

STRATEGIES IN TEACHING ENGLISH EMPLOYED BY THE ENGLISH TEACHER OF SDN TALOK 04 TUREN-MALANG

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ABSTRAC

Teaching is the act of providing situation condition or activities designed to facilitate learning. Effective teaching or interest teaching strategy used by the English teacher can bring the desirable motivation in the learning activity. And the teacher is supposed to be more creative and enthusiastic to keep the students attention and to arouse their interest. To make the classes more productive, the teacher must be smoothly running lesson, distraction-free, efficient operation in which student can motivate in the learning activity.

The role of the teacher is very important in applying the teaching strategy, the approach, development of language skill, and giving assignment. In this case, the teacher is decision-maker. He is responsible to select and modify learning activity to the students.

The writer used descriptive research design emphasized on the qualitative case study. The research subject of this study is one of English teacher who taught English at SDN Talok 04 Turen. The writer used two instruments to collect the data. They are observation and interview. Observation is to get the data based on field investigation teaching strategy used by the teacher in teaching and learning process, without applying the questionnaire to respondents. The interview is given to the English teacher at SDN Talok 04 Turen.

The findings of this study are: The teacher utilized greeting before start the lesson. In the learning activity, the teacher gave light punishment. In explaining the lesson, the teacher wrote the material on the blackboard. The teacher explained the utilization by giving example in Indonesian sentence and translated into English. During teaching reading comprehension, the teacher only gave pupils one chance to read, he did not give pupils to read swimmingly because after repeating the teacher, he translated difficult vocabulary and also the teacher used the discussion in reading process and the seating arrangement is changed into U-shape or circle. The teacher responded to the students answer by giving four types reaction such as: praise, acceptance comment, remediation and criticism. Besides, the teacher gave time to think first before asking the students to answer the question. And the constraints encountered by the English teacher at SDN Talok 04 Turen were insufficient English textbook for the students. So, the teacher could not teach optimally.

At last, the writer hopes that this thesis will be useful for those who are interested in researching of stratey on teaching English. We know and understand that various aspects in strategies on teaching English cannot be investegated at the same time due the time limitation in completing this thesis.