIM can be reached if there is cooperation from all elements. Stakeholders and officer are expected to pay attention to the availability of the facilities to supports teacher works in delivering material. Teaching method and technique should be structured appropriately and considered the students' characteristic as foreign language learner in school. The question of this research is, how is the English teaching and learning in RUDENIM? The aims of this research are to describe the English language teaching

learning in English Class for Children in RUDENIM Semarang in terms of teaching material, teaching learning process, teaching methods, the assessment and obstacle result to give a description for reader, teacher, IOM (International Organization for Migration), and immigration stakeholders. The methods used to emphasize on delivering material with a fun learning and on characteristic of children as language learner. The methods used Direct Method, Audio Lingual Method, Communicative Method, and Reading Method. The writer used qualitative study in this research.

The similarity of this research with my research is that the method used in the research is descriptive research and the aim of the research is to investigate the English teaching and learning. The differences of the research with my research that the research is focused on the goal of English Class for children, meanwhile on my research is on teaching learning English. The object of this research is English Class for children at RUDENIM and in my research concerns of the teaching learning at *Kampung Inggris* Gunung Pati, Semarang

- b) Hanik Nurul Faizah (123411045), English Language Education, Tarbiyah And Teacher Training Faculty, Walisongo State Islamic University Semarang, 2016, 'A Descriptive Study of Teaching and Learning as Pre-Service

English Teacher of Camp Epic 2016 in Bukittinggi, West Sumatera.’ In her study, she observed about management of teaching learning in the camp EPIC 2016. the research questions of this research are; 1.) What is Camp EPIC? 2.) How is the management of the Camp EPIC? The aims of this research are; 1) To know the camp EPIC. 2) To describe management of the camp EPIC 2016. The writer used qualitative method in this research. The result of this research is camp EPIC is program of empowering pre-service English teachers. It is integrative training program which has been planed, organized and evaluated. The teaching learning process during the camp combined both theory and practice. The agenda of the camp was conducted in the class and out of classroom. The pre-service English teachers were taught how to teach all language skills. The benefit of psychomotor aspect was the preservice English teachers were able to provide engaging strategies in teaching learning process and able to give games and songs to their students with clear instruction. The writer used qualitative study in this research because the data is in the forms of written and there is no treatment in this research.

The similarity of this research with my research is that the method used in the research is descriptive research and the aim of the research is to investigate the English teaching and learning. The differences of the research with my research

that the research is focused on pre-service English teachers, meanwhile on my research is on English Teaching Learning in *Kampung Inggris* Semarang.

- c) Khoirul Anwar (123411057) , English Language Education, Tarbiyah And Teacher Training Faculty, Walisongo State Islamic University Semarang, 2016, “THE USE OF CODE SWITCHING IN EFL CLASS (Descriptive Study at MOB English Course *Kampung Inggris* Pare Kediri)” In his study, he observed about the types and the functions of code switching in English teaching learning process of speaking class of MOB English Course Pare Kediri. Based on the result of the study, the researcher concluded there are three types of code-switching appeared in English language teaching of speaking class of MOB English course *Kampung Inggris*, Pare Kediri. They are tag code-switching, inter-sentential code-switching, and intra-sentential code-switching. The dominant function of code switching is explanation function that is used by tutor which occurred 11 times in four classroom meetings. The question of this research are What types of code switching are used in English teaching learning process for speaking class of MOB English Course Pare Kediri? & What functions of code switching are used in English teaching learning process for speaking class of MOB English Course Pare Kediri?.



The researcher used descriptive qualitative as a research method.

The similarity of this research with my research is that the method used in the research is descriptive research and the technique of collecting data which was used in this study is observation, documentation, and interview. The object of this research is in the English course (informal education). The differences of the research with my research that the research was focused on the types and the functions of code switching in English teaching learning process of speaking class meanwhile on my research is on teaching learning English. The object of this research was speaking class of MOB English Course Pare Kediri and in my research concerns of the teaching learning at *Kampung Inggris* Gunung Pati, Semarang

## **B. Theoretical Review**

### **1. English Language Teaching and Learning**

Language as a complex, specialized skill which develops in the child spontaneously, without conscious effort of formal instruction is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is

distinct from more general abilities to process information of behave intelligently.<sup>1</sup>

On the other hand, there are syntheses of standard definitions of language “Language is system of arbitrary or a given community to communicate intelligibly with one another.”

Consolidations of a number of possible definitions of language are the following composite definitions<sup>2</sup>: a) Language is systematic. b) Language is a set arbitrary symbol. c) Those symbols are primarily vocal but many also are visual. d) The symbol has conventionalized meanings to which they refer. e) Language is used for communication. f) Language operates in a speech community or culture. g) Language essentially human, although possibly not limited to humans. h)

Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

Based on the explanation above, it is clear that language has crucial function in human live. Particularly. In social environment as universal instrument in communication.

Learning is relatively permanent change in a behavioral tendency and as the result of reinforced practice. Learning is an

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<sup>1</sup> H. Douglass Brown, *Principles of Language Learning and Teaching*, ( New York:Pearson Education,2002), p 7-8

<sup>2</sup> H.Douglass Brown, *Principles of Language Learning and Teaching*, p 79

activity to gain knowledge or skill<sup>3</sup>. Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.<sup>4</sup>

a) Learning is acquisition or “getting”. b) Learning is retention of information or skill. c) Retention implies storage systems, memory, and cognitive organization. d) Learning involves active, conscious focus on, and acting upon events outside or inside organism. e) Learning is relatively permanent but subject to forgetting. f) Learning involves some form of practice, perhaps reinforced practice. g) Learning is a change in behaviors.

These concepts can also give way to a number of subfields within the discipline of psychology: acquisition process, perception, memory, system, recall, conscious, learning style and strategies, reinforcement and the role of practice.<sup>5</sup>

English has been recognized as an International Language. That is, people who come from diverse backgrounds geography, religion and culture has had an agreed media to communicate with each other, namely English. In foreign language teaching and learning Edward Anthony (1963) said

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<sup>3</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 1995), p.237

<sup>4</sup> H.Douglass Brown, *Principles of Language Learning and Teaching*, p. 85

<sup>5</sup> H.Douglass Brown, *Principles of Language Learning and Teaching*, p 85

that there are three hierarchical elements, namely approach, method, and technique.

An approach is a set of assumption dealing with nature of language, learning, and teaching.

Method is described as an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.<sup>6</sup>

There are nine approaches in foreign language teaching and learning: Grammar translation, Direct, Reading, Audiolingualism, Oral-Situation, Cognitive, Affective – Humanistic, Comprehension – Based, Communicative<sup>7</sup>

## **2. Methods of Teaching English as Foreign Language**

The field of linguistics and teaching in the 20th century is marked by the development of different foreign language teaching methods and approaches. but, modern teaching is also based on the elements derived from these methods.

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<sup>6</sup> H. Douglass Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2000), p. 14

<sup>7</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. (United States of America: Thomson Learning 2001) p. 5

**a. Definition of Method**

According to Douglas Brown that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.<sup>8</sup> Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching method.

The method concept in teaching the notion of systematic set of teaching practiced based on a particular theory of language and language learning is a powerful one and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century. Common to each method is the belief that the teaching practices, It provides a more effective and

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<sup>8</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2000 ),2nd Ed, p. 16.

theoretically sound basis for teaching than the methods that preceded it. It can be defined that method is a procedure or process for attaining an object as a systematic plan followed in presenting material for instruction during the process of teaching and learning, when the latter suggests the dynamic interplay between teachers and learners. and applied linguists throughout the twentieth .

These are several methods that used in English Language Teaching:

**a. Grammar Translation Method (GTM)**

This method out the traditional teaching of classical Latin and Greek when living language began to be widely taught in the nineteenth century. It was the dominant method until the end of century and has continued to be used in one form or another until the present day. But it has long been “out of fashion”. Grammar Translation Method are used for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose.<sup>9</sup>

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<sup>9</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2001) Second Edition, p. 6.

## **b. Direct Method (DM)**

This method developed as a revolution against the Grammar-Translation Method at the end of nineteenth century. It was based some extent on the new sciences of the nineteenth century, especially linguistics and psychology. The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.<sup>10</sup> Languages are seen as system of communication, primarily oral, in which words are used together in sentences, sentences are used in discourse. Language is believed to be learned best in a natural way by hearing words and sentences in context and imitating what you hear.

## **c. Total Physical Response (TPR)**

Total Physical Response method was developed by James Asher. Total Physical Response consists basically of obeying commands given by the instructor that involve an overt physical response.<sup>11</sup> This method is suitable for beginners' course only,

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<sup>10</sup>Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 23

<sup>11</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (New York: Prentice Hall International (UK) Ltd. 1987), p. 140.

and later needs to be supplemented by activities and techniques from other methods. It aims to develop listening comprehension before production, to associate language with action, and to reduce stress in language learning.

#### **d. The Silent Way**

According to Jack and Theodore that The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.<sup>12</sup> These method contrasts almost totally with TPR, instead of giving extensive active listening comprehension practice, the teacher is silent for most of the time, giving only single example of new sentence and produce similar ones.

#### **e. The Audio-Lingual Method**

Audio-lingual is primarily an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus is on immediate and accurate speech, there is little provision for grammatical explanation or talking

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<sup>12</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2001) Second Edition, p.81



about the language.<sup>13</sup> Audio Lingual holds that language learning is like other forms of learning. Since language is a formal, rule governed system; it can be formally organized to maximize teaching and learning efficiency.

#### **f. Communicative Language Learning Method**

Communicative Language Learning (CLL) is the name of a method developed by Charles A. Curran which was given to a set of belief which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach.<sup>14</sup>

#### **g. Suggestopedia**

Developed by Georgi Lozanov, Suggestopedia sees the physical surroundings and atmosphere of the classroom as of vital importance. By ensuring that the students are comfortable, confident and relaxed, the affective filter is lowered, thus enhancing learning.<sup>15</sup> By using suggestopedia method, the learners learn not only from the effect of direct instruction but from the environment in which the instruction takes place.

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<sup>13</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods In Language Teaching*, (New York: Cambridge University Press, 2001) Second Edition p. 64.

<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Person Educational Ltd, 2001), 3rd Ed p. 84.

<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching*, p. 89.

### 3. Assessment of Learning

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning.<sup>16</sup> There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students' need to be supported (diagnostic). And forth, it is also to check the effectiveness of teaching method and learning material (evaluative).<sup>17</sup> Many states have developed their own formal assessment tool for English learners. This type of standardized test is typically given on a yearly basis by someone who has received special training on administering it. These English language assessments are important because they do the following:<sup>18</sup>

- 1) screen and identify students who need English language instruction
- 2) establish appropriate placement for level of instruction
- 3) reclassify students to move to a different level or exit the English learner program

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<sup>16</sup> Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide*. (China , Penguin English, 2003), p244

<sup>17</sup> Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide*, p.245

<sup>18</sup> Carmen Zuniga D. and Evelyn Marino W., *Helping English Language Learner Succeed*, (USA: Shell Educational Publishing, 2007), p. 52

- 4) monitor English language development
  - 5) provide information on evaluation
  - 6) establish instructional and student accountability
  - 7) According to Brown, there are two kinds of assessment, formal and informal assessment.<sup>19</sup>
- 1) Informal Assessment

Informal assessment is assessment which is incidental and unplanned. It is involved evaluative coaching and feedback on task designed which shows students' language performance. It is not for recording result and making judgment about students' language competence. It is done to see the students comprehension of the material taught, then teacher can determine whether the learning objective is reached or not and give the response.

Informal assessment is also called formative evaluation; assessing students in the process of forming students' competencies and skills in order to help them continue that growth process. The teacher can give assessment through his or her subjective opinion of students' attitude, participation, or cognitive development. For example, when the students' respond to

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<sup>19</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed, (San Francisco: Longman, 2001), p 402

the teacher's question, offers comment, tries out new words or structure, the teacher can make assessment by giving feedback or correction. It can be done when students make mistakes whether the mistake are slips, errors, or attempts. Slips are mistakes which the students can correct themselves when the mistakes are pointed out to them. Errors are mistakes which the students cannot correct themselves; they need the teacher's explanation.<sup>20</sup> Attempts are the mistakes occurred when the students try to say something but they do not yet know the correct way of saying it.

There are two techniques of giving corrective feedback of accuracy activities; showing incorrectness and getting it right. For showing incorrectness, there are some alternative techniques. First, repeating, the teacher asks the students to repeat what the students said which indicate it is not clear or wrong. Second, echoing, the teacher repeats the students' wrong utterances. Third, statement and question, the teacher says "that is not quite right or "is it right". Forth, expression , the teacher uses facial expression or gestures to show students' mistakes. Fifth, the teacher gives quiet hint to show the students' mistakes. Sixth, reformulating, the teacher repeat what

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<sup>20</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longman, 2007), p.99

the students said correctly but not detail as same as the students' said, just reformulate.<sup>21</sup> The way of getting it right is repeating what the students' mistake correctly in detail, not only reformulate that mistake.

## 2) Formal Assessment

Formal assessment is assessment which is for recording result and making judgment about students' language competence by exercises or experiences specifically designed. Formal assessment usually is called summative evaluation. It can occur at the end a lesson, unit, or course. It can be done through test. And test is an instrument or procedure designed to elicit students' language performance with the purpose to measure the students' ability or knowledge. It is important to have good formal assessment to check the development of the students' competence.

There are some ways for assessing students' work. First, the teacher can do it by comments, marks, grades, or writing reports to inform the students' achievement for students themselves, the school, and the parents.<sup>33</sup> Commonly the formal assessment is don in written form in the end of chapter, semester or the end of academic year.

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<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching*, p. 106

#### 4. Teacher of English

Two important things have been seen narrowly by teachers in the past. They have been the primary focus on teaching. Generally teachers in the study talked about them, classroom procedures, and classroom activities. In both cases, have function to be an important input as teachers guide to the students to conduct teaching process sequentially. They include in serving students in the class through explanation, feedback or correction about procedure and activities.<sup>22</sup>

In Indonesia, the majority of teachers are generally seen as experts; they are expected to know everything and may feel guilty if they are not talking or if they cannot answer students' questions. This is particularly true in second language classrooms where teachers are expected to know the language they are teaching. In addition, what the teachers did in managing the task was in part determined by the condition within they were teaching; that is to say their behavior was influenced by limited input available in the environment, the educational culture, and the personal factors of teachers' first language and the target language proficiency.<sup>23</sup>

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<sup>22</sup> Cahyono. *The Tapestry of English Language Teaching and Learning in Indonesia*, (Malang : State University of Malang ,2004 ) p. 3

<sup>23</sup> Cahyono. *The Tapestry of English Language Teaching and Learning in Indonesia*. p.149

### **a. Roles of Teacher**

According to Harmer (1983) the roles of teacher will depend on the large extent of the function performed in different activities. The teachers should play the roles properly, when the class needs correction or when incorrectness happens the teacher should play role as an assessor, it demands the teacher correct wisely because incorrectness is sensitive for the students. While the class runs and needs control of the teacher, the teacher should play role as a controller. The teacher not only controls what the students do, but also their speaking and language they use.

Teacher should play role as an organizer is when the teacher designs the class with the activities which requires much instruction. Teacher should give clear and understandable instructions to get the students understand what they are going to do then organize the feedback when it ends. According to Widyaningrum (2015), Another important aspect in delivering teaching instruction is teachers' voice, tone, and intonation. The voice must be clear, audible, and listenable volume. Such voice will highly support the success of teaching and learning process.<sup>24</sup> In another side, teachers are also

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<sup>24</sup> Lulut ,Widyaningrum, *Instructional English English For Practical Day-To-day Classes Management* . (Semarang: CV.Karya Abadi Jaya,2015 ) p.38

demanding to be a prompter when the students need encouragement or suggestion for the better understanding while teaching and learning process. However, it is used when it is necessary. In addition, when the students need teacher's help, the teacher should play role as the source.<sup>25</sup>

#### **b. Teacher Characteristics**

There have been many studies which have attempted to determine the attitudes, characteristics, and practices of effective and successful teachers. According to Howard (1986) these studies describe the effective teacher and suggest that the beginning teacher can profit from the examination of this description.

- 1) Respect yourself. Maintain a sense of personal worth. Teachers are the model for the students. Be patience and kind- these are persons not things, with whom you are dealing. Young persons who need help and encouragement. A good teacher will do the right and fair thing under all conditions.
- 2) The effective teacher is enthusiastic about his or her subject, his class, his job, and all of teaching. Enjoys teaching and communicates this to his

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<sup>25</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (England: Person Educational Ltd, 2001), p. 201 – 204



students; he does not complain about his work or his students. He is creative and flexible; he tries new methods, new techniques, and is always on the lookout for a better way to do the job. If the lesson does not go over, he does not blame the class but tries another approach.

- 3) He speaks clearly, and can communicate his idea to students and adult alike. His voice is neither too loud nor too soft, and he does not talk all the time.
- 4) Good teachers are interested in students as individuals. Learn students' names as quickly as possible, their interest, potentials, background, and be interested in their plans and futures.
- 5) A good teacher has knowledge and resourcefulness. In addition to know what he is teaching, a good teacher is not indecisive. He can act in emergencies, inspire others, select a course of action, and has initiative.
- 6) Avoid sarcasm and ridicule. It may be a strain sometimes but it is always better to appear good-natured, cheerful, and happy.
- 7) Never play favorites: be impartial. Class control must exist and strictness is acceptable, but not rigid.

8) Unpunctuality and laziness in the teacher brings out the same behavior in students.<sup>26</sup>

## 5. Student's level of Learning English

Teachers of English generally make three basic level distinctions: beginner, intermediate and advanced. However, beginners are those who don't know any English and advanced students are those whose level of English is competent, allowing them to read unsimplified fact and fiction and communicate fluently with native speakers. Between these two extremes, intermediate suggests a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading.<sup>27</sup>

**Beginners :** Success is easy to see at this level, and easy for the teacher to arrange. But then so is failure! Some adult beginners find that language learning is more stressful than they expected and reluctantly give up. However, if things are going well, teaching beginners can be incredibly stimulating and great fun. It may be restricting for the teacher, but the pleasure or being able to see your students' success is invigorating.

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<sup>26</sup> Jeremy Harmer, *The Practice of English Language Teaching*. (England: Pearson Educational Ltd, 2001), p.19 -21

<sup>27</sup> Jeremy Harmer, *How To Teach English*, (England: Pearson Educational Ltd, 2007). p.12

**Intermediate students :** Success is not easy to perceive here, Intermediate students have already achieved a lot. Gone are the days when they could observe their progress almost daily. Some times, it may seem to them, they don't improve that much or that fast anymore. We often call this plateau effect, and the teacher has to make strenuous attempts to show students what they still need to learn without being discouraging. One of the ways of doing this is to make the tasks we give them more challenging and to get them to analyse language more thoroughly. We need to help them to set clear goals for themselves so that they have something to measure their achievements.

**Advanced students :** they already know a lot of English. There is still the danger of the plateau effect so we have to create a classroom culture where learning is not seen as learning a language little-bit-by-little-bit. At the advanced level, we need to be able to show students what still has to be done and we need to provide good clear evidence of progress. We can do this through a concentration not so much on grammatical accuracy, but on style and perceptions of appropriacy, connotation and inference, helping students to use language with more subtlety. It is at this level, especially, that we have to

encourage students to take more and more responsibility for their own learning.<sup>28</sup>

## 6. History of Kampung Inggris Semarang

*Kampung Inggris Semarang* or known by the shorter name KING is English education center using a variety of advantages. *Kampung Inggris Semarang* is juridical form Courses and Training Institute with operational license from the Department of Education. *Kampung Inggris Semarang* is located at the Village Kalisegoro, Gunungpati District, Semarang. It is established by Rohani and his family in 2011. Starting from a small tutorial class with only one student at that time and from one student to two to five to ten up to today.

*Kampung Inggris Semarang* has vision and mission. It's vision is to be one of the best English school in the country , which creates the best generation who has strong faith and also skillful at good character and also love this country. Their mission is to conduct teaching and learning activities and also to help people who want to study English, to create a professional system of English education.<sup>29</sup>

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<sup>28</sup> Jeremy Harmer, *How to Teach English*, (England: Person Educational Ltd, 2007) / p.13

<sup>29</sup> See the interview transcript I on appendix See the interview transcript I on appendix

## **7. Program**

*Kampung Inggris Semarang* organized various programs of quality courses to meet the needs of people from all walks of age, education, and interests. Based on age category and educational program is Pre-English for Children (early childhood and kindergarten), English for Children (SD) and English for Teenagers (SMP).

Meanwhile, according to the category of interest, the programs held are English Conversation, English for Specific Purposes, TOEFL/TOEIC/IELTS Preparation, English Conversation for Executives, English Weekdays Fiesta, English Holiday Fiesta, English Edu Tour, and In-company training or a Guide to Program. But in this research, the researcher took English Holiday Fiesta program.

## **8. Additional Information**

### **a. English for Islamic Studies**

English for Islamic Studies was a Character building session held after jama'ah subuh prayer on the third floor. In this session the students reads the Qur'an together and also got Islamic material such as Syahadat, Shalat, Zakah, Shaum & Hajj. There is a hand book for this session, usually the teacher reads full material, sentence by sentence and the students repeat it, after that the teacher explains the material.

**b. Outbound (Outdoor Conversation Practice )**

Outdoor Conversation Practice or called Outbound was a session held 06.00 in front of King'building. The students were given 15 minutes for preparation time from English for Islamic Studies session. In this session firstly, the teacher called name of room one by one to sing their yells after that students asked to exercise or move their body. The teacher invites students to walk around, go to the field, or play games that relate to surrounding objects etc. Indirectly students got new vocabulary and practice more.

**c. Conversation Practice & Daily Announcement**

Conversaton Practice was a session held to practice the conversation and also to preparing performance for students exhibition. Each room practice their performance accompanied by their respective guards or teacher's room.

In the daily Announcement , the teacher evaluated and announced who got super students award, star room award, Alien of the day. Super students award is given to students who always use English, obey and run all sessions properly , Alien is given to students who do not use English and behave badly during sessions and Star room award is given to the cleanest and the neatest room.

and the end of program the teacher announced who got Ultimate super students award.

**d. City Tour**

City tour was an Amazing adventure. The students visited Nirwana stable. Nirwana Stable located in Purwosari Village, Mijen, Semarang City, Central Java is approximately 15 Km from downtown Semarang is a fully equipped and modern equestrian facility supported by experienced and professional instructors. There students can play, ride horses, play with rabbits etc and also got knowledge about types of horses, how to keep horses, and other types of animals.

**e. Students Exhibition**

Students Exhibition was the last performance from the students of king to their parent. each room must shown their performance. some featured reading a holy Qur'an with English meaning, poetry, singing, mini dramas, speeches, etc. After that the director of the king delivered a speech and message to the student and their parent. The Teacher delivered learning outcomes during the program and give the rapor one by one to the students.

## CHAPTER III

### RESEARCH METHOD

This chapter presents the method of study. The description includes research method, time and place, source of data, focus of the research, technique of data collection and technique of data analysis.

#### **A. Research Method**

The research method is used in ways in which research in the research process. This is done to determine the selection of appropriate methods in influencing the success or failure of research, as with any method, is expected to obtain objective data.

##### 1. Type of Research.

The type of research is case study research. The case study is the investigation depth (in-depth study) of a social unit such that it produces well-organized picture and details on these social units.<sup>29</sup>

##### 2. Research Approach.

The approach in this study is a qualitative approach, namely the research procedures which produce descriptive

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<sup>29</sup> Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 1998), p.8



data in the form of words written or spoken about people and behaviors that can be observed<sup>30</sup>

### 3. Subject

In a qualitative study did not use the term population, but according to Spradley called "Social Situation" or social situation that consists of three elements: places, actors, and activities that interact synergistically.<sup>31</sup> So the subjects of this study are the learner of *Kampung Inggris* Gunung pati, Semarang

#### **B. Time and place**

This research conducted on 1<sup>th</sup> July 2018 until 7<sup>th</sup> July 2018 at *Kampung Inggris* Gunung pati, Semarang.

#### **C. Source of Data**

The source of research data is the owner, teacher, *coordinator*, student and some document of *Kampung Inggris* Gunung pati, Semarang.

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<sup>30</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosda Karya, 2005), p. 4

<sup>31</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfa Beta, 2010), p.297

#### **D. Focus of the Research**

In this research, the researcher focuses on English Learning And Teaching process at *Kampung Inggris* Gunung pati, Semarang. in terms of teaching material or course content, teaching learning process, method used, and the assessment.

#### **E. Technique of Data Collection**

In terms of the way or data collection techniques, the data collection techniques can be done by observation, interviews, questionnaires, documentation and fourth combined. In this study, the researcher used data collection methods as follow :

##### **a. Observation**

The observation is carried out by means of observation and recording of the object under study, then recording conducted necessary to obtain the corresponding data to the research. Methods of data collection were conducted to see firsthand how the techniques applied in English course for students at *Kampung Inggris* and to observe directly form about the English language.

##### **b. 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 place only a guideline that outlines the things that will be requested.<sup>32</sup>

c. Documentation

Documents are a record of past events that are written or printed : they may be anecdotal notes, letter, diaries, and documents.<sup>33</sup>

Documentation is a technique of data collection by gathering and analyzing documents

## **F. Technique of Data Analysis**

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily, and its findings can inform others.<sup>34</sup>

In analyzing data had been collected, the researcher used descriptive qualitative research. As using this technique, the researcher collects data, arranges data and presents data. The qualitative method is kind of research without using any calculation or statistic procedure. To explain the English learning process at *Kampung Inggris* Semarang, the steps are as follow:

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<sup>32</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, ( Jakarta: Rineka Cipta, 1991), p.128

<sup>33</sup> Kaelan, *Metode Penelitian Kualitatif Interdisipliner*, (Yogyakarta: Paradigma, 2012), p.126

<sup>34</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: CV. Alfabeta, 2006 ) p.334

1. Data Reduction.

Data reduction is a form of analysis that classifying, directing, and organizing data in such way, so that it can be reduced data verification.<sup>35</sup> Collecting the data obtained from interviews, observations, and documentations.

2. Data Display.

The data have been reduced and then made the presentation of data. The presentation of data can be done in the form of brief description, charts, relationship between categories, and so on. The most frequent form of data display for qualitative research data in the past has been narrative text. By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood.<sup>36</sup>

3. Conclusion Drawing/Verification.

Conclusion drawing and verification. Presented preliminary conclusion is still tentative and will change if not found evidence that supports strong data collection on the next stage.<sup>37</sup> The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because as has been stated issues and problems in

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<sup>35</sup> Mathew B. Miles and A. Michael Huberman. *Analisis Data Kualitatif*, Trjm. Tjetjep Rohendi Rohidi. (Jakarta: UI Press2009). P.16

<sup>36</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: CV. Alfabeta, 2006 ) p. 341

<sup>37</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: CV. Alfabeta, 2006 ) p. 345

the qualitative research is still tentative and will be developed after research in the field. From the explanation above, the researcher applied this technique to describe and analyze data from the result or research about English teaching for students at *Kampung Inggris Semarang*

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher described the teaching and learning process in English class in English holiday program at *Kampung Inggris Semarang* in terms of course material, learning method, teaching learning process and assessment.

#### A. Findings

##### 1. Material/Course Content

Course Content is one of the important things in teaching. Course content is a crucial point that supports teaching learning process in order to reach the goal of English language teaching and learning. After knowing the material to be taught, teachers have to arrange Lesson Plans to be submitted to the supervisor. The supervisor reviews the lesson plans then the teacher be able to begin teaching learning<sup>38</sup>. Here the researcher describes some materials delivered to students in English Class at *Kampung Inggris Semarang* based on researcher's observation, interview with the teacher.

##### a. Please call me Beth

Please call me Beth was the first material that explained about how to introduce ourselves. The students were taught how to introduce him/herself. For example :

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<sup>38</sup> See the interview transcript I on appendix 4

my name ... , you can call me... , I live in .... , my hobby is .... . In the second session students also taught about statement with be and WH question with be. In this meeting, teacher used white board to write the vocabularies and formula to know the students' understanding about the material delivered by the teacher.<sup>39</sup>

In every material there is a listening section. The teacher played the audio sentence by sentence and drilled to the students. After that students must practice the conversation with their partner.

**b. How do you spend your day ?**

On the second material, In this meeting, the students had been taught about how to ask someone's job, where does he work with Simple present WH-question and statement. The students also had gotten vocabularies about job with the correct pronunciation. for example Driver, farmer, entrepreneur and so on.<sup>40</sup>

On the next meeting the students were taught about daily activity. The teacher asked What do you usually do in the morning, so they got new vocabularies

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<sup>39</sup> See the field note 2 on the Appendix 8

<sup>40</sup> See the field note 4 on the Appendix 10

and the correct pronunciation.<sup>41</sup> Students also taught about time and time expression (using on,in,at etc) <sup>42</sup>

**c. How much is it ?**

On the third material, In this meeting, students had been taught about How much is it. How much is it explained about. how to sell,buy, and bargain in English. For the example , How much is it ?, how much is this...?, May I bargain ? etc. Teacher also taught how to use word this,these, that and those to tell someone about the things.

In this meeting teachers also sign a practice of buying and selling with the money toys to make students more understand..

On the next meeting the students had been taught about the comparison with adjective. The students had been taught how to ask the comparison and the answer. For the example, Which one do you prefer magazine or comic ? I prefer comic to magazine, Which one do you like more ? I like comic more than magazine.

**d. Do you like rap ?**

On the fourth material, In this meeting, the students were taught Yes/No and Wh-Question with do

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<sup>41</sup> See the field note 5 on the Appendix 11

<sup>42</sup> See the field note 6 on the Appendix 12



and the students also had gotten vocabularies about kind of musical style by listening section.<sup>43</sup>

On the next meeting the students were taught about an invitation, How to invite, accept and refuse someone's invitation. For the example, would you like to play a football ? (+) sure, lets go (-) sorry, I can't.<sup>44</sup>

## 2. Teaching Learning Process

Teaching and learning process in *Kampung Inggris* Semarang is started at 4.00 am up to 21.30 am. All of the students wake up at 04.00 and go to the mosque do a subuh prayer and then go to 3rd floor for English for Islamic studies. The Students went to in front of the building with KING's t- shirt, sport's pant, sports shoes, pocket book and pen for Outbound (outdoor conversation practice) at 06.00 am. Break (listening practice, taking a bath and breakfast) at 07.30 am. Session 1 is at 09.00 am. Session 2 is at 10.30 am. Students do duhur prayer and lunch at 12.00. Session 3 is at 13.30 . Break (Listening practice, Ashar prayer and taking a bath) is at 15.00. Conversation practice is at 16.30. Break (Maghrib Prayer, Dinner, Isya prayer) at 17.30 . Conversation practice and daily announcement at 20.00

There are 7 days in this program. In the first day the students come to Kampung Inggris Semarang and check in

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<sup>43</sup> See the field note 10 on the Appendix 16

<sup>44</sup> See the field note 11 on the Appendix 17

at 15.30.<sup>45</sup> Kampung Inggris Semarang consists of three floors and has many rooms inside. The teacher announces information in every change activity for students through speaker, it is so effective.

On the Second day teaching and learning has began. The teacher opens the Class by greeting and interacting with them. Then the teacher checks their attendances and asks them to raise their hands. After checking attendances, the teacher asks if there are some students have not been called. Then, before the teacher explains about the materials, the teacher usually plays game “lucky ball” to take their attention, to make them excited, enthusiastic and make an Introduction to each other. After that, the teacher begins the class.

The example of material delivered to students was how much is it? The teacher asked to the students one by one “What do you find in the supermarket?” and the students answer milk, shirt, shoes etc. The teacher corrected the pronunciation immediatly so is a good learning in vocabulary and pronounce at the same time After the students understood, the teacher asked them “if you want to buy something in the Supermarket, what did you say ? ”.<sup>46</sup> Then the students answer it. She asked again “What if the

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<sup>45</sup> See the time table on the Appendix 19

<sup>46</sup> See the field note 8 on the Appendix 14

price is too expensive?” the teacher told about various vocabulary, their pronunciation and also explained about used This, These, That & Those.

After teaching and learning process finished, the teacher usually played game including assessment for example in this material, The teacher asked four students to be a seller and have a shop. She gave some pictures that are the stuffs in their shop. She gave money toys to the other to be buyers. And they must bargain to get cheapest price so the students always got excited with the teacher and of course, with the English class.

Another material in teaching learning process was Yes/no question with be. In this material, teacher usually had prepared some picture cards. Firstly, the teacher asked students to close the course book, she played the audio, and the students must listen carefully. After that, she played the audio sentence by sentence and drilling (repeat after me), she corrected students pronunciation and asked students to practice with their partner. Secondly, Teacher showed uncomplete picture (Actress, singer or politician) on slide and students guess by asking “is he ....? is he ...?” to make the picture open and clear. After that the teacher explained about Yes no question and short answer with BE & the formula.<sup>47</sup>

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<sup>47</sup> See the field note 3 on the Appendix 9

After the students understood, The teacher divided students into five groups. Each group has four pictures and another group must guess the picture with Yes/No questions and short answers with BE, which has been explained by the teacher.

### **3. Method Used in English Class**

Depending on the researcher's observation, teaching learning in English Class at *Kampung Inggris* Gunungpati Semarang used several methods. In English holiday fiesta program the teacher sometimes did not use one method but sometimes two or three methods. There are various methods used by teacher. From the observation and interview result, it can be described the methods used in the class as follows:

#### **a. Direct method**

This method was also used by teacher when teacher taught vocabulary. It was on "part of body". in the Outdoor conversation practice. The teacher firstly had prepared a games and songs about real objects of things in. Teacher used this direct method to convey the materials.

It referred to real objects of materials to make students easy to understand the vocabulary of things in *Kampung Inggris* Semarang or parts of body. This method was conveyed directly in the target language

through the use of demonstration and visual aids, with no resource to the students' native language.

**b. Audio Lingual Method**

The teacher used this method usually when the teacher taught listening and vocabulary. Firstly teacher played the audio of full conversation. Students must listen. The teacher played the audio sentence by sentence and students must repeat it. Then, Teacher asked some students to practice the conversation in front of the class. Secondly when taught the job vocabulary, she does a repetition drill. For example, teacher : FARMER  
students : farmer

teacher : DRIVER students : driver.

Students are required to simulate the teacher as accurately and quickly as possible.

**c. Communicative Method**

There are many activities can be applied in this method. It was like role play, simulation, etc. The teacher used this method to teach "asking and giving permission" material in the conversation practice session. The teacher asked students to make two line and do role play to practice a conversation about "asking and giving permission" in the class.

Based on researcher's observation, this material was practiced until all of students could do it well.

Understanding occurs through active student interaction in the foreign language.

**d. Total Physical Response (TPR) Method**

This method used to make the students more understand about the materials. The teacher said interrogative sentences and the students have to response what the teacher ask. For example when the teacher asked, “What do you usually do in the morning ?” then the students answer : wake up, get up, do subuh prayer etc. And this method is used for the teacher’s instruction. For example, when the teacher gave command to students to stand up, sit down, keep silent, make a circle, sit down on the mat, be quite, etc. By using some expression, and the students have to respond it.

**4. Assessment**

The teacher also made assessment in English teaching and learning at Kampung Inggris semarang. Assessment is an important component of instruction.<sup>48</sup> Assessment refers to collecting information to evaluate a learner’s knowledge. It cannot be separated from the process of teaching learning. The assessment is an integrated teaching learning process, by assessment the teacher can assess how far the success of teaching learning process, and the students’ improvement.

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<sup>48</sup> Margaret E. Gredler, *Classroom Assessment and Learning*, (Addison Wesley Longman, inc: 1999), p. 3.

Teacher uses informal assessment in assessing the students. For example, in teaching “what do you usually in the morning?” teacher asked the students to answer the questions related to kinds of daily activity. In “How do you spend your day” material, teacher wrote the time (09.00, 20.30, 13.15 etc...) on the whiteboard. The students had to answer using a good sentence.

## **B. Discussion**

### **1. Analysis of Coverage of the Materials in EFL Class**

The materials that were delivered to students were: *Call me beth*, *How do you spend your day*, *How much is it*, *Do you like rap*. The researcher saw that materials based on students need. It was good for students. The findings also presented about how material implemented in English holiday fiesta at Kampung Inggris Semarang.

The material in every meeting had been structured well because the teacher had the syllabus and lesson plan checked by the supervisor and approve by the director of the school.<sup>49</sup> Kampung Inggris Semarang also has a coursebook for this program<sup>50</sup> It made the teacher ready to deliver the material to the students.

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<sup>49</sup> See the Director Interview Transcript I on the Appendix

<sup>50</sup> See the Director Interview Transcript I on the Appendix 4

## 2. Analysis of English Teaching Learning Process in EFL Class

English teaching learning process in Kampung Inggris Semarang is different from English teaching learning process in a formal education. It can be known from the teacher and the students who always speak English everytime and everywhere.

In the opening class, the teacher was open the class by greeting and checking students' attendances.<sup>51</sup> Firstly, the teacher asked to the students what do you find in the supermarket one by one. When the students was answers with the correct answer, the teacher always give feedback such as great, excellent, good or wonderful. Giving feedback to the students was very important. The purposes of giving feedback were to motivate the students to understand the material, to solve their problem and to improve their English skills. According to Spratt, Pulverness, and Williams (2005:156), the teacher gives feedback to review the students' knowledge of vocabulary and structure related to the topic or context in the lesson. Feedback should be positive and can help the learners in the teaching and learning English.<sup>52</sup>

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<sup>51</sup> See the field note 3 on the Appendix 9

<sup>52</sup> Spratt, Mary ; Pulverness, Alan ; Williams, Melanie. ( 2005). TKT (Teaching Knowledge Test) course. Cambridge :Cambridge University Press.p, 156



In every material students always got a listening conversation. The teacher asked students to close their book. After that plays the audio and drills sentence by sentence. Than the students have practiced the conversation with their partner.<sup>53</sup>

According to the researcher, The teacher always used aloud voice and clear pronunciation. It made English teaching learning process in English class run well and students more understood. According to Brown (2000: 194), the teacher's clear articulation is usually more of a key to comprehend than slowed speech. When the teacher is explaining the material, her voice should be loud and clear.<sup>54</sup>

In this research, the teacher's face looked optimistic. It could be seen from her many movements. The teacher tried to describe the material in detail. The teachers looked confident and brave. In the teaching and learning process, the teacher's eye contact always focused to the students at the classroom. The teacher's hand moved actively to explain the aim of a sentence. The teacher was always smiling. This made students not only interested to the lesson but also were high-spirited.

The body language has a great effect in the teaching and learning process in english class. The body language can

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<sup>53</sup> See the field note 3 on the Appendix 9

<sup>54</sup> H. Douglass Brown, *Principles of Language Learning and Teaching*, (New York:Pearson Education,2002), p.194

support the teaching and learning process in the classroom. It also can motivate the students during the lesson. The teacher's body language should be clear and can be seen by all students in the classroom. Besides, the teacher's body language should be positive and motivate the students so that they will feel enthusiastic and comfortable during the lesson. The teacher's body languages also help students to understand the material.

When the teacher asked and the students answer it, the teacher always correct the pronunciation. In the teaching and learning process the teacher corrected the students' mistakes, orally and written. Correcting the students' mistake were very important because the students' would know about their mistakes and knew the right one. According to Spratt, Pulverness, and Williams (2005:153), there are two kinds of teacher's correction, they are oral correction and written correction.<sup>55</sup> The teacher was giving information to the learners about their mistakes.

In conveying "How much is it" material in English class, the teacher was good at preparing the material. Teacher had prepared a many stuff card, money toys used in student's practicing. student anthusiasted and interested in the material delivered by this games.

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<sup>55</sup> Spratt, Mary ; Pulverness, Alan ; Williams, Melanie. ( 2005). TKT (Teaching Knowledge Test) course. Cambridge :Cambridge University Press.p, 153

Over all, the teaching learning process is fun. Teaching media that they used are power point slide , whiteboard, some videos , the audio, and flashcard.<sup>56</sup> For the example in using picture as one of the media to teach in English class makes the student interested in the material delivered by the teacher. The students also feel enjoy with the class because the teacher always plays game before, after or even in teaching learning process. In closing the class, the teacher always asked ”any question?” before she end the lesson.

### **3. Analysis of the Methods Used in EFL Class**

English language teaching learning methods used at *Kampung Inggris* Semarang are appropriate for students. The methods used are various.<sup>57</sup> Usually teachers took one method for a particular purpose and another method for another purposes, because every method has its own positive side depending of the purpose of the teaching and learning.<sup>58</sup> As researcher found, the methods used in teaching learning process in *Kampung Inggris* Semarang was Direct Method, Audio Lingual Method, Communicative Method, and Total Physical Response . The researcher analyzed the method used in the class:

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<sup>56</sup> See the interview transcript II on appendix 5

<sup>57</sup> See the interview transcript II on appendix 5

<sup>58</sup> See the interview transcript I on appendix 4

### **a. Direct Method**

Direct method of teaching languages aims to build a relation between experience and language, word and idea, thought and expression rule and performance.

On this method, the researcher finds that students were interested in following teaching learning and they also looked easy to understand. The weakness of this method is on teaching aid. The examples if there is no real objects around. Because of this limitedness, the students sometimes are confused in understanding the material.

### **b. Total Physical Response**

This method involves the students listening and responding to command given by the teacher by acting.

In the process of teaching and learning using the TPR method, there are many activities done by teachers and students, for the example, Dialogue, after the listening session the students practice the conversation in the audio. Role play in how much is it material. Some student be a seller and the other be a buyer. They act with money toys and stuff they also bargain to the seller to got the cheapest price.<sup>59</sup> The students very enthusiast and enjoy in this learning.

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<sup>59</sup> See the field note 8 on the Appendix 14

Based on researcher's research this is a good method for teaching and learning English. Firstly, TPR method creates positive thinking which facilitates the student to involve in the learning process. Besides that, this method is very easy and the usage of the language contains of action games, that's why it can help student to learn fast and effectively. Secondly, students can memorize the vocabulary by looking at the action even though the vocabulary is not translated.

### **c. Audio Lingual Method**

The teacher used this method usually when the teacher taught vocabulary. It was on teaching number. The teacher firstly play the audio of full conversation. Students must listen. The teacher play the audio sentence by sentence and students must repeat it. Then, Teacher asked some students to practice the conversation in front of the class.<sup>60</sup>

Secondly, It is appropriate for the teacher to teach vocabulary. In where do you work material. Teacher explain about kind of job and mention the vocabulary one by one and as soon as possible the students repeated what teacher said

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<sup>60</sup> See the field note 5 on the Appendix 11

This method focus on the correct imitation of the teacher by the students. The students expected to produce the correct output, but attention is also paid to correct pronunciation. As explained earlier this method gives primary attention to training, drill, memorizing vocabulary activities

It means that students will be easy to memorize the materials and easy to pronounce the materials well. According to the researcher, these materials are also can be conveyed with audio lingual media.

#### **d. Communicative Method**

There are many activities can be applied in this method. It was like conversations, dialogs, interviews etc. The teacher used this method to teach in the first material”who are they?” the teacher asked students to interview other students one by one about their name, hobby, and address.<sup>61</sup> Indirectly, they made a conversation dialog to each others in English. Based on researcher’s observation, this material was practiced all of the students in this class.

Communicative language teaching in English class is implemented by training students to produce language in accordance with the structure being studied

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<sup>61</sup> See the field note 1 on the Appendix 7

is one way to teach the language not only the ability to 'recognize' language but also to 'use' language.

#### **4. Analysis of the Assessment used in EFL Class**

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning. Teacher used informal assessment in assessing the students. Teacher usually asked the students one by one and students answer immedietly.

Informal assessments are done by some techniques, namely asking the students to mention the vocabulary, using question, using performing the conversation. Informal assessment is also done by giving the students a task in the teaching learning the teacher gave two kind of task, oral task and written task.

There are 13 sessions in a program and two of them are the exam session. The first test held in the fifth meeting and the second test held in eleven meeting.<sup>62</sup> *Kampung* Inggris Semarang also provided achivement report including spoken & written test. It also provided teacher's comments, so every student is given comments for his or her evaluation.

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<sup>62</sup> See the interview transcript II on appendix 5

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher draws the conclusion from the previous chapter which has been discussed.

The researcher concludes as follows:

The materials delivered to the students are Please call me Beth, How do you spend your holiday, How much is it, and Do you like Rap. The Children needs these materials in order that they can use this knowledge or skill directly in daily activities.

In teaching learning process of English Class for Children, the teacher uses some methods in teaching. They are Direct Method, Audio Lingual Method, Communicative Method, and Total Physical Response. These methods are appropriate with material and students' abilities in understanding English. They combine the method. They take one method for a particular purpose and another method for other purpose, because every method has its own positive side depending of the purpose of the teaching and learning.

The teaching learning process in *Kampung Inggris* Semarang is Good. The teacher doesn't think the obstacle. One of the students is a slow learner so the teacher



encourage her to speak English confidently although she makes mistake. the teacher always provides her, give her time to think and practice by herself.

The assessment in English Class used informal assessment. It is to measure the capabilities of the students in mastering and understanding the material that has been delivered by teacher.

## **B. Suggestions**

The researcher highly appreciates the suggestion for better process of English language teaching and learning at *Kampung Inggris* Semarang. The researcher would like to offer some following suggestion based on the relevant theoretical review and the synthesized data.

1. For the Director of *Kampung Inggris* Semarang, Management of *Kampung Inggris* is expected to make camp program not only at holiday session but everyday like happened in *Kampung Inggris* Pare Kediri.
2. For the teacher, the teacher should add the writing task in the English teaching and learning to make the students more practice in their writing skill.

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## Appendix 1

### INSTRUMENT INTERVIEW GUIDELINE FOR DIRECTOR OF *KAMPUNG INGGRIS* GUNUNG PATI , SEMARANG

**Interviewees : Mr. Rohani, S.Pd, M.A**

1. How is the early history of the founding of *Kampung Inggris* Gunungpati, Semarang, when was it established, and who was its founder?
2. What is the Vision & Mission of the *Kampung Inggris* itself?
3. What are the programs in *Kampung Inggris*?
4. What are some of the Methods used in *Kampung Inggris*?
5. What is the advantage of *Kampung Inggris* compared to other institutions?
6. Does *Kampung Inggris* use boarding house ?
7. What is the education system ( curriculum structure ) in *Kampung Inggris* Semarang?
8. What is the academic calendar in *Kampung Inggris* Semarang?
9. Is there a syllabus, lesson plan?
10. How about the guidebook or package book for this program?
11. Where do the teachers come from ?
12. How about teacher's recruitment ?
13. How about class divisions here? Is there any placement test to the new students?

## Appendix 2

### INSTRUMENT INTERVIEW GUIDELINE FOR TEACHER OF *KAMPUNG INGGRIS* GUNUNG PATI , SEMARANG

**Interviewees : Ms. Nur Listiana**

1. What is English holiday fiesta ?
2. Do you use a Teaching media ?
3. What did you usually use for the method in every session ?
4. Do you prepare a lesson plan ?
5. How to get student's attention ?
6. How to solve the teacher's obstacles in the english class ?
7. How to solve the student's obstacles in the english class ?
8. Is there any exam ?
9. Is there any rapor ?
10. How many students usually in a class ?
11. How many teachers and staff here ?



## Appendix 3

### **KAMPUNG INGGRIS'S DIRECTOR INTERVIEW TRANSCRIPT I**

**Interviewees : Mr. Rohani, S.Pd, M.A**

<b>Turn</b>	<b>Interviewer</b>	<b>Interviewees</b>
1	How is the early history of the founding of <i>Kampung Inggris</i> Gunungpati, Semarang, when was it established, and who was its founder?	My family and I establish this school in 2011 so we begin in 2011. Starting with a small tutorial class with only one student at that time and from 1 students to 2 to 5 to 10 up to today
2	What is the Vision & Mission of the <i>Kampung Inggris</i> itself?	Vision : to be one of the best english school in the country , who create the best generation who has strong faith and also skillful at good character and also love this country Mission : to conduct teaching and learning activities and also to help people who want to study english, to create a professional system of english education
3	What are the programs in <i>Kampung Inggris</i> ?	We have several program based on the purpose of their study and also based on their age category and educational program organized is Pre-English for Children (early childhood and kindergarten), English for Children (SD) and English for Teenagers (SMP). According to the category of interest, a program organized is English Conversation, English for Specific Purposes, TOEFL / TOEIC / IELTS Preparation, English Conversation for Executives, English Weekdays Fiesta, English Holiday Fiesta, English Edu Tour, and In-company training or a Guide to Program.
4	What are some of the Methods used in <i>Kampung Inggris</i> ?	Methodology of teaching that we adopt here actually are combination of method that are known within the discipline of

		<p>english language teaching . we take one method for a particular purpose and another method for other purpose, because every method has its own positive side depending of the purpose of the teaching and learning</p>
5	<p>What is the advantage of <i>Kampung Inggris</i> compared to other institutions?</p>	<p>Kampung Inggris Semarang offers a comprehensive approach to teaching and learning. Teaching and learning in Kampung Inggris Semarang is a process of developing not only skill but also personalities and characters. Other school of English may focus on the skill but Kampung Inggris Semarang focus not only on the skill of English language but also skill of interpersonal, skill of managing self, skill of communication, skill of live together in the society. That is the PLUS that make Kampung Inggris Semarang different from other school.</p>
6	<p>Does <i>Kampung Inggris</i> use boarding house ?</p>	<p>The boarding program are conducted every holiday season but later we will build more facilities, we can do boarding school insyaallah for one year long, but at this moments the boarding program temporary only during the holiday season program outside holiday season we have regular program where the students come and go.</p>
7	<p>What is the education system ( curriculum structure ) in <i>Kampung Inggris Semarang</i>?</p>	<p>Our curriculum is a unique curriculum but we also refer to some references. One of the references that we refer is the National standard of accreditation and also we refer to common European framework of reference for language teaching and learning. So we have our basic competence and standard competence that refer to those reference</p>
8	<p>What is the academic calendar in <i>Kampung Inggris Semarang</i>?</p>	<p>Every period in teaching and learning is within 3 months, so in 3 months period students have to complete at least one level of course consist of twelve session within twelve session there are 2 time of test. The students have pass the two test and after the three month students can go to the next step that is the higher level. Some students also do more than twelve session within 3 month because they attend the courses daily so its everyday</p>

		<p>class they can pass up to 4 level. Example : in january everyone will start in march everyone will finish and april we begin again and so on.</p>
9	Is there a syllabus, lesson plan?	<p>Every program is equip with syllabus and lesson plan here. The teacher have the obligation to prepare a sillabus and lesson plan for every lesson that they teach. Syllabus and lesson plan are checked by the supervisor and approve by the director of the school.</p>
10	How about the guidebook or package book for this program?	<p>We call a coursebook, the book that students use in the class and one suplement book that contain additional and supplementary excercises.</p>
11	Where do the teachers come from ?	<p>Teacher qualified Teacher some of them have bachelor degree in english education from reputable university. Some of them are senior students of the university</p>
12	How about teacher's recruitment ?	<p>We open requitment announcement is given to our website applicant can apply to the sistem procedure after they apply they will be invited for several session of test including written test, interview, micro teaching, and also intent, intent is when they are given period of time to try to work with us in order for us to be able to judge whether the candidate satisfies our criteria or not.</p>
13	How about class divisions here? Is there any placement test to the new students?	<p>Placement test is not compulsory if students come and they feel that they want to begin their course from the lowest level, they can start from the lowest level but if they want to take a placement test, we will serve them with the placement test. When someone take a placement test there is possibility for him or her to move directly to the higher level not from the first level.</p>

## Appendix 4

### *KAMPUNG INGGRIS'S TEACHER INTERVIEW TRANSCRIPT II*

Interviewees : Ms. Nur Listiana

Turn	Interviewer	Interviewees
1	What is english holiday fiesta ?	Is a program that is especially for the students who spend their holidaysemester break )in Kampung inggris semarang to improve their english here so they come from various regency, various city of Indonesia and then come together and learn together from the 1st session from the begining starting from 4 am up to go to bed.
2	Do you use a Teaching media ?	Yes, We use teaching media in the class when we teach students . we use power point slide We use also whiteboard, some videos , the audio, and flashcard.
3	What did you usually use for the method in every session ?	Actually in every session we combine various kind of method such as Audio lingual method , Total physical response, Communication Language Teaching.
4	Do you prepare a lesson plan ?	Yes, of course. In every level, in every meeting , we have a lesson plan based on meeting, for example : SHOPPING so we provide the lesson plan at first and we also think about the method that we will use and then we can teach the lesson.
5	How to get student's attention ?	Actually we use aloud voice of course and every student must pay

		attention to the teacher when the teacher is explain the material. So every one listen.
6	How to solve the teacher's obstacles in the english class ?	I dont think the obstacle  One of the students slow learner so we have encourage him or her to speak english confidently although he makes mistake , its oke. Provide them, give them time to think and practice by them self
7	How to solve the student's obstacles in the english class ?	We have to take care each students so even there are up to 25 students like this program, we should take care one by one, checking students understanding one by one, in a group and in a hole class
8	Is there any exam ?	Yes, in one level usually we have two test. The first test will be held in the fifth meeting and the second test will be held in eleven meeting
9	Is there any rapor ?	Yes, of course in one level provide achivement report include spoken & written test. From the first test and also the second test. We provide also teachers comments, so every student is given by the teacher a comment, a good comment or maybe for the improvement.
10	How many students usually in a class ?	Usually we 4 have up to 16
11	How many teachers and staff here ?	We have 9 teachers &We have 6 Staff.



## Appendix 5

### The Observation Check-List

#### 1<sup>st</sup> session

Date : 2<sup>nd</sup> July 2018

Time : 09.00 – 10.30

Teacher : Ms. Nur Listiana

Material : Who are they ?

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids		✓			
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking					✓
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally					✓
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

**5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Les**

## FIELD NOTE 1

Date : 2<sup>nd</sup> July 2018  
Time : 09.00 – 10.30  
Teacher : Ms. Nur Listiana  
Material : Who are they ?

No	Aspects of the observation	Result
1	Method used to teach	Communicative Method
2	Media used to teach	PPT , whiteboard
3	Teaching learning process	<p>The teacher opened the class with greeting to the students. Before the teacher began the Class, the students give an ice breaking after that the teacher showed some picture to the students (a girl who read the book “how to ride bicycle” and other picture is who try to ride bicycle with her father) and the teacher ask “if you want to ride bicycle what should you do ?” and the students answer : exercise...practice ....</p> <p>“ok like English too. If you want to speak english well you must practice and practice ”</p> <p>The first material is introduction. The teacher asked “if you want to introduce your self what should you say ?”</p> <p>The students answered and teacher corrected the pronunciation and asked to repeat it. The teacher wrote sentences to introduce our self on the whiteboard. After that the teacher read the sentences and the student repeat it.</p>
4	Kinds of assessment	<p>The teacher asked the students to make a table in their book included : name, hobby, address and phone. The students asked to each other’s identity by English.</p>



## Appendix 6

### The Observation Check-List

#### 2<sup>nd</sup> session

Date : 2<sup>nd</sup> July 2018

Time : 10.30 – 12.00

Teacher : Ms. Endang Sulistiowati

Material : Call me Beth

(Statement with BE & WH-Question with BE)

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids					✓
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking					✓
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally				✓	
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

**5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less**

## FIELD NOTE 2

### 2<sup>nd</sup> session

Date : 3<sup>rd</sup> July 2018

Time : 10.30 – 12.00

Teacher : Ms. Endang Sulistiowati

Material : Call me Beth

Statement with BE & WH-Question with BE

No.	Aspects of the observation	Result
1	Method used to teach	Direct method,ALM,TPR,CLT
2	Media used to teach	PPT , whiteboard, Course book
3	Teaching learning process	<p>The teacher opened the class with greeting to the students. The teacher asked students to close the book and play the audio. The students must listen. After that the teacher played the audio sentence by sentence, the teacher did a drilling by repeat after me. The teacher asked 2 person to practice the conversation above in front of the class After that the teacher asked the students to open the book and explain about Statement with BE &amp; WH-Question with BE and wrote the formula on the whiteboard.</p>
4	Kinds of assessment	The Teacher gave written assesment to the students, asked them to do the exercises in the course book.

## Appendix 7

### The Observation Check-List

#### 3<sup>rd</sup> session

Date : 2<sup>nd</sup> July 2018

Time : 13.30 – 15.00

Teacher : Ms. Nur Listiana

Material : Call me Beth

how is it going ? & Yes No Question with BE

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids		✓			
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking					✓
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally		✓			
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

**5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less**

### FIELD NOTE 3

Date : 2<sup>nd</sup> July 2018

Time : 13.30 – 15.00

Teacher : Ms. Nur Listiana

Material : Call me Beth

how is it going ? & Yes No Question with BE

No.	Aspects of the observation	Result
1	Method used to teach	Audio Lingual Method
2	Media used to teach	PPT , whiteboard, card , coursebook
3	Teaching learning process	<p>The teacher opened the class with greeting to the students. First the teacher asked students to close the book and she played the audio. The students must listen carefully. After that she played sentence by sentence, drilled (repeat after me) and corrected students pronunciation. She asked students to practice with their partner. Second, Teacher showed uncomplete picture (Actress or singer or politician) on Slide and students guessed with asked "is he ...? is he ...?" to make the picture opened. After that, the teacher explained the Grammar about Yes no question and short answer with BE &amp; the formula. Discussion : Teacher divided students into 5 grup. Each grup has 4 picture. And other grup must guess the picture with Yes no question and short answer with BE, which has been explained by the teacher.</p>
4	Kinds of assessment	The Teacher gave written assesment to the students, asked them to did the exercises in the course book. And The Teacher gave oral assesment to discuss.

## Appendix 8

### The Observation Check-List

#### 4<sup>th</sup> session

Date : 3<sup>rd</sup> July 2018

Time : 09.00 – 10.30

Teacher : Ms.Nur Listiana

Material : How do you spend your day ( where do you work ? / job )

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids				✓	
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking					✓
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally		✓			
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

**5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less**

## FIELD NOTE 4

**Date** : 3<sup>rd</sup> July 2018  
**Time** : 09.00 – 10.30  
**Teacher** : Ms.Nur Listiana  
**Material** : How do you spend your day  
( where do you work ? / job )

<b>No.</b>	<b>Aspects of the observation</b>	<b>Result</b>
1	Method used to teach	TPR , Audio Lingual Method
2	Media used to teach	PPT , whiteboard, card, paper
3	Teaching learning process	<p>The teacher opened the class with greeting to the students. Before the teacher began the Class, the students give an ice breaking First, The teacher showed some picture (Job) to the students and asked what does he do ? He is .....</p> <p>Students answered and teacher corrected the pronunciation &amp; vowel with drilling. After that the teacher asked students dream job one by one and explained How to ask someone's job and Simple present Wh-question &amp; statement.</p> <p>Second, The Teacher asked to listen the audio. She played the audio sentence by sentence, drilled (repeat after me) and corrected students pronunciation. She asked students to practice with their partner.</p> <p>After that she gave colorful spidol and paper to each student.</p>
4	Kinds of assessment	<p>The teacher asked the students to make her or his dream job and they must wrote: I want to be a ..... in their paper with a beautiful decoration.</p>

## Appendix 9

### The Observation Check-List

5<sup>th</sup> session

Date : 3<sup>rd</sup> July 2018

Time : 10.30 -12.00

Teacher : Ms.Nur Listiana

Material : How do you spend your day (Daily activity)

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids		✓			
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking					✓
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally		✓			
2	Teacher gives students written exercise				✓	
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less

## FIELD NOTE 5

### 5<sup>th</sup> session

Date : 3<sup>rd</sup> July 2018

Time : 10.30 -12.00

Teacher : Ms.Nur Listiana

Material : How do you spend your day (Daily activity)

No.	Aspects of the observation	Result
1	Method used to teach	TPR, Audio Lingual Method, Communicative Method
2	Media used to teach	PPT , whiteboard
3	Teaching learning process	<p>The teacher opened the class with greeting to the students.</p> <p>The teacher asked to the students “what do you usually do in the morning ?” they answer : wake up, get up...</p> <p>The teacher showed the picture on the slide (get up, make a bed, brush the teeth etc.), the student guessed the meaning in English and the teacher drilled vocabularies with a loud voice.</p> <p>After that, The teacher asked to close their book and she played the audio in a full conversation. Students must listen.</p> <p>The teacher played the audio sentence by sentence and students must repeat it.</p> <p>Then, Teacher asked some students to prctice the listening conversation in front of the class.</p> <p>Teacher asked students to stand up, make a circle, do a game &amp; asessment.</p>
4	Kinds of assessment	<p>The teacher gave an oral asessment, by demonstrate what the teacher said.</p> <p>Ex: take a bath, sleep, brush the teeth etc.</p>



## Appendix 10

### The Observation Check-List

6<sup>th</sup> session

Date : 3<sup>rd</sup> July 2018

Time : 13.00 – 15.00

Teacher : Ms.Nur Listiana

Material : How do you spend your day & Time expressions

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids					✓
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking					✓
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally		✓			
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less

## FIELD NOTE 6

### 6<sup>th</sup> session

**Date** : 3<sup>rd</sup> July 2018

**Time** : 13.00 – 15.00

**Teacher** : Ms.Nur Listiana

**Material** : How do you spend your day & Time expressions

No.	Aspects of the observation	Result
1	Method used to teach	Totally Physical Response
2	Media used to teach	PPT , whiteboard
3	Teaching learning process	<p>The teacher opened the class with greeting to the students.</p> <p>The Teacher showed some slide and explained about grammar focus : time expressions (using in, on, at etc.)</p> <p>Asked students to did an excercise in the course book.</p> <p>The Teacher draw a blank circle to be a black clock and asked students the time. Teacher checking understanding by gave some question (09.15, 13.40, 12.30 etc.)</p> <p>Before the lesson is over, the teacher reminded that first exam will be held on wednesday after city tour. Students must prepared well.</p>
4	Kinds of assessment	<p>First, Written assesment on the course book page 12.</p> <p>Second, asked the students to make a table in their book , and asked what time do you...?. The students asked to each other by English.</p>

## Appendix 11

### The Observation Check-List

8<sup>th</sup> session

Date : 5<sup>th</sup> July 2018

Time : 09.00 -10.30

Teacher : Ms.Nur Listiana

Material : how much is it ?

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids		✓			
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking		✓			
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally		✓			
2	Teacher gives students written exercise					✓
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less

## FIELD NOTE 8

### 8<sup>th</sup> session

**Date** : 5<sup>th</sup> July 2018

**Time** : 09.00 -10.30

**Teacher** : Ms.Nur Listiana

**Material** : how much is it ?

No.	Aspects of the observation	Result
1	Method used to teach	TPR,Audio lingual method.
2	Media used to teach	PPT , whiteboard
3	Teaching learning process	<p>The teacher opened the class with greeting to the students. Before the teacher began the Class, the students gave an ice breaking First, the teacher asked students to closed the book and she played the audio, the students must listen carefully. After that she played sentence by sentence, drilled (repeat after me) and corrected students pronunciation. She asked students to practice with their partner. After that, She asked for each student “what do you find in the supermarket ?” The students answered and the teacher asked “so if you want to buy something in the supermarket, what did you say ?” and the student answer it. She asked again “how if the price very expensive ?” the students answer “di tawar miss” and the teacher told about various vocabulary and drilled to the students. Grammar focus: teacher explained about pronounciaton and how used This, These, That &amp;Those.</p>
4	Kinds of assessment	<p>Oral assessment, The teacher asked 4 students to be a seller and have a shop. She gave some picture that is the stuff in their shop. She also gave money toys to the other to be a buyer. And they must bargain to got cheapest price.</p>

## Appendix 12

### The Observation Check-List

9<sup>th</sup> session

Date : 5<sup>th</sup> July 2018

Time : 10.30-12.00

Teacher : Ms.Nur Listiana

Material : How much is it (Comparison with adjective)

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids					✓
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking			✓		
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally					✓
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less

## FIELD NOTE 9

### 9<sup>th</sup> session

**Date** : 5<sup>th</sup> July 2018

**Time** : 10.30-12.00

**Teacher** : Ms.Nur Listiana

**Material** : How much is it (Comparison with adjective)

<b>No.</b>	<b>Aspects of the observation</b>	<b>Result</b>
1	Method used to teach	Total physical Respond
2	Media used to teach	PPT , whiteboard
3	Teaching learning process	<p>The teacher opened the class with greeting to the students.</p> <p>Before the teacher began the Class, the students gave an ice breaking after that the teacher showed some picture on the slide to the students (Laudya Cyntia Bella &amp; Fatin Shiqia pictures)</p> <p>“Which one do you prefer, Bella or Fatin?”</p> <p>“Which one do you like better?”</p> <p>“Which one do you like more?”</p> <p>the teacher explained how to answered it correctly , how to gave the reason and wrote it on the whiteboard.</p>
4	Kinds of assessment	<p>The teacher asked the students to make a table in their book included : name, first option and second option and their reason. The students must asked each other to choose one of the option and their reason.</p>

## Appendix 13

### The Observation Check-List

#### 10<sup>th</sup> session

Date : 5<sup>th</sup> July 2018

Time : 13.30 – 15.00

Teacher : Ms.Nur Listiana

Material : Do you like rap ?

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids		✓			
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking		✓			
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood	✓				
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally				✓	
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

**5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less**

## FIELD NOTE 10

### The Observation Check-List

#### 10<sup>th</sup> session

**Date** : 5<sup>th</sup> July 2018

**Time** : 13.30 – 15.00

**Teacher** : Ms.Nur Listiana

**Material** : Do you like rap ?

<b>No.</b>	<b>Aspects of the observation</b>	<b>Result</b>
1	Method used to teach	Audio lingual method
2	Media used to teach	PPT , whiteboard ,Speaker
3	Teaching learning process	<p>The teacher opened the class with greeting to the students.</p> <p>The teacher showed the slide, asked to opened their book and she played audio (kind of song) and gave the number to the match song.</p> <p>The teacher played the full audio, sentence by sentence and students must repeat it.</p> <p>Then, Teacher asked some students to practice the conversation in front of the class with the partner.</p> <p>The teacher explained the grammar focus: Yes/No and Wh-Question With DO.</p>
4	Kinds of assessment	The teacher asked the students to complete the word map with words from the list on the course book



## Appendix 14

### The Observation Check-List

11<sup>th</sup> session

Date : 6<sup>rd</sup> July 2018

Time : 09.00 -10.30

Teacher : Ms.Nur Listiana

Material : Do you like rap (An Invitattion)

No.	Condition of the Classroom	Scale				
		5	4	3	2	1
<b>Planning</b>						
1	Teacher prepares Lesson Plan	✓				
2	Teacher prepares teaching aids	✓				
<b>Learning Process</b>						
1	All students attend the class	✓				
2	Teacher opens the class by greeting.	✓				
3	Teacher explains the lesson by English	✓				
4	Teacher totally masters the material	✓				
5	Teacher uses visual teaching aids	✓				
6	Teacher uses audio teaching aids	✓				
7	Teachers uses whiteboard	✓				
8	Teacher gives icebreaking					✓
9	Students pay attention to teacher's explanation	✓				
10	Students participate in teaching and learning process	✓				
11	Students ask what they have not understood			✓		
<b>Classroom management</b>						
1	Teacher can control students well	✓				
2	There is good interaction among teacher and students	✓				
3	Teacher uses an appropriate teaching and learning method	✓				
<b>Assessment</b>						
1	Teacher assesses students' comprehension orally					✓
2	Teacher gives students written exercise	✓				
3	Students do exercise well	✓				
4	Teacher corrects students' work	✓				

5 = Excellent 4 = Good 3 = Fair enough 2 = Fair 1 = Less

## FIELD NOTE 11

### 11<sup>th</sup> session

**Date** : 6<sup>rd</sup> July 2018

**Time** : 09.00 -10.30

**Teacher** : Ms.Nur Listiana

**Material** : Do you like rap (An Invitattion)

No.	Aspects of the observation	Result
1	Method used to teach	Audio Lingual Method
2	Media used to teach	PPT , whiteboard, speaker
3	Teaching learning process	<p>The teacher opened the class with greeting to the students.</p> <p>the teacher began the Class, the students gave an ice breaking</p> <p>The teacher showed some picture (fishing, Sea, watching a movie) to the students and asked one by one “where do you go for traveling ? Students answered and teacher corrected the pronunciation &amp; vowel with drilling.</p> <p>Teacher ask “How to say, if I want to invite you ? ” write on the whiteboard “Would you like to...?”</p> <p>Then , Teacher asked to listen the audio. She played the audio sentence by sentence, drilled (repeat after me) and corrected students pronunciation. She asked students to practice with their partner. The teacher asked to opened their book and explained “Would, verb + to + verb” the formula and the example. Teacher asked one by one to make an invitation used would you like to.....</p>
4	Kinds of assessment	<p>The teacher gave card to each students and asked the students to make a table in their book included :your friend’s name, refuse &amp; accept. The students must invite each other’s with English invitation .</p>

Teacher's Name Card

**TEACHERS' NAME CARD**

 <p><b>Rohani</b> <i>S.Pd (UNNES), MA (UTS, Sydney)</i> Managing Director</p> <p>Lembaga Kursus dan Pelatihan (LKP) <b>KAMPUNG INGGRES SEMARANG</b> Izin Dinas Pendidikan No: 893.3/8977/2014 Nomor Induk Lembaga Kursus (NILEK): 03204.1.0188</p> <p>📍 Kel. Kalisegoro, Kec. Gunungpati Semarang 50229 ☎️ (024) 8508202 📞 08157734920 ✉️ rhnedu@hotmail.com 👤 Rohani Motivator 🌐 www.kampunginggrissemarang.com</p> 	 <p><b>Yunita Irmawati, S.Pd</b> Director</p> <p>Lembaga Kursus dan Pelatihan (LKP) <b>KAMPUNG INGGRES SEMARANG</b> Izin Dinas Pendidikan No: 893.3/8977/2014 Nomor Induk Lembaga Kursus (NILEK): 03204.1.0188</p> <p>📍 Kel. Kalisegoro, Kec. Gunungpati Semarang 50229 ☎️ (024) 8508202 📞 08156503972 ✉️ rhnedu@hotmail.com 👤 Yunita Irmawati 🌐 www.kampunginggrissemarang.com</p> 
 <p><b>Shela Silviana Augie</b> English Teacher</p> <p>Lembaga Kursus dan Pelatihan (LKP) <b>KAMPUNG INGGRES SEMARANG</b> Izin Dinas Pendidikan No: 893.3/8977/2014 Nomor Induk Lembaga Kursus (NILEK): 03204.1.0188 📞 085713012707 ✉️ kingsemarang@hotmail.com</p> <p>📍 Kel. Kalisegoro, Kec. Gunungpati Semarang 50229 ☎️ (024) 8508202 📞 085802048005 ✉️ ssaugie@gmail.com 👤 Shela Silviana 🌐 www.kampunginggrissemarang.com</p> 	 <p><b>Endang Susilowati, S.Pd.</b> English Teacher</p> <p>Lembaga Kursus dan Pelatihan (LKP) <b>KAMPUNG INGGRES SEMARANG</b> Izin Dinas Pendidikan No: 893.3/8977/2014 Nomor Induk Lembaga Kursus (NILEK): 03204.1.0188 📞 085713012707 ✉️ kingsemarang@hotmail.com</p> <p>📍 Kel. Kalisegoro, Kec. Gunungpati Semarang 50229 ☎️ (024) 8508202 📞 085702345699 ✉️ susilowati.endang099@gmail.com 👤 Endang Susilowati 🌐 www.kampunginggrissemarang.com</p> 
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## Student's List

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6	Aerial Arrow Asseztra	Perum Kaliwungu Permai, Boja, Kendal.		081326530174			
7	Najwa Revelline Wijaya	Jl. Perum Jatisari Asabri A1 No. 7 RT 10 RW X, Jatisari, Semarang.		089614204057			
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10	Muhammad Khayru Rafli	Jl. Griya Satira, Perum Cluster Satira Pekalongan.	081329669486		yusufkh26@gmail.com		annnaaa



KAMPUNG INGGRIS SEMARANG  
ENGLISH HOLIDAY FIESTA 2018  
STUDENTS' LIST

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## ROOMING LIST

## ROOM 201-USA

NO	NAME	REG. NO	REMARK
1.	Maria Patrace Sirilia	1802206	
2.	Anabella Mayra Gunarso	1802207	
3.	Ayunda Ikhsanty	1802217	
4.	Salsabilla Pavita	1802218	

## ROOM 202-UNITED KINGDOM

NO	NAME	REG. NO	REMARK
1.	Doflavio Farela Firdaus	1802210	
2.	Diva Putri Fiestasari	1802211	
3.	Salsa Raiha Az Zahra	1802219	
4.	Tsabita Fillah Fitria Misri	1802220	

## ROOM 203-AUSTRALIA

NO	NAME	REG. NO	REMARK
1.	Maulida Fatkhia	1802193	
2.	Salsabila Humairasandi	1802194	
3.	Frida Zadani Anintya	1802197	
4.	Yunia Annisa A. M.	1802222	



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**ROOM 204-CANADA**

NO	NAME	REG. NO	REMARK
1.	Bunga Melati Putri L.	1802202	
2.	Najwa Reveline Wijaya	1802205	
3.	Fadiya Haedy	1802223	
4.	Arina Hasna Salsabila	1802215	
5.	Alifya Ikhsanty	1802216	

**ROOM 301-PALESTINE**

NO	NAME	REG. NO	REMARK
1.	Arjuna Rizqy Ramadhan	1802201	
2.	Aerial Arrow	1802204	
3.	M. Nauval Ardiansyah	1802212	
4.	Arief Rahman	1802213	

**ROOM 303-SINGAPORE**

NO	NAME	REG. NO	REMARK
1.	M. Khayru Rafli	1802208	
2.	M. Abiyyu Khairan	1802209	
3.	Azlya Fahrezi Muhammad	1802214	
4.	Arif Amar Dzaki	1802221	



## Time table

Lembaga Kursus dan Pelatihan (LKP)  
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**ENGLISH HOLIDAY FIESTA BATCH 19**  
**1 – 7 JULY 2018**  
**TIMETABLE**

**DAY 1 (Sunday, 1 July 2018)**

No.	Time	Activities	PIC			
			INS	LO	CP	CA
1.	15.30 – 16.00	Check in	ALL			
2.	16.00 – 17.30	Technical Explanation	ALL			
3.	17.30 – 18.30	Break (Taking a Bath, Maghrib Prayer)		BEC, MAU	RIH, TRI	ANA, ETA
4.	18.30 – 20.00	Break (Dinner, Isya' Prayer)		BEC, MAU	RIH, TRI	ANA, ETA
5.	20.00 – 21.30	Opening and General Overview	ALL			

**DAY 2 (Monday, 2 July 2018)**

No.	TIME	ACTIVITIES	PIC			
			INS	LO	CP	CA
1.	04.00 – 05.45	Subuh Prayer, English for Islamic Studies	ROH	BEC, MAU	RIH, TRI	ANA, ETA
2.	05.45 – 06.00	Outbound Preparation		BEC, MAU	RIH, TRI	ANA, ETA
3.	06.00 – 07.30	Outbound (Outdoor Conversation Practice)	END	BEC, MAU	RIH, TRI	ARS, NUR
4.	07.30 – 09.00	Break (Listening Practice, Taking a Bath, Breakfast)		SIT		ARS, ALE
5.	09.00 – 10.30	Session 1	LIS	SIT		ARS, ALE
6.	10.30 – 12.00	Session 2	END	SIT	TRI	NUR, KHO
7.	12.00 – 13.30	Break (Dzuhur Prayer, Lunch)		SIT		NUR, KHO
8.	13.30 – 15.00	Session 3	LIS	SIT		ARS, NUR
9.	15.00 – 16.30	Break (Listening Practice, Ashar Prayer, Taking a Bath)		SIT		ARS, NUR
10.	16.30 – 17.30	Conversation Practice	ARS	BEC, ALE	RIH, ERY	END, MAU
11.	17.30 – 20.00	Break (Maghrib Prayer, Dinner, Isya' Prayer)		BEC, ALE	RIH, ERY	END, MAU
12.	20.00 – 21.30	Conversation Practice and Daily Announcement	ARS	BEC, ALE	RIH, ERY	END, MAU

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**DAY 3 (Tuesday, 3 July 2018)**

No.	TIME	ACTIVITIES	PIC			
			INS	LO	CP	CA
1.	04.00 – 05.45	Subuh Prayer, English for Islamic Studies	END	BEC, ALE	RIH, ERY	MAU
2.	05.45 – 06.00	Outbound Preparation		BEC, ALE	RIH, ERY	MAU
3.	06.00 – 07.30	Outbound (Outdoor Conversation Practice)	ARS	SIT		LAY, ASR
4.	07.30 – 09.00	Break (Listening Practice, Taking a Bath, Breakfast)		SIT		LAY, ASR
5.	09.00 – 10.30	Session 4	LIS	SIT		LAY, ASR
6.	10.30 – 12.00	Session 5	LIS	SIT		LAY, NUR
7.	12.00 – 13.30	Break (Dzuhur Prayer, Lunch)		SIT	TRI	LAY, NUR
8.	13.30 – 15.00	Session 6	LIS	SIT	TRI	LAY, NUR
9.	15.00 – 16.30	Break (Listening Practice, Ashar Prayer, Taking a Bath)		SIT	TRI	LAY, NUR
10.	16.30 – 17.30	Conversation Practice	ARS	MAU, ASR	RIH, ERY	ETA, ANA
11.	17.30 – 20.00	Break (Maghrib Prayer, Dinner, Isya' Prayer)		MAU, ASR	RIH, ERY	ETA, ANA
12.	20.00 – 21.30	Conversation Practice and Daily Announcement	ARS	MAU, ASR	RIH, ERY	ETA, ANA

**DAY 4 (Wednesday, 4 July 2018)**

No.	TIME	ACTIVITIES	PIC			
			INS	LO	CP	CA
1.	04.00 – 05.45	Subuh Prayer, English for Islamic Studies	ROH/END	MAU, ASR	RIH, ERY	ETA, ANA
2.	05.45 – 06.45	Break (Listening Practice, Breakfast, City Tour Preparation)		BEC, SIT	RIH, TRI	ARS
3.	06.45 – 10.30	City Tour	END/BEC	SIT	RIH, TRI	ARS
4.	10.30 – 12.00	Break (Listening Practice, Taking a Bath)		BEC, SIT	RIH, TRI	ARS, NUR
5.	12.00 – 13.30	Break (Dzuhur Prayer, Lunch)		BEC, SIT		ARS, NUR
6.	13.30 – 15.00	Session 7	LIS, END, SIT, ARS	BEC, SIT		ARS, NUR
7.	15.00 – 16.30	Break (Listening Practice, Ashar Prayer, Taking a Bath)		BEC, SIT		ARS
8.	16.30 – 17.30	Conversation Practice	ARS	MAU, ETA	RIH, TRI	LAY, ANA
9.	17.30 – 20.00	Break (Maghrib Prayer, Dinner, Isya' Prayer)		MAU, ETA	RIH, TRI	LAY, ANA
10.	20.00 – 21.30	Conversation Practice and Daily Announcement	ARS	MAU, ETA	RIH, TRI	LAY, ANA



Lembaga Kursus dan Pelatihan (LKP)

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### Day 5 (Thursday, 5 July 2018)

No.	TIME	ACTIVITIES	PIC			
			INS	LO	CP	CA
1.	04.00 – 05.45	Subuh Prayer, English for Islamic Studies	ROH	MAU, ETA	RIH, TRI	LAY, ANA
2.	05.45 – 06.00	Outbound Preparation		MAU, ETA	RIH, TRI	LAY, ANA
3.	06.00 – 07.30	Outbound (Outdoor Conversation Practice)	END	MAU, ALE	RIH, TRI	ARS, LAY
4.	07.30 – 09.00	Break (Listening Practice, Taking a Bath, Breakfast)		SIT, ALE	ERY	ARS
5.	09.00 – 10.30	Session 8	LIS	SIT	ERY	
6.	10.30 – 12.00	Session 9	LIS	SIT, ALE	ERY	ARS, NUR
7.	12.00 – 13.30	Break (Dzuhur Prayer, Lunch)		SIT, ALE		ARS, NUR
8.	13.30 – 15.00	Session 10	LIS	SIT, ALE		ARS, NUR
9.	15.00 – 16.30	Break (Listening Practice, Ashar Prayer, Taking a Bath)		SIT, ALE		ARS
10.	16.30 – 17.30	Conversation Practice	ARS	BEC, ETA	ERY, TRI	LAY, ASR
11.	17.30 – 20.00	Break (Maghrib Prayer, Dinner, Isya' Prayer)		BEC, ETA	ERY, TRI	LAY, ASR
12.	20.00 – 21.30	Conversation Practice and Daily Announcement	ARS	BEC, ETA	ERY, TRI	LAY, ASR

### DAY 6 (Friday, 6 July 2018)

No.	TIME	ACTIVITIES	PIC			
			INS	LO	CP	CA
1.	04.00 – 05.45	Subuh Prayer, English for Islamic Studies	ROH	BEC, ETA	ERY, TRI	LAY, ASR
2.	05.45 – 06.00	Outbound Preparation		BEC, ETA	ERY, TRI	LAY, ASR
3.	06.00 – 07.30	Outbound (Outdoor Conversation Practice)	END	BEC	ERY, TRI	LAY, ASR
4.	07.30 – 09.00	Break (Listening Practice, Taking a Bath, Breakfast)		MAU, ALE	RIH	ARS, SIT
5.	09.00 – 10.30	Session 11	LIS	MAU, ALE	RIH	ARS, SIT
6.	10.30 – 12.00	Session 12	LIS	MAU, ALE	RIH	ARS, SIT
7.	12.00 – 13.30	Break (Dzuhur Prayer, Lunch)		MAU	RIH	ARS, SIT
8.	13.30 – 15.00	Session 13	LIS, END, SIT, ARS	MAU	RIH	ARS, SIT
9.	15.00 – 16.30	Break (Ashar Prayer, Taking a Bath)		MAU	RIH	ARS, SIT
10.	16.30 – 17.30	Conversation Practice	ARS	ETA, ASR	ERY	LAY, ANA
11.	17.30 – 20.00	Break (Maghrib Prayer, Dinner, Isya' Prayer)		ETA, ASR	ERY	LAY, ANA
12.	20.00 – 21.30	Conversation Practice and Daily Announcement	ARS	ETA, ASR	ERY	LAY, ANA



Lembaga Kursus dan Pelatihan (LKP)  
**KAMPUNG INGGRISS SEMARANG**

Izin Dinas Pendidikan No: 893.3/8977/2014 Nomor Induk Lembaga Kursus (NILEK): 03204.1.0188  
Head Office: Kel. Kalisegoro RT 04 RW 03, Kec. Gunungpati, Semarang 50229  
☎ (024) 8508202, 📠 085713012707, ✉ kingsemarang@hotmail.com, 🌐 www.kampunginggrissemarang.com

**DAY 7 (Saturday, 7 July 2018)**

No.	TIME	ACTIVITIES	PIC			
			INS	LO	CP	CA
1.	04.00 – 06.00	Subuh Prayer, English for Islamic Studies	ROH	ETA, ASR	ERY	LAY, ANA
2.	06.00 – 07.30	Conversation Practice	ARS	ETA, ASR	RIH	LAY, ANA
3.	07.30 – 10.00	<b>Parenting Workshop (08.30 – 10.00)</b> Break (Listening practice, Taking a Bath, Breakfast, Packing, Rehearsal)	END	SIT, MAU	RIH	ARS
4.	10.00 – 11.00	<b>Student Exhibition</b>	ALL			
5.	11.00 – 12.00	Closing				
6.	12.00 – 13.00	Break (Dzuhur Prayer)		SIT, MAU	RIH	ARS
7.	13.00 – 14.00	Departure	ALL			

**Note:**

1. Outbound (Outdoor Conversation Practice) is done by taking the weather into account. If it is difficult to do it outdoor, the activity will be conducted indoor.
2. The schedule is subject to change based on certain conditions.
3. Abbreviation:
  - INS : Instructor
  - LO : Liaison Officer
  - CP : Camera Person
  - CA : Catering Attendant

## CURRICULUM VITAE

### A. Personal Identity

1. Complete Name : Maulida Fatkhia Rahma
2. Birth : Semarang, July 28<sup>th</sup> 1995
3. Address : Perum BPI S.25 Purwoyoso, Ngaliyan, Semarang
4. Phone Number : 085741051512
5. Email : [fatchia95@gmail.com](mailto:fatchia95@gmail.com)

### B. Educational Background

#### 1. Formal Education:

- a. SDN Purwoyoso 1 in the academic year of 2001– 2007.
- b. SMP Gontor Putri 1 in the academic year of 2007 – 2010.
- c. SMA Gontor Putri 1 in the academic year of 2010 – 2013.
- d. UIN Walisongo in the academic year of 2014 – 2018.  
Semarang

#### 2. Non-Formal Education:

1. Secretary of HMJ PBI (English Education Students Community)
2. Member of WEC (Walisongo English Club)

Semarang, 22<sup>nd</sup> October 2018

**Maulida Fatkhia Rahma**  
NIM: 1403046055

**Building and Facilities**



*Kampung inggris* Building



Receptionist



Waiting Room



Classroom



Kitchen



Toilet

## Course content



Please call me Beth  
*(ask to each other's identity by English)*



Practice the conversation



How do you spend your day  
*( Ask student's dream job one by one)*



Practice the listening conversation with partner



How much is it  
*“asks students : what do you find in the supermarket ?”*



Role Play  
*Seller and buyer*



Do you like rap  
*Student listen Teacher's explanation*  
*"How to invite someone"*



Teacher gave card to each students, they must  
 invite other's with English invitation

**Teaching Learning Process**



English for Islamic Studies



OUTBOUND *Outdoor Conversation Practice*



Conversation practice



Games





Eating Time for Girls



Eating Time for Boys



Star Room (Cleanest room of the day)



Super Students of the day



City tour at Nirwana Stable



Riding a Horse

## Method



Direct method : Part of body



Audio Lingual method : Drill



Communicative Method  
*Make two line and practice a conversation*



Total Physical Response  
*Command and Respond*

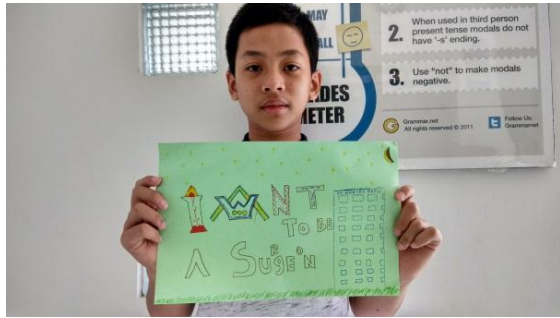
## Assessment



Do an exercise on the course book



Ask each other's identity



Write a Dream Job



Write a Dream Job



Some students as seller



Other students as buyer and bargain to get cheapest price.



Group Discussion

KAMPUNG INGOLIS SEMARANG

ACHIEVEMENT REPORT

STUDENTS IDENTITY

Reg Number : 1802101  
 Name : Nurul Fakhriyah  
 Program Level : English Communication 10 (Bahasa Inggris) Pemas  
 Year/Year : 2018

SCORE

TEST 1			TEST 2		
Part	Aspect	Score	Part	Aspect	Score
A	Written Test (Structure, Spelling)	88	A	Oral Test (Structure, Spelling)	85
B	Oral Test (Comprehension, Presentation, Fluency)	85	B	Oral Test (Comprehension, Presentation, Fluency)	86

Total Score (Test 1 + Test 2) : 364  
 Average Score (Total Score) : 91

TEACHER'S COMMENT

Excellent, Fakhriyah! You are a potential student. You always look better everything you needed. You got actively engaged in all class activities. You demonstrate you have in-depth knowledge and impressive presentation. Keep practicing. **SELAMAT BELAJAR!**

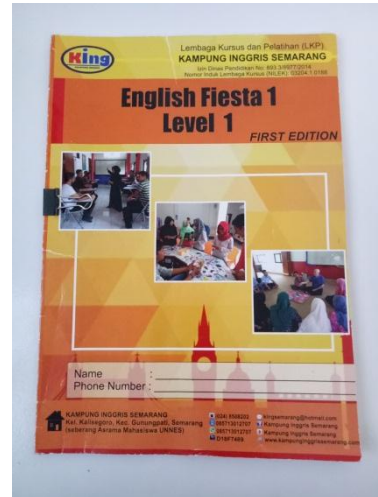
18 July 2018  
 Nur Lailiana  
 Teacher

18 July 2018  
 Nurul Fakhriyah  
 Student

Achievement Report



English for Islamic Studies Modul



Course Book



Conversation Log



CD (Listening Conversation, Photo & Video)



Teachers and Staffs



Teachers with the Director of KING