

**ENGLISH TEACHERS METHODS IN TEACHING NOUNS AT THE
FIFTH GRADE STUDENTS OF TWO ELEMENTARY
SCHOOLS OF JEKAN RAYA PALANGKA RAYA**

A THESIS

**Presented to the Department of Education of the Islamic State College of
Palangka Raya in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan Islam**



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2009**

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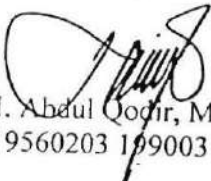
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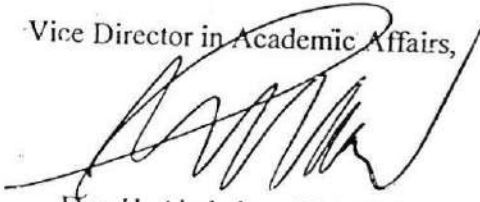

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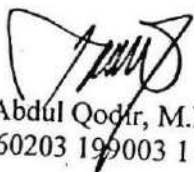
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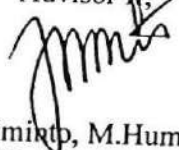
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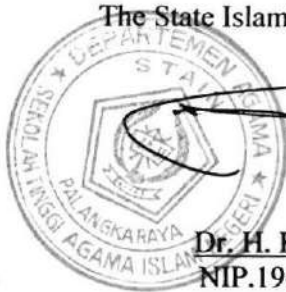
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**ENGLISH TEACHERS METHODS IN TEACHING NOUNS
AT THE FIFTH GRADE STUDENTS OF TWO ELEMENTARY
SCHOOLS OF JEKAN RAYA PALANGKARAYA**

ABSTRACT

The problems of the study are (1) What methods are used by the English teachers in teaching nouns at the fifth grade students at two elementary schools? (2) How do the English teachers explain about concrete nouns, singular nouns and plural nouns at two elementary schools? meanwhile, the objectives of this study are (1) To describe methods are used the English teachers in teaching nouns at the fifth grade students at two Elementary schools (2) To describe the English teachers in explanation concrete nouns, singular nouns and plural nouns at two elementary schools.

This study used qualitative method. The collecting data were taken by observation, interview and documentation. In analyzing the data, it used some techniques namely (1) data collection (2) data reduction (3) data display (4) data conclusion drawing / verification. The subjects of the study were the English teacher at the fifth grade at two Elementary schools of Jekan Raya Palangka Raya.

The finding of the study as follows :

1. The Methods used by the English teachers in teaching nouns namely:
 - a. At SDN 5 menteng : Lecturing method, memorizing method, question and answer method and demonstration method.
 - b. At SDN 9 Menteng : Lecturing method, answer and question method, demonstration method and drill method.
2. Explanation the English teachers in teaching concrete nouns, singular nouns and plural nouns namely:
 - a. At SDN 5 Menteng : concrete nouns, the English teacher explained by using Indonesia language and mention the concrete nouns in around them. The English teacher explained singular nouns as follows : The teacher used pictures.
The English teacher explained plural nouns as follows: The teacher made many exercises and the students asked to memorize it especially irregular plural nouns.
 - b. At SDN 9 Menteng. English teacher explained concrete nouns as follows: The teacher explained suitable of materials in English book . The English teacher explained singular nouns as follows: The teacher often drew the singular nouns on the white board. In explanation the plural nouns, the teacher used pictures media and students were asked to memorize it especially irregular plural nouns.

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First of all, the writer wishes to express his particular thanks to God. In this right chance the writer would like to give his the greatest thanks to:

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2. Hj. Hamidah, M.Ag, the chair of the Department of Islamic Education, for her permission so that the writer can complete the requirements for writring this thesis.
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4. Siminto, M.Hum, the second advisor for his valuable criticism, patience and suggestion from beginning until the end in writing of this thesis.
5. All of friends and my family who helped during the completion of thesis.

Finally, the writer realized that thesis could not be perfect. Therefore, the writer would like to ask the readers to criticize on these mistakes and error. The writer would like greatly appreciate any constructive criticism this thesis from the readers.

The writer hopes this thesis will be useful for the reader in generally and for the writer herself specially. May Allah bless us every time.

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DECLARATION OF AUTHENTICATION

In the name of God,

I myself make declaration that this thesis entitle: ENGLISH TEACHERS METHODS IN TEACHING NOUNS AT THE FIFTH GRADE STUDENTS OF TWO ELEMENTARY SCHOOLS OF JEKAN RAYA PALANGKA RAYA is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, November, 19th 2009

My Own Declaration,



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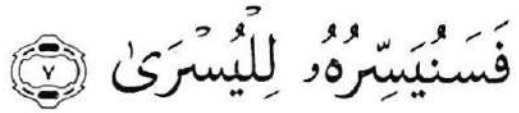
DEDICATION

This thesis is dedicated to:

- My beloved husband mother and father who have given me love, affection, motivation and always pray for me.
- My friends who always support me.
- The coordinator of the study program of the English Education Drs. H. Abdul Qodir, M.Pd, and as my first advisor and Siminto, M.Hum, as my second advisor.

May Allah always guide us in the straight path

MOTTO



*We will give to him the right thinking
that it will be easy used.*

(QS. Al-Lail : 7)

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METODE-METODE GURU-GURU INGGRIS DALAM PENGAJARAN KATA BENDA DI KELAS LIMA DI DUA SEKOLAH DASAR DI JEKAN RAYA PALANGKA RAYA

ABSTRAK

Rumusan masalah pada penelitian ini adalah: (1) Metode apa yang digunakan oleh guru-guru bahasa Inggris dalam pengajaran kata benda pada siswa kelas lima di dua sekolah dasar? (2) Bagaimana guru-guru Inggris menjelaskan kata benda konkrit, kata benda tunggal dan kata benda jamak di dua sekolah dasar? Sementara, tujuan dari penelitian ini adalah (1) untuk menggambarkan metode-metode yang digunakan oleh guru-guru bahasa Inggris dalam pengajaran kata benda di kelas lima di dua sekolah dasar (2) untuk menggambarkan guru-guru bahasa Inggris dalam menjelaskan kata benda konkrit, kata benda tunggal dan kata benda jamak di dua sekolah dasar.

Penelitian ini menggunakan metode deskriptif kualitatif. Data diperoleh melalui pengamatan, wawancara dan dokumentasi. Dalam menganalisis data, penulis menggunakan beberapa tehnik yaitu: (1) pengumpulan data (2) penyeleksian data (3) pemaparan data (4) penarikan kesimpulan. Subjek dari penelitian ini adalah dua guru bahasa Inggris di sekolah dasar di Jekan Raya Palangka Raya.

Dari hasil penelitian ini dapat:

1. Metode-metode yang digunakan guru-guru bahasa Inggris dalam pengajaran kata benda sebagai berikut:
 - a. Di SDN 5 Menteng : Metode ceramah, metode menghafal, metode tanya jawab, metode demonstrasi dan metode pendiktian.
 - b. Di SDN 9 Menteng : Metode ceramah, metode tanya jawab, metode demonstrasi dan metode latihan.
2. Penjelasan guru-guru bahasa Inggris dalam pengajaran kata benda konkrit, kata benda tunggal dan kata benda jamak.
 - a. Di SDN 5 Menteng: Dalam pengajaran kata benda konkrit, guru menjelaskan dengan bahasa Indonesia dan menunjuk benda di sekeliling mereka. Penjelasan kata benda tunggal yaitu guru menggunakan media gambar. Penjelasan kata benda jamak yaitu guru membuat banyak latihan dan siswa di minta untuk menghafal khususnya kata benda jamak yang tidak teratur.
 - b. Di SDN 9 Menteng: Dalam pengajaran kata benda konkrit, guru menjelaskan sesuai dengan materi di buku Inggris kelas lima. Penjelasan kata benda tunggal yaitu guru sering menggambar materi di papan tulis. Penjelasan kata benda jamak yaitu guru menggunakan media gambar dan siswa di minta untuk menghafal khususnya kata benda jamak yang tidak teratur.

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CHAPTER I

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. Every country has language as an instrument of communication. Many books, magazines, news on the television program are written in English. Most people want to master English in conversation. By the mastering English, the students are expected to get information about everything. In the holy Al-Qur'an said that the people have been created in different nations and language in the world.

QS. Ar-Rum : 22

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ
وَالْوَلَوْنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

"And his signs are the creation of sky and earth and the diversity of your language and color of skin. Surely, it is signs for the scientist".¹

Based on the statements above, the language is created as a communication instrument among ethnics, countries and religion. Every language can be learned by the people, the language can be used to share some opinions, knowledge and experience.

¹ Departemen Agama RI, *Terjemahan dan Tafsir Al-Qur'an*, Jakarta: 1978.

English is not only taught in secondary schools but also in elementary school. Based on the Decree of Ministry of Education and Culture that “English may be given in elementary school students as local contents”.² The other Decree of the Minister of National Education No. 22 in 2006 about the “standard of contents and No.23 in 2006 about the graduate competence standard”.³ Based on above, English teachers have obligation to develop the English materials how to teach English for children as foreign language.

Of the third principles above, the fifth grade students must be taught English lesson because they have difficulties in learning English. In English learning, there are many materials that must be studied in teaching nouns such as: adjectives, verbs and adverb. Meanwhile, based on the Educational Unit Level Curriculum elementary school as follows: There are some language skills that must be studied by the students like listening, speaking, reading and writing.

In teaching, the English teachers find some problems such as the students are difficulty in understanding about kinds of word and using in the sentences. In this cases, the English teacher should have the appropriate methods in teaching nouns at the fifth grade students. Because the methods is a instrument to reach the purposes of the English teaching that suitable with curriculum in the elementary school. After the writer has observed, the English teachers still got problem in applying of the appropriate methods. The

² Endang Fauziati, *Teaching of English As a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, P.169.

³ Ida Kusuma Dewi, dkk, *Active English 5*, Solo : PT. Tiga Serangkai Pustaka Mandiri, 2007.

methods have important role in teaching nouns without the methods in teaching nouns, English teaching will not be successful. The English teachers must be selective in choosing the methods in the teaching nouns.

English teacher is facing a big challenge in choosing the methods in teaching nouns. In using the methods, the English teachers do not only use a method because they realize that every methods have advantages and disadvantages. According to Ahmad Sabri that The kinds of teaching method such as: *metode ceramah, metode tanya jawab, metode diskusi, metode resitasi, metode demonstrasi, metode sosio drama, metode bermain, metode pemecahan masalah, metode latihan, metode karya wisata*".⁴ (Speech method, question and answer method, discussion method, recitation method, demonstration method, psychodrama method, game method, problem solving method and fieldtrip method). In fact, it is not all of the teaching methods used by the English teacher in teaching nouns at the fifth grade students in two elementary schools. So in teaching nouns, there is successful and unsuccessful in elementary schools of Jekan Raya.

The methods above, the writer thinks that the methods become a main problem in teaching nouns. Based on the background above, the writer is interested in choosing study entitles **English Teachers Methods In Teaching Nouns At The Fifth Grade Students Of Two Elementary Schools Of Jekan Raya Palangka Raya.**

⁴ Ahmad Sabri, *Strategi Belajar Mengajar dan Mikro Teaching* , Jakarta Quantum Teaching, 2005, P.53.

B. Problems of the Study

The writer would present the main problems of the study and limitation problems as follows:

1. What methods are used by the English teachers in teaching nouns at the fifth grade students at two elementary schools?
2. How do the English teachers explain of concrete nouns, singular nouns and plural nouns in English teaching?

C. Objectives of the Study

The objectives of this study were:

- a. To describe the English teachers methods in teaching nouns at the fifth grade students at two elementary schools.
- b. To describe the English teachers in explanation of concrete nouns, singular nouns and plural nouns in English teaching.

D. Significances of the Study

This study has theoretical and practical significances. Practically, as the way to improve the teachers competence in language especially methods in teaching nouns at the fifth grade students at two elementary schools of Jekan Raya.

Theoretically aimed of the study is testing and reviewing the language theories in teaching nouns at two elementary schools.

E. Research Methodology

1. Type of the study

To find out the data of the research, the writer used a suitable approach. The writer used descriptive qualitative method. The method is used to describe the English teacher methods in teaching nouns. It stated Moleong "*metode kualitatif deskriptif adalah "penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati"*".⁵

In this way, qualitative approach means to find out and describe the phenomena through the process being observed in detail and clearly as reality that was found in teaching nouns by the English teachers at two elementary schools.

2. Subject and object of the study

In this study, the subject of the study used two the English teachers. According to Bogdan and Biklen in Moleong Subject is "*orang yang di manfaatkan untuk memberikan informasi tentang situasi dan kondisi latar penelitian*".⁶ It means, the subject the research can be formed a source of data. They are : Mrs. Deviana, S.Pd. at SDN 5 Menteng and Mrs. Indah, A.Md. at SDN 9 Menteng. The object of the study were English teachers methods in teaching nouns that used in two elementary schools of Jekan Raya Palangka Raya.

⁵Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, P.3.

⁶*Ibid.*, p. 90.

3. Technique of collecting data

In collecting the data, the writer used interview, observation, documentation. For more explanation about these procedures were discussed as follows.

A. Interview

This tehniqye was used to get the reason why the teacher using methods in teaching the nouns. It can contribute the data that be needed by the writer. According Anas Sudijono interview is :

*“cara menghimpun bahan-bahan keterangan yang dilaksanakan dengan melakukan tanya jawab lisan secara sepihak, berhadapan muka dan dengan arah serta tujuan yang telah ditentukan”.*⁷

Based on this technique, the writer made interview to the English teachers directly to get the needed information from them. The writer used unstructure interview.

The data were compiled by the writer, namely:

1. Description the teaching learning process.
2. The background of the English teacher in teaching nouns.
3. Methods were used by the English teachers in teaching nouns.
4. The tool and media were used the English teacher in teaching nouns.

B. Observation

According Anas Sudijono observation is *“cara menghimpun bahan-bahan keterangan (data) yang dilakukan dengan mengadakan pengamatan*

⁷Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: Raja Grafindo Persada, 2005, p. 82.

dan pencatatan secara sistematis terhadap fenomena yang sedang dijadikan sasaran pengamatan”.⁸

In the observation technique, the writer observed the students who were studying English lesson directly. The writer looked for data about :

- a. Teaching learning process was done by English teacher in the fifth grade students at two elementary schools.
- b. The situation and condition in teaching nouns.
- c. Methods were used by English teachers in teaching nouns.
- d. Teacher's English book.

C. Documentation

Through documentation technique, the writer looked for the data which were related to the research. The data looked for the writer such as:

- a. The number of the English teacher of two elementary schools of Jekan Raya Palangka Raya.
- b. The curriculum of English for the fifth class students was at two elementary schools of Jekan Raya Palangka Raya.
- c. Lesson plan was made by the English teacher.
- d. Students' score the fifth grade students.

4. Validity of data

The validity of the data were the data which done to guarantee that all data can be collected in this study suitable in reality. It was done to keep that the collected the true data and responsible. To the test validity data, the writer used:

⁸ *Ibid.*, p. 76.

a. Triangulation technique.

According to Moleong stated Triangulation is *“teknik pemeriksaan dan keabsahan data yang memanfaatkan sesuatu yang lain di luar data itu untuk keperluan pengecekan atau sebagai pembandingan terhadap data itu”*.⁹

It meant as checking of data from mutiple resource of data with several ways and time. Kinds of Triangulation are :

- 1) Data Triangulation is a data source Triangulation where the writer used several the data to collect some data.
- 2) Investigator Triangulation is a data collected with investigation of many objects.
- 3) Theoretical Triangulation is an analysing the data by using several prospective of different theory.
- 4) Methodological Triangulation is the writer did research by using several different methods

b. Peer debriefing

The tehniqe was done by reporting of interim report or ending report that got of discussion with colleague. Discussing the data and information that have been collected from the other source.

The techniqe has purpose, they are: The writer gave the true report of the research.

⁹Lexy J. Moleong, *Metode Penelitian Kualitatif*, Bandung : Rosdakarya, 2004. P.178.

c. Member Check

Checking of the member are the data categories, opinion and conclusion. The discussion has easy checking to get the data accurately. The opinion and conclusion can be got from teachers, headmaster, and staffs at the elementary school.

5. Data Analysis Procedures

According to Sugiono states that data analysis is

Proses mencari dan menyusun secara sistematis data yang di peroleh dari hasil wawancara, catatan lapangan dan dokumentasi dengan cara mengorganisasikan data ke dalam kategori, menjabarkan ke dalam unit-unit, melakukan sintesa, menyusun ke dalam pola, memilih makna yang penting dan mana yang akan di pelajari dan membuat kesimpulan sehingga mudah di pahami oleh diri sendiri maupun orang lain.¹⁰ (process of sistematically searching and arraging the interview transcripts, field note and documentation with data organization in category, clarify in units, doing syntesis, arraging in pattern and choosing a important meaning and making the summary in order it is easy by myself or others people). The process data analysis based on Miles and hubberman in Mudjia Raharjo as follows:

- a. Data collection was data observation and documentation.
- b. Data Reduction was all of the data that have been collected and then it is processed between the true relevant and irrelevant data to the problems.
- c. Data Display was relevant data reported

¹⁰ Sugiono, *Metodologi Penelitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R & D*, Bandung: Alfabeta, 2007. P.335.

- c. Conclusion drawing /verifying was conclusion as answering for formulation of the problems.¹¹

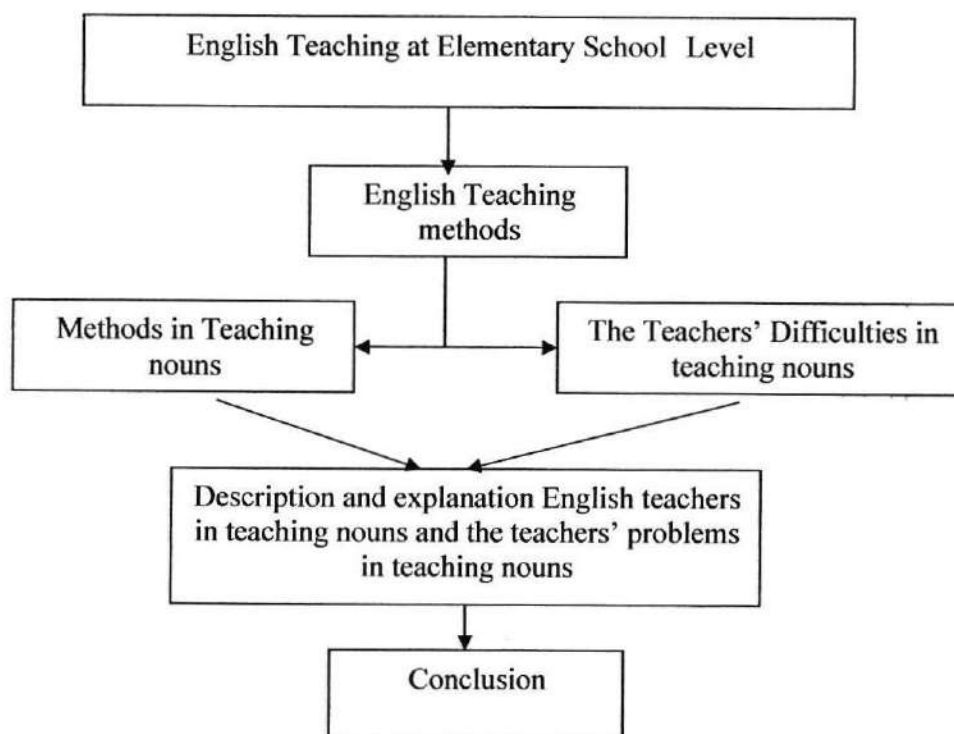
F. Frame of thinking

Based on the explanation above, that the English teachers methods is one of the important component in teaching nouns.

Learning English was one of local content which it was learned in elementary school. The writer took two of English teachers. The students were interested to learn nouns.

In this fact, the writer looked for the data deeply about how the English teachers used methods in teaching nouns in teaching learning process and how to explain concrete nouns, singular nouns and plural nouns.

To make the frame of thinking that had been explained and can be seen in sketch as follows:



¹¹ Mudjia Raharjo, *Pengantar Penelitian Bahasa*, Malang: Cendikia Paramulya, 2002, P. 57.

CHAPTER II

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Study

There were some previous studies to support of this study, as follows:

1. English Teaching Methods in Madrasah Ibtidaiyah Negeri (MIN) Model Pahandut Palangka Raya by Utin Nely Ariati in 2007. She discussed about the type of English teaching methods were used by the English teacher in MIN Model Pahandut Palangka Raya. In her result the type of English teaching methods were used drill method, demonstration method, game method and assignment method. She was successful in using the methods. The methods were an appropriate methods used in English teaching. It can improve the student's vocabulary especially the nouns. The methods can help students to be easier in understanding the nouns.

In applying these methods, he confirmed the methods can be used with the skill and the material to be taught in listening skill using drill method, demonstration method, discussion method and game method. Then to apply writing skill used assignment method, drill method and game method.

2. English teaching methods of reading at the first grade in SMPN Pandih Batu Pulang Pisau by Suprihati in 2006. In her result, the English teacher used four methods in teaching of reading. They were lecturing method, demonstration method, questioning method and drill method. In determining the methods for teaching reading, the English teacher must

consider some factors. They were: the objective of the teaching, the material taught, the situation and condition, the time allocation, the student's condition and environment.

Based on the previous study, there were some significant differences of this study. The writer discussed about method are used by the English teachers in teaching nouns at the fifth grade of two elementary school and how do the English teachers explain concrete nouns, singular nouns and plural nouns of two elementary schools of Jekan Raya Palangka Raya.

B. Method

This chapter the writer discussed about the theories which were related methods, teaching and nouns. According Ahmad Sabri method is "*Cara-cara atau tehnik untuk mengerjakan sesuatu*".¹² (Ways or technique doing something). Syaiful Bahri Djamarah and Aswan Zein method is "*suatu cara yang diperlukan untuk mencapai tujuan yang telah ditetapkan*".¹³ according to Anthony in Endang Fauziati states that method is "an overall plan for the orderly presentation of language material no part of which contradict and all of which is based upon the selected approach."¹⁴

Other degree according Oxford Learning's Pocket Dictionary "method is way of doing something."¹⁵

¹² Ahmad Sabri, *Strategi Belajar Mengajar dan Mikro Teaching*, Jakarta: Quantum Teaching, 2005, p. 52.

¹³ Syaiful Bahri Djamarah and Aswan Zein, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, 2002, P. 53.

¹⁴ Endang Fauziati, *Teaching of English As a Foreirgn Language*, P. 5.

¹⁵ *Oxford Learner's Pocket Dictionary*, Oxford: University Press, 1995, p. 262.

Based on definition above, it can be concluded that the method refers to how to the teacher have ways to teach and presentation of language material with selected approach that have been decided.

C. Teaching

According to Sardiman teaching is “ *usaha untuk menciptakan situasi yang kondusif untuk terciptanya kegiatan pembelajaran*”.¹⁶. (an effort to create a conducive situation and created learning activity).For teachers, the main function in teaching is as preparing the good situation while the students is active in learning. Teaching is “the guidance of learning activity for purpose of aiding the pupils learning”.¹⁷

Teaching is *suatu kegiatan yang mencakup/meliputi secara langsung yang di maksud untuk mencapai tujuan khusus pengajaran ,menentukan entry behaviour peserta didik , menyusun rencana pengajaran, memberi informasi, bertanya, menilai dan sebagainya*.¹⁸

According to Hornby, teaching is “the work of teacher”.¹⁹. Herbart in Muhaimin state that teaching is a giving subject matter in order that they have response or knowledge as widely spread as possible, it is explain that teaching

¹⁶ Sardiman , *Interaksi dan Motifasi Belajar Mengajar*, Jakarta: Raja Grafindo Persada, 2002, P. 46.

¹⁷ Moh Uzer Usman, *Menjadi Guru Profesional*, Bandung: Remaja Rosda Karya , 2000, P. 21.

¹⁸ Ahmad Rohani and Abu Ahmadi, *Pengelolaan Pengajaran*, Jakarta: Rineka Cipta , 1991, P. 64.

¹⁹ Hornby, *Oxford Advanced Learner's dictionary*. P. 1225.

objective is thinking, namely is making correlation between response and knew knowledge.²⁰ Teaching stages based on theory namely:

1. preparing
2. Present (expressing/presentation)
3. Organizing comparison and association of subject matter
4. Formulation and conclusion
5. Application.²¹

Based on the definition above, it can be described that teaching is guidance from teaching to the students to create activities and motivation the students and they have response and know new knowledge and teaching learning process can be reached. The stage in teaching learning process are preparing, present, organizing comparison and association of subject, formulation and conclusion, application.

The English teachers must choose an appropriate method. The English teacher used the teaching methods have purposes clearly.

Kinds of teaching method according Ahmad Sabri, they are²²:

- 1) Lecturing method
- 2) Question and answer method
- 3) Recitation method
- 4) Group work method
- 5) Demonstration method

²⁰ Muhaimin etc, *Strategi Belajar Mengajar*, Surabaya: Citra Media, 1996. P. 58.
²¹ Ibid, P. 58-59.

²² Ahmad Sabri, *Strategi Belajar Mengajar* p. 53.

6) Psychodrama method

7) Drill method

1. Lecturing method is a method that is used the teacher in giving the lesson in classroom orally. Interaction between the teacher and student usually used this method.

The teaching can use the method in teaching learning process if:

- a. The students got materials too much.
 - b. The Teacher taught a new topic.
 - c. There were many students .
2. Question and answer method is a method teaching by using two ways because the teacher and student happen the interaction. The teacher gives question the student gives answer or the contrary.

The teacher can use a discussion method if:

- a. The teacher has purpose to repeat of the last lesson.
 - b. The teacher can build students' mativation
 - c. There were little students.
3. Recitation method is a method is given by the teacher at their home, library, an others place in studying. The method can stimulate the students to active in studying.

The teacher can use this method if:

- a. The students were more understanding about the lesson.
- b. The teacher hoped the students able to exercise themselves to life individually.

4. Team method is a method where the student were asked as a team or unit
 - a. The class was less facilities.
 - b. The students have the different ability.
 - c. The students have the different talent.

5. Demonstration method is a method of teaching that showing a process happened.

The method can be used if:

- a. The students have a skill.
- b. Teacher was easy to explain a something.
- c. Avoid verbalism.

6. Psychodrama method is a teaching method with demonstration a social behavior.

The method can be used by teachers if:

- a. The students were trained to solve problem the connection of social problems.
- b. The teachers wanted to explain a event that connection the social problems

7. Drill method/training method. This method can be used in teaching the nouns. There are examples the activities which encourage the students to repeat words especially in writing and speaking. The method is used by the teacher to measure the students understanding of English.

The method can be used by teachers if:

- a. The students got skill such as: writing, memorizing the words and sentences.
- b. The students do not need full attention.

D. English Teaching to Children

The teaching of English is expanding into elementary school in teaching English to children. It must considered some principles.

According to Fauziati," the prominent learning principles worth discussing in relation to teaching children are cognitive interactions principles, cognitive principle, society interactions".²³

1. Cognitive interactions principles.

According Fauziati states that children in elementary school called the concrete operational level cognitive development, children in elementary school setting generally learning by doing.

2. Cognitive principle.

Language acquisition the cognitive work of creative construction of the rules of the language. This principle will suggest that the habit formation interference vivo is not sufficient and that activities which require children to try out their English is other to accomplish these activities.

²³ Endang Fauziati, *Teaching of English as a Foreign Language*, p. 169.

3. Social interactions Approach.

The third basic principle of first and second language development is that language acquisition occurs through social, it uses the language with other in authentic communication setting. When these generalization are drawn to foreign language learning they have implication for curriculum development for teaching and for classroom procedures.

The Characteristic of Children

Several characteristics of children like playing. They understood and retain the meaning better when they have seen some object associated with them.

a. Children like playing.

The children usually like playing. They learn something while playing. The implication the language teaching by using games was effective way for teaching language. The game is an activity with rules a good and an element of fun. The emphasis used of game for language learning to be successful communication rather than on correctness on language.

b. The children talk about 'Here and Now'.

The children's world involves around the here and now. So, they did not be asked to discuss abstract thing. The children said relevant talk about the 'here and there'.

Teaching and learning process gave enough opportunity for them to use English in everyday contexts. They studied the nouns by listening, speaking and writing.

c. Association and Memory.

Children understand and retain the meaning better if they see some object associated with it. The teacher should expose the student to real life situations. The visual aid can serve as a useful substitute as picture and their image than words thus teaching the noun should be an integral part.

E. Nouns

This chapter the writer discussed about the theories which were related nouns. The noun consists of:

1. Definition of nouns

There were some definitions about nouns that have been stated by linguist. According Prayitno noun is "a word is used to the thing, person, animal, plant, place, food or something that is considered as a thing."²⁴. According Dony Hariyanto dan Rudi Hariyono noun is "each word that indicate person, place animal, plant or something to be noun".²⁵ According to Muhammad Ayub noun is "a word that give name of people or the other noun".²⁶ According to Oxford Learner's pocket Dictionary noun is "word that

²⁴ AM. Prayitno, *Mastering English Grammar*, Surabaya: Karya Utama, 2004, p. 1.

²⁵ Dony Hariyanto and Rudy Hariyono, *English Grammar For General Application*, Surabaya: Gitamedia Press, 2003, p.28.

²⁶ Muhammad ayub, *Modern English Grammar*, Jakarta: Pustaka Amani, 2003, P.5.

is the name of thing, quality, person, etc and can be subject or object of a verb".²⁷

Based on definitions above, the noun is a word that is indicated person, place animal, plant, quality, activity, concept or something considered as a nouns and can be subject or object in sentences.

Kinds of noun

In using, there are kinds of noun, they are:

- a. Concrete Nouns
- b. Abstract Nouns
- c. Countable Nouns
- d. Uncountable Nouns
- e. Singular Nouns
- f. Plural Nouns
- g. Genders
- h. Cases

1. Concrete Nouns

- a. Proper Nouns

The noun which is used to name the proper is called proper noun.

The proper noun is begun by capital letter. Examples are Indonesia, Surabaya, M. Amir etc). These noun never need the article (the, a or an).

- b. Command Nouns

²⁷ Endang Fauziati, *Teaching of English as a Foreign Language*, p. 169.

It is a word used to name the command thing. It is generally written in small letter. For examples:

- Teacher (guru)
- Student (murid)
- Table (meja)
- Chair (kursi)
- Uncle (paman)
- Umbrella (payung)
- Hour (jam)

Command noun normally need the article (**the** atau **an**) when these noun do not use the article, they will have general meaning. If these nouns need "**the a and an**", they have clear meaning. Compare the command nouns bellow.

a student (seorang guru)	student (siswa)
a teacher (seorang guru)	teacher (guru)
an uncle (seorang paman)	uncle (paman)
the child (anak itu)	child (anak)

Note:

- 1) The article "a" is used before words beginning with a consonant sound.

For example is:

- | | |
|-----------------|----------------|
| - a lamp | (sebuah lampu) |
| - a book | (sebuah buku) |

while "an" is used before words beginning with vowel sound for example is:

- **an** uncle (seorang paman)

- **an** umbrella (sebuah payung)

2) The common nouns that stand as a unit of phrase life in the phrases below do not need the article.

- **on** time (tepat waktu)

- **on** duty (bertugas)

- **on** foot (jalan kaki)

- **By** taxi (naik taxi)

- **By** plane (naik pesawat)

- **On** pins and needles (keadaan gelisah)

c. Material Nouns

Material noun is a word which is used to name the material thing, the material noun can not use the article "a or an" but it must be used there article "the" beside the article, material nouns can use word "some and little" (beberapa/sedikit) to call of the quantifier.

- **some** water (beberapa air)

- **some** sand (beberapa pasir)

- **little** water (sedikit air)

- **little** oil (sedikit minyak)

- **The** water (air)

- **The** oil (minyak)

- **The sand** (pasir)

2. Singular Nouns

According to Dony Hariyanto and Rudi Hariyono, Singular noun is

The singular is the nouns indicate that the noun is one. Generally the singular is always formed by using article "**a** or **an**" especially for countable noun and it has been not known exactly".²⁸ According Oxford singular noun is "referring to one person".²⁹

Based on definition above, the singular noun is person and something that referring to one.

Examples:

There is *a bicycle*

There is *a bag*

There is *an engineer*

3. Plural Nouns

According to Dony Hariyanto the plural noun is "*kata benda yang di gunakan untuk menunjukkan bahwa benda tersebut lebih dari satu*".³⁰ Based on definition above, the noun is used to indicate that the noun more from one and It can be formed from singular noun by adding character "**-s** or **-es**". For examples:

²⁸ Dony Hariyono and Rudy Hariyono, English Grammar, P.41.

²⁹ Oxford Learner's Pocket Dictionary, P. 385.

³⁰ Dony Hariyono and Rudy Hariyono, English Grammar, p.42.

Singular nouns	Plural nouns
Father	Fathers
Mother	Mothers
Sister	Sisters
Brother	Brothers

The plural nouns many be followed article the for example:

- a. Those are **the fathers**
- b. **The mothers** cook in a kitchen
- c. **The sisters** study in a class room

According to Digby Beaumont there are two plural nouns, they are:

- a. *Regular Plural.*
- b. *Irregular Plural.*³¹

Regular Plural

1. The plural forms are formed from singular. The regular plural of nouns are regulary formed by adding "s or es" to the singular noun. For examples:

Singular	Regular plural
Book	Books
Pen	Pens
Chair	Chairs

³¹ Digby Beaumont & Colin Granger, the Heinemann English Grammar, Singapore, 1989, P. 154-155.

It is necessary to know pattern of regular noun formation in order that students are able to use the nouns well. There are seven pattern of regular nouns formation. they are:

1. When the singular forms end in (s, x, z, ch, or ss) the plurals are formed by adding **es** for example:

Singular	Regular Plural
Bus	Busses
Box	Boxes
Brush	Bushes
Class	Classes

For examples the sentences:

- a. A bus passed the home (singular) --- sebuah bis melewati rumah
- b. Busses passed the home (plural) --- bis-bis melewati rumah itu
- c. A box **is in** a mosque (singular) --- kotak itu di dalam mesjid
- d. Boxes are in the mosque (plural) --- kotak-kotak di dalam mesjid
- e. A class is thirty students (singular) --- sekelas ada 30 siswa
- f. Classes has a English Teacher (plural) --- kelas-kelas mempunyai guru bahasa Inggris

2. When singular form and in "y" which is preceded by a consonant, the plural forms are formed by changing "y" into "i" and adding "es". For examples

Singular	Regular Plural
Baby	Babies

Lady	Ladies
Library	Libraries
Fly	Flies

For example the sentences :

- a. My aunt has a baby(s) --- bibiku mempunyai seorang bayi
 - b. My aunt has babies(p)---ku mempunyai bayi-bayi
 - c. A lady shops at the supermarket (s) --- nyonya belanja di supermarket.
 - d. Ladies shop at the supermarket (p) --- nyonya nyonya belanja di supermarket
4. However the singular noun ending in "y" that is preceded by a vowel, the plural forms are made by adding "s". For example:

Singular	Regular Plural
Day	Days
Boy	Boys
Key	Keys
Donkey	Donkeys
Monkey	Monkeys

5. When the singular form ending "o" which is preceded by the consonant the plurals are made by adding "es".

Singular	Regular Plural
Mango	Mangoes

Potato	Potatoes
Tomato	Tomatoes
Some exceptions	
Piano	Pianos
Photo	Photos
Embrio	Embrios
Solo	Solos

6. The nouns ending "o" that is preceded by a vowel are made by adding "s".

For example:

Singular	Regular Plural
Bamboo	Bamboos
Folio	Folios

7. When the singular noun form ending "fe" the plurals are formed by changing "f or fe" into "v" before adding "es" for example:

Singular	Regular Plural
Calf	Calves
Knife	Knives
Loaf	Loaves
Life	Lives
Thief	Thieves

8. Some noun retains the "f" and only adding "s" in the plural noun. For examples:

Singular	Regular Plural
Proof	Proofs
Staff	Staffs
Whorf	Whorfs

a. Regular Plural

The irregular plurals are not formed by adding "s" or "es" to the singular forms. For examples:

Singular	Irregular Plural
Child	Children
Mouse	Mice
Louse	Lice
Goose	Geese
Foot	Feet
Tooth	Teeth
Man	Men
Woman	Women
Policeman	Policemen
Policewoman	Police Women

Irregular noun can be classified into four type:

1. The plural form of compound noun of which the first and the second the must be the plural form.

Singular	Irregular Plural
Man servant	Men servants
Man teacher	Men teachers
Woman teacher	Women teachers

2. All nouns do not have singular forms. For examples :

Singular and irregular plural are same form.

Clothes	Pakaian
Drawers	Celana panjang dalam
Mumps	Penyakit gondok
Shorts	Celana pendek
Trouser	Celana panjang
Scissors	Gunting
Tweezers	Jepitan

3. The plural noun listed below generally the way of counting them in the plural form is normally by using the container, balance, measuring etc.

For example:

Singular	Plural
A glass of tea	Two glasses of tea
A bottle of water	Three bottles of water
A piece of apple	Two pieces of apple
A sheet of papers	Two sheets of papers
A cake of soap	Two cakes of soap

CHAPTER III

CHAPTER III

THE RESULT OF THE STUDY

A. Description of the English Teachers Methods were used in teaching nouns at the fifth grade students of two elementary schools.

1. Mrs. Dev, S.Pd.

Based on the interview with Mrs. Deviana on February 7th 2009 07.00-08.00 am. The type of methods were used in teaching nouns. Those methods were: lecturing method, question and answer method, Demonstration method and memorizing method.

a. The interview by Mrs. Dev in teaching nouns in using lecturing Method.

The characteristic of lecturing method in teaching nouns by Mrs.Dev:

Karakteristik mengajar dengan lecturing, metode/metode ceramah dalam mengajar kata benda yaitu adanya kosa kata di dalam kalimat, agar setiap kalimat mudah dipahami, penyerapan kosa kata khususnya kata benda Metode ceramah merupakan suatu cara mengajar yang di gunakan untuk menyampaikan keterangan atau informasi atau uraian tentang suatu pokok persoalan secara lisan.³²

Based on the explanation above, the writer concluded that Mrs. Dev also used the lecturing method in teaching nouns in order the students can understand about nouns in sentences.

³²The result of interview by Mrs. Dev on February 7th 2009.

Lecturing method was used by Mrs.dev Such as:

*Dalam penggunaan metode ceramah saya gunakan untuk mengajar bahasa inggris dalam writing, reading, listenig dan speaking karena setiap materi bahasa inggris meggunakan penjelasan yang detail dan metode ini muadah di gunakan dalam segala situasi.*³³

Based on the explanation above, the writer conclude that Mrs. Dev used the lecturing in teaching nouns. It was applied to the four skills of English. They were in reading, writing, listening and speaking. Through this method the students were accustomed to train repeatedly to remember the nouns. The lecturing method was used by the English teacher to explain in teaching nouns. Without teacher's explanation so, giving the material of nouns did not useful for them. The teaching nouns of the fifth grade students were helped by using the methods in order the students were interested in studying. Using the lecturing methods were often used in writing because it needed many explanations clearly so the students can understand the nouns well.

The teacher explained the material using the lecturing method by Mrs. Dev was:

*Ketika mengajar bahasa inggris menggunakan metode ceramah saya menjelaskan materi ke siswa dengan menggunakan bahasa Indonesia/bahasa ibu supaya siswa bisa paham mengenai kata benda.*³⁴

Based on the explanation above, the writer conclude that Mrs.Dev always used Indonesian language in teaching nouns because the students

³³ *Ibid.*

³⁴ *Ibid.*

found to difficulty if the teacher used the English language continuously. In applying the lecturing method, the teacher sometimes found to difficulty because the situation and environment do not support the students to studying

When the students feel fatigue or sleepy, this method was suitable to refresh condition and make the students were more enthusiast to the learning English. Lecturing method was used in teaching nouns related to the sub discussion. Based on interview of the writer at the time, the English teacher explained about the definite time. In this case, the teacher explained how to write times.

Reasons in using lecturing method by Mrs. Dev was:

*Alasan saya menggunakan metode ini karena metode ceramah mempunyai segi positif seperti: saya dapat memberi materi cepat dalam waktu yang terbatas dan siswa dapat di control. Segi negatif yaitu: siswa pasif dan mudah bosan.*³⁵

Based on the explanation above, the writer concluded in teaching the nouns, the teacher used the lecturing methods because he has reasons, they were:

Positive sides namely:

1. The teacher can give many materials in short time.
2. The teacher can control the class easily

Negative sides namely :

1. The students were easy to understand the words or verbalism.
2. The students were easy boring.

³⁵ *Ibid.*

3. The teacher was difficult to differentiate between the students that understanding and misunderstanding.

4. The students became passive.

Supporting and inhibiting factors

Supporting factors

a. Learning books, such as the used handbook entitled fun and happy with English text book for elementary school.

b. Learning media such as:

1) Interesting pictures, the teacher can draw on white board fast and interesting. He can draw food (bread, clothes, juice, mangoes and etc).

2) Photos such as: birthday's photo.

3) Symbols such as: traffic light symbol.

c. Situation and condition

The situation and condition need to get attention in English teaching in teaching nouns, it meant:

1. Situation and condition at school or rooms, such as: stationary and size of rooms and ventilation.

2. Situation and condition the students.

b. Memorizing Method

The characteristic of memorizing in teaching nouns by Mrs. Dev was:

*"Metode menghafal selalu saya gunakan untuk menambah perbendaharaan kata khususnya dalam mengajar kata benda."*³⁶

³⁶ The result of interview by Mrs. Dev on February 14th 2009.

Based on the interview with Mrs. Dev above, the memorizing method was very effective and good in teaching nouns, especially adding students' vocabularies. If students were asked to memorizing the nouns so, they were easy to remember it.

Using the memorizing method was very important in teaching nouns especially concrete, singular and plural nouns. The students should understand nouns since the fifth grade such as: characteristics, spelling, writing and pronunciation them.

In teaching the materials of nouns, the English teacher must be selective. Usually, the students were asked memorizing the nouns one by one front of the class and teacher asked to them of meaning it.

Reasons in using memorizing method with Mrs. Dev was:

Saya menggunakan metode menghafal supaya siswa mudah membuat kalimat dan paham dalam bahasa inggris. Dalam menggunakan metode menghafal mempunyai efek negatif yaitu: siswa mudah bosan, bakat siswa tidak berkembang kemampuannya dan siswa bersifat verbal. Positif yaitu: mempunyai kemampuan motorik.³⁷

Based on the explanation above, the writer conclude in teaching the nouns, the teacher used the memorizing method because she has reasons, they were

However, the memorizing method has positive and negative sides.

Positive Sides, namely:

1. The students got the skill such as: memorizing nouns and the meaning.

³⁷ *Ibid.*

2. The students got a psychology skill because they must memorize the words front of their friends.
3. The students were faster in getting vocabularies.
4. The students got a habit that did not need a full concentration .
5. The students got the experience in studying the nouns.

Negative sides, namely:

1. It can hamper students' talent as the students have to memorize the words.
2. The students were easy bored
3. Student's verbalism

According the English teacher in SDN-5 Menteng memorizing method was very effective and exact to memorize words the nouns, formulation in structure. Based on the observation the writer, the students can memorize the material nouns minimal 10 (ten words) in a week. Because of the English lesson was taught once (35x2 minutes) in a week. In order to memorize the vocabularies, so they can memorize it at their home. The English teacher only gave the direction.

c. Question and Answer Method

The characteristic of question and answer method in teaching nouns by Mrs.Dev was:

Karakteristik mengajar dengan menggunakan metode tanya jawab dalam mengajar kata benda yaitu cara penyajian pelajaran dalam bentuk pertanyaan yang harus di jawab, terutama dari guru kepada siswa atau , tetapi dapat pula dari siswa kepada guru.³⁸

³⁸ *Ibid .*

Based on the explanation above, the writer concluded that Mrs. Dev used question and answer method is a teaching method by using two ways. Teacher and students happened the interaction question and answer the materials the nouns.

Using the question and answer method in material the English by Mrs. Dev was:

*Saya menggunakan metode tanya jawab dalam menyampaikan mata pelajaran bahasa inggris pada kata benda dalam mengajar writing, speaking, listening.*³⁹

Based on the explanation above, the writer concluded that Mrs. Dev used the method in writing, speaking, listening. In teaching teacher gave an opportunity the time to students to asking about nouns then she answered it or the student asked and teacher answer it. By using the method, the English teacher can measure the student's ability in studying of nouns.

Reasons teacher used the question and answer method by Mrs. Dev was:

*Alasan saya menggunakan metode tanya jawab karena metode ini mudah di gunakan dalam arti guru tidak harus menyiapkan alat-alat atau media untuk mengajar kata benda, di samping itu guru langsung biasa mengetahui hasil belajar secara langsung dari kemampuan siswa.*⁴⁰

³⁹ Ibid.

⁴⁰ Ibid.

Based on the explanation above, the writer concluded that Mrs. Dev used the question and answer method because the method was easy used in teaching nouns. The students' ability can be known directly by teachers.

Positive and negative sides used the question and answer method by Mrs. Dev was:

Dalam menggunakan metode tanya jawab pasti ada ada keuntungan dan ketidakuntungan, keuntungannya: pertanyaan dapat menarik dan memusatkan perhatian siswa, merangsang siswa untuk melatih dan mengembangkan daya pikir dan siswa berani untuk mengemukakan pendapat. Segi ketidakuntungan yaitu siswa menjadi minder jika guru tidak dapat membuat suasana akrab baginya, guru tidak mudah membuat pertanyaan yang sesuai dengan kemampuan siswa dan dalam jumlah siswa yang banyak guru tidak cukup memberi pertanyaan semua siswa.⁴¹

Based on the explanation above, the writer concluded that Mrs. Dev used the question and answer method considered positive and negative side, they were:

Positive sides, namely:

1. The students can attention of the English lesson by the question.
2. The students can develop their mind.
3. The students can be motivated in studying the nouns.

Negative sides, namely:

1. The students became more afraid if the English teacher can not make the slow situation and enjoy.
2. The English teacher was not easy to make the sentences which suitable with student's ability .

⁴¹ Ibid .

By using the question and answer method, it can help the English teachers in teaching nouns. It can help the students in studying the English.

d. Demonstration Method

The characteristic of demonstration method in teaching nouns by Mrs.Dev was:

*Mengajar dengan menggunakan demonstration method adalah cara penyajian bahan pelajaran dengan meragakan atau mempertunjukkan pada siswa suatu proses, situasi, atau benda tertentu yang sedang di pelajari, baik sebenarnya atau tiruan yang sering disertai dengan penjelasan lisan.*⁴²

According to the explanation above the writer concluded that the demonstration method is a method of teaching that showing a process, situation or something that have been studied. Example: Reading of the text, the English teacher gave an example how to read well front of the class then her students followed her.

Based on the interview, the English teacher taught speaking by using the demonstration method. In order they have been decreasing in studying the English especially in understanding the nouns.

English teacher also used the method in teaching the nouns that identification about concrete nouns, singular nouns and plural nouns.

Using the question and answer method in material the English with Mrs. Dev was:

⁴² Result of interview by Mrs. Dev on February 21st 2009

“Penggunaan metode demonstrasi dalam pengajaran kata benda, saya mengajarkannya dalam reading dan speaking.”⁴³

Based on explanation above, the writer concluded that Mrs. Dev used the demonstration method to teach reading and speaking in teaching nouns. Because of the students were difficult in speaking. They needed explanation the material by using the demonstration method.

Positive and negative sides used the question and answer method by Mrs. Dev was:

*Penggunaan demonstation method pasti mempunyai segi positif dan negative. Segi positif yaitu pengajaran kata benda menjadi lebih jelas, siswa lebih mudah memahami apa yang di pelajari, proses pengajaran yang menarik dan siswa di harapkan aktif mengamati antara teori dan praktek. Segi negatif yaitu guru harus aktif dan punya ketrampilan memperagakan, fasilitas harus ada dan guru perlu persiapan yang matang.*⁴⁴

Based on explanation above, the writer concluded that Mrs. Ind had reasons in teaching nouns used the demonstration method, they were:

Positive sides, namely:

1. It can make the lesson more clearly.
2. The teachers were easier in giving the materials
3. Teaching learning process was more interesting.
4. The students were motivated.

Negative sides, namely:

⁴³ *Ibid.*

⁴⁴ *Ibid.*

1. It needed teacher's skill
2. It needed planning in long time.

2. Mrs. Ind Widya, A.Md.

a. Lecturing Method

The characteristic of lecturing method in teaching nouns by Mrs.Ind was:

*Karakteristik mengajar dengan lecturing method adalah Metode ceramah merupakan suatu cara mengajar yang di gunakan untuk menyampaikan keterangan atau informasi atau uraian tentang suatu pokok persoalan secara lisan.*⁴⁵

Based on the interview on February 27th 2009, the writer concluded that Mrs. Ind used lecturing method to explain the nouns. Because teaching of nouns needed explanation clearly in order the students can understand about the materials. Using the lecturing often was used in teaching English lesson if it was considered with the other methods.

Using the question and answer method in material the English with Mrs. Ind was:

*Metode ceramah saya gunakan untuk mengajar bahasa inggris dalam writing, reading, listenig dan speaking karena setiap materij bahasa inggris meggunakan penjelasan yang luas dan metode ini mudah di gunakan dalam segala situasi dan kondisi baik di luar atau di dalam kelas.*⁴⁶

⁴⁵ The result of interview by Mrs. Ind on February 27th 2009

⁴⁶ *Ibid.*

Based on explanation above, the writer concluded that Mrs. Ind used the lecturing method in teaching nouns in writing, reading, listening and speaking.

Positive and negative sides used the question and answer method by Mrs. Ind was:

Dalam mengajar kata benda saya menggunakan metode ceramah tentu ada segi positif dan negative. Segi positif yaitu guru tidak banyak memerlukan persiapan secara matang, guru mudah menerangkan pelajaran dengan baik dan dapat di ikuti dalam jumlah siswa yang besar.

⁴⁷

Based on explanation above, the writer concluded that Mrs. Ind in choosing the lecturing method considered positive and negative sides. Although the lecturing method was very exact to explain the English materials, especially in teaching nouns. but it also has positive and negative side, they were:

Positive sides:

1. English teacher the fifth class can give many materials of nouns.
2. The class can be controlled by English teacher.
3. The English teacher was easy to do it because it is not many using media in learning.

Negative side, they were:

⁴⁷ Ibid.

1. The students were easy bored in learning of English.
2. The students become verbalism because they only listened.
3. The students were not active in learning.
4. The students who understanding and misunderstanding in explanation the teacher were difficulty to known.

After English teacher at the fifth grade knew positive and negative sides, in teaching English has to support by other media. The teacher taught, she must choose the appropriate methods.

b. Answer and Question Method

The characteristic of answer and question method in teaching nouns by Mrs. Ind was:

Dalam mengajar kata benda saya menggunakan answer dan question method/metode tanya jawab. Karakteristik metode tanya jawab adalah cara penyajian mata pelajaran dalam bentuk pertanyaan yang harus dijawab, terutama dari guru kepada siswa tetapi dapat pula sebaliknya.⁴⁸

Based on the explanation above, the writer concluded that Mrs. Ind used the answer and question method to give questions to the students and they answered directly in order the teacher can know students' ability in understanding the nouns. To evaluate in teaching nouns, the teacher always used the answer and question method.

Using the question and answer method in material the English with Mrs. Ind was:

⁴⁸ The result of interview by Mrs. Ind on February 28th 2009.

*Saya menggunakan metode tanya jawab untuk mengajar kata benda khususnya dalam writing, speaking dan listening. Karena metode ini cukup efektif dan efisien dan materi ini memerlukan banyak umpan balik yang secara langsung dapat diketahui oleh guru.*⁴⁹

Based on the explanation above, the writer concluded that Mrs. Ind used the question and answer method in giving the materials in listening, writing and speaking.

The method was used by the English teacher to know the student's ability in studying nouns. Teacher often used the method as an evaluation in teaching the nouns especially concrete singular and plural nouns. Using the method can be applied by using the other methods.

The answer and question method was used to repeating and remember last materials of nouns. Through the method so, they did not forget of materials of the nouns that connecting with the materials will be given. Answer and question method, English teacher can know success in learning process.

Positive and negative sides used the question and answer method by Mrs.

Ind was:

*Metode tanya jawab mempunyai titik kelemahan dan kelebihan. Kelebihan metode tanya jawab yaitu mengembangkan keberanian dan ketrampilan siswa dalam mengemukakan dan menjawab pertanyaan, dan melatih daya pikir anak. Kelemahan metode tanya jawab yaitu metode ini butuh waktu yang panjang dan tidak mudah membuat pertanyaan yang sesuai dengan kemampuan siswa.*⁵⁰

Based on the explanation above, the writer concluded that using the methods has few positive and negative sides.

⁴⁹ *Ibid.*

⁵⁰ *Ibid.*

Positive side, they were:

1. Question can be motivation the students in studying.
2. The students can develop their mind confidently.
3. The students are more courageous in giving their opinion at the class.

Negative side, such as:

1. English teacher was difficult to make questions that suitable the student's ability.
3. If a large students was impossible all of the students got answers.

By considering the negative and positive sides, English teacher can use many methods that applied in teaching noun at SDN 9 Menteng.

c. Demonstration Method

The characteristic of demonstration method in teaching nouns by Mrs. Ind was:

Menurut sepengetahuan saya karakteristik dari penggunaan demonstration method/metode demonstrasi adalah penyajian materi pelajaran dengan meragakan atau menunjukkan kepada siswa suatu proses tertentu yang sedang di pelajari baik sebenarnya atau tiruan yang disertai penjelasan.⁵¹

Based on the explanation above, the writer concluded that demonstration method is a teaching method that showing a process or situation to the students about materials were learning in the fact or imitation by using explanation orally.

Using the demonstration method in material the English with Mrs. Ind was:

⁵¹ *Ibid.*

*Saya menggunakan metode demonstrasi untuk mengajarkan kata benda dan khususnya dalam pengajaran listening dan speaking. Karena mereka masih kesulitan dalam listening dan belum adanya fasilitas yang memadai begitupun dalam speaking di kelas.*⁵²

Based on the explanation above, the writer interview by Mrs. Ind (English teacher at SDN-9 Menteng, Jekan Raya). The English teacher used the demonstration method in teaching nouns in speaking and listening.

Description the method in speaking was English teacher gave the examples the material of speaking as a demonstrator in front of the class. Then she spoke clearly and followed by her students. The first, the students were asked speaking group. They were asked speaking one by one. By teaching like that, so they can be motivated and train the students' courage to speaking English in studying nouns.

Demonstration method in listening was English teacher stood front the class. Then she spelt the material slowly and clearly in order her students can understand. After that the students rewrite according what he has listened of the English teacher.

Positive and negative sides used the demonstration method by Mrs. Ind was:

*Dalam setiap penggunaan metode tentu ada segi positif(menguntungkan) dan segi negative (merugikan). Segi positif yaitu verbalisme pada anak dapat dihindari karena, siswa lebih paham tentang pelajaran inggris dan proses belajar mengajar lebih menarik. Segi negatif yaitu fasilitas harus lengkap karena perlu banyak peralatan, guru dituntut untuk terampil dan persiapan harus matang.*⁵³

⁵² Ibid.

⁵³ Ibid.

Based on the explanation above, the writer concluded that Mrs. Ind use the demonstration method should be selective in choosing the methods because in teaching nouns at the fifth grade students were not easy.

The demonstration method has positive and negative sides, they were:.

Positive sides, namely:

1. It can make the materials are clear.
2. Avoid student's verbalism.
- 3 The students were more understand the materials of English.
4. Teacher learning process was more interesting.
5. The students were active in learning the nouns.

Negative sides, namely:

1. English teacher had to has skill so the students interested to learning English.
2. The teacher needed a perfect planning
3. It was support by perfect facilities

Based on definition above, using the demonstration method in teaching nouns could not stand itself but it should be supported by using the others methods. So, the materials can be understood to the students clearly.

d. Drill Method

The characteristic of drill method in teaching nouns by Mrs. Ind was:

Metode latihan di sebut juga metode training yaitu metode mengajar dengan menanamkan kebiasaan- kebiasaan tertentu dengan ketangkasan dan keterampilan.⁵⁴

Based on the explanation above, that Mrs. Ind was definite the drill method is a method in teaching nouns by giving habits certain with students' ability in English.

Using the drill method in material the English with Mrs. Ind was:

saya menggunakan metode latihan dalam mengajarkan kata benda khususnya dalam writing, speaking or pronunciation. Karena materi speaking memerlukan latihan dan pengucapan secara berulang-ulang dari guru untuk siswa yang sesuai dengan ejaan yang benar.⁵⁵

Based on the explanation above, the writer interview by Mrs. Ind that she used the drill method in speaking and pronunciation in teaching English. The method was regarded effective and efficient to teach the nouns. Because of the teacher always repeat the words or sentences for the students the getting the skill in speaking and pronunciation.

Positive and negative sides used the drill method by Mrs. Ind was:

Dalam mengajarkan kata benda saya menggunakan metode latihan tentu saya mempertimbangkan keuntungan dan kerugian dari metode latihan. Karena setiap metode mengajar mempunyai efek negative dan positif. Setiap guru harus pandai menyeleksi dari setiap metode yang akan di gunakan dalam mengajarkan kata benda Segi positif metode latihan yaitu siswa mendapat kemampuan motorik seperti writing, melafalkan kata-kata, huruf dan kalimat, pembentukan kebiasaan yang rumit menjadi lebih mudah. Segi pasitif yaitu siswa harus menyesuaikan perintah dari guru, siswa mudah bosan karena di lakukan secara monoton, siswa menjadi verbalisme.⁵⁶

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Ibid.

Based on the explanation above, the writer concluded that Mrs. Ind used the drill method in writing, speaking and pronunciation. The method was effective to train student's creativity. This method can support the students to studying the nouns. The drill method can help the students in studying nouns nevertheless using the method has positive and negative sides.

Positive side, they were:

1. The students got the skill in writing, speaking and pronunciation
2. The students did not need full concentration
3. Making the difficult words become easier

Negative side, they were:

1. The students should be obedient to teacher's role
2. The students became verbal
3. The students were easy bored.

B. Description the English Teacher Explained about the Concrete nouns, Singular nouns and Plural nouns at SDN 5 Menteng.

1. Explanation of concrete nouns.

Based on the observation on Saturday February 21st 2009 at 07.00-08.30 am. In teaching the nouns, there were the third steps.

a. Preparing. The teacher created a comfort situation and condition in teaching learning process.

b. Implementation. the first step, she was done by English teacher introducing materials the concrete nouns to the students and explanation about characteristics

concrete nouns and definition of the concrete nouns. English teacher explained the concrete nouns were a word used the thing, person, animal, plant, place, food or something that consider as nouns. The English teacher explained about definition of noun three time, the students can understand about the definition the nouns. After that, the students opened their book on page 10-13. at book "fun and happy with English grade 5". These pages discussed about the concrete nouns especially material nouns, the concrete nouns can not use the article "a or an" but it must be used article "the" beside that articles the nouns can be used words "some, any and little"

Examples:

1. I need some sugar (saya memerlukan sedikit gula)
2. I need little water (saya memerlukan sedikit air)

Then the teacher gave the time ten minutes to asking about the materials if they have not understood. Most of them still difficulty to understand using "some any and little". Then the English teacher explained difference between "some any and little". if you used word some, in your sentences must use positive sentence. Otherwise if you used word any, your sentences must use negative or interrogative sentences. Examples the material nouns were:

Words	Meaning
The coffee	Kopi
The water	Air
The sugar	Gula
The milk	Susu
The oil	Minyak
The sand	Pasir
The mud	Lumpur
The iron	Besi
The steel	Baja

Then the teacher explained the words above during 30 minutes after that the teacher gave exercises five numbers. After the exercises were done by students then they were asked to do on white board and the teacher corrected directly. The time still remind 30 minutes continued by giving descriptive text. For example:

Kinds of food and drink

Last Sunday, I went to my grandparents. They have a garden fruits. It has a apple tree, orange tree, and pear trees. I was very happy to visit my grand parents. My sister went to the Mulia supermarket. She bough a beef, cheeseburger, the chicken, the ham, hot dog, the salad, the fish, rice, egg, vegetable, sandwich, mustard, kechup, and sugar. My brother bought drinking. They are the fruit juice, coffee, cake, hot tea, and dessert.

My family has been planning, it will visit them two weeks again.

After the English teacher read the descriptive text, so she gave an opportunity to the students to asking about difficulty words. Most of them asking about meaning or translate into Indonesian language of the text.

In order the students were more know and understand of vocabularies the foods and drink so, the English teacher drew on the white board about kinds of food and drink.

For examples:

Foods

Beef	bread	cheeseburger	eggs
------	-------	--------------	------

Drink

fruit juice	coffee	hot tea
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Words above were few examples the vocabularies especially concrete nouns.

c. Evaluation: The English teacher made exercises about concrete nouns.

For examples:

1. Write down the food starting with B.

a.....

b.....

c.....

2. Write down five kinds of food starting with S.

a.....

b.....

c.....

the examples above were as evaluation the material of the concrete nouns English teacher controlled the students because one of them ever made any noisy in the class. The English teacher explained the materials must be able to manage in class. At the fifth grade of SDN-5 Menteng, they have learned the concrete nouns since the third class. In order, they were no problems both using article “a or an” of the concrete nouns.

2. Explanation of Singular Nouns.

Based on observation on February 28th 2009, the teacher taught about singular nouns, there were the third step.

a. Preparing: The teacher created a comfort situation and condition in teaching learning process. In teaching learning process was done by the teacher the first

step namely: greeting by saying good morning then a chairman the class stand up and others students follow him.

b. Implementation: The English teacher gave the material of the singular nouns.

The materials were taught such as:

No	Singular nouns	Meaning
1.	A mouth	Mulut
2.	A Leg	Kaki
	A Tongue	Lidah
4.	A Stomach	Perut
5.	A Bottom	Pantat
6.	An Elbow	Siku
7.	A Nose	Hidung
8.	A Head	Kepala
9.	A Chick	Pipi

After the English teacher wrote the singular nouns, then she read and was followed by her students. In speaking they have problems because English language between writing and pronunciation were read different. Most of them read like as Indonesian language, in teaching parts of the body, teacher taught writing and pronunciation. After the students finished to write the singular nouns then was continued by classification parts of body become three parts. They are:

1. Head: a mouth, a tongue, a nose, a chick, a chin.
2. Body: a stomach, an elbow.
3. Leg: a bottom.

She was classification the materials in order, the students were easy to understand and memorize it. After that, they were ordered to make simple sentences. The singular nouns are applied with verbs or functions part of body.

For example:

1. Nose → Smell
2. Tongue → Taste
3. Mouth → Eat/speak/drink
4. Hand → Eat/Hold/ Touch

Then English teacher made the simple sentences by using simple present tense from number 1 till number 4 using words above. while her students were full attention follow speaking to their teacher. Examples the sentences, they were:

1. Anton smells with his nose.
2. Rini tastes with her tongue.

She only gave the examples two sentences. Then the English teacher gave an opportunity the time for the students to asking about singular nouns and functions parts of body. In fact, four of them there are questions. In teaching singular nouns in speaking, the teacher found problem such as student's pronunciation. Then the teacher made a summary about her explanation the singular nouns.

c. Evaluation: The English teacher gave the evaluation for the students' ability about the materials had been learned.

3. Explanation of plural nouns

Based on observation on March 6th 2009, In teaching the plural nouns, there were the third steps, they were

a. Preparing: The teacher created a comfort situation and condition in teaching learning process. In teaching learning process was done by the teacher the first

step namely: greeting by saying good morning then a chairman the class stand up and others students follow him.

b. Implementation: Before introducing the plural nouns the English teacher gave stimulation and definition the plural nouns. Examples plural nouns parts of body for the fifth grade students, they were:

	Plural	Meaning
1	Ears	Teling
2	Feet	Kaki
3	Eyes	Mata
4	Fingers	Jari
5	Hands	anganT
6	Teeth	Gigi

The plural nouns were given five words so the students were easy to understand.

Then it was applied by function parts of body. Such as:

1. Ears → listen
2. Feet → walk
3. Eyes → see
4. Fingers → touch
5. Hands → bring

After that, English teacher gave five examples the plural nouns by using the simple sentences then the students were asked to make the sentences.

1. I listen with my
2. My brothers walk with their

After the students finished to do the exercises, the teacher asked them collected their English book exercises on teacher's table.

In teaching plural nouns, she explained difference between singular nouns and plural nouns formerly.

Singular nouns	Plural nouns
1). It is formed by using article "a or an".	1). It is more one.
2). It do not get adding alphabet "s or es" and of words.	2). It get adding alphabet "s or es" and of words.

After that teacher gave opportunity to the students to asking of the teacher's explanation that less clearly and made summary about the materials.

c. Evaluation: To evaluate the students, the teacher gave material in listening about parts of the body the plural nouns. In listening, they were in the class because the school has not a language laboratory. The students listened the teacher's voice carefully. In listening, the teacher has two steps. The first step the teacher spoke in front of the class and the students listened in listening. The second step, the students wrote down what have been listened by their teacher. After the steps were done, the students' papers were collected. Then the teacher repeated in listening and the students were asked to giving respond verbally by teacher's instruction. These ways could give a deeper explanation about the plural nouns that applied by listening and writing.

Based on observation on march 13th 2009. There were the third steps, they were:

a. Preparing: The teacher created a comfort situation and condition in teaching learning process. In teaching learning process was done by the teacher the first step namely: greeting by saying good morning.

b. Implementation: Before introducing the plural nouns the English teacher gave stimulation and definition the plural nouns. At the time, the English teacher explained about regular and irregular plural nouns. Description teacher when she explained them, as follows:

Regular plural, characteristic is:

- It is made of singular noun and get adding alphabet "s or es".

Examples:

Hand → hands

Eye → eyes

Irregular plural, characteristic is:

- It is not made of singular nouns and not get adding alphabet "s or es" except must be memorized.

Examples:

Singular nouns	Irregular plural nouns	Meaning
Foot	Feet	Kaki
Tooth	Teeth	Gigi
Man	Men	Orang laki-laki
Child	Children	Anak-anak

Regular and irregular plural nouns were explained by the English teacher clearly.

Next, the English teacher gave the questions about characteristic of singular nouns, plural nouns, regular and irregular plural nouns one of them. They may not open book. Most of them can answer characteristic of the singular nouns and

regular plural nouns. To answer the irregular plural nouns, they were still confusing to different it.

c. Evaluation: To evaluate the students, the teacher gave a written test. After that, the student's exercise were corrected directly. In writing, they were many error in writing irregular plural nouns. To solve the problem the teacher asked to them to memorizing irregular plural nouns. By using these ways, so the explanation the plural nouns would more understood by the students and the did not forget the irregular plural nouns.

Description the English Teacher Explained the Concrete nouns, Singular nouns and Plural nouns at SDN 9 Menteng.

1. Explanation of concrete nouns

The observation on January 27th 2009. In teaching nouns, there were the third steps. They were:

a. Preparing: The teacher created a comfort situation and condition in teaching learning process. In teaching learning process was done by the teacher the first step namely: greeting by saying good morning then a chairman the class stand up and others students follow him.

b. Implementation: Before introducing the concrete nouns the English teacher gave stimulation and definition the concrete nouns.

the English teacher explained about concrete nouns. For example:

INTRODUCE MYSELF

Hello my name is Lisa. I am in the fifth years of elementary school. I am 11 years old. I came from Canada, so I am Canadian, I like pizza, steak, and melon. I don't like sweets because I easily get a toothache. I have an old brother his name is Eric. He is fourteen years old now.

Text above was example in reading at the fifth class at elementary school. It is published by Ganeca exact. The title fun and happy with English page 40.

The English teacher at the fifth grade explained the concrete nouns of reading, such as: The noun is used to name the proper called "proper nouns". It is always begun by capital letter like as: my name is Lisa. I am Canadian. I came from Canada.

In explanation the text, English teacher explained that name of Lisa has to use capital letter because it name of people.

- I came from Canada → English teacher explained alphabet "c" has to use capital letter because Canada is name of country. It never need the article "the, a, or an".
- I am Canadian → the English teacher explained word Canadian "c" has to use capital letter in writing because of Canadian has citizen in Canada.

After English teacher explained of the material orally so, she gave an opportunity to the students to asking about the materials that less clearly. In explanation the concrete nouns, the first step, the English teacher arranged the student's seat so situation and condition of teaching learning process in teaching nouns could be controlled.

In speaking, the teacher gave an example in front of the class as a demonstrator in order the students would understand in speaking. The teacher

repeated materials of speaking twice. After that she asked to the students about the difficult words. Next the teacher ordered to the students in speaking to introduce themselves. In speaking the students found the difficulty in made the simple sentences well by using simple present tense. To solve the problem in explanation of the concrete nouns, the teacher has strategies, they were:

c. Evaluation: To evaluation for the students in speaking, the teacher asked to the students to introduce themselves in front of the class one by one orally. After that, the students were asked to memorize it. In memorizing the teacher gave time ten minutes to memorize the concrete nouns.

2. Explanation of Singular nouns

The observation on February 11th 2009. In teaching noun at the fifth grade, there the third steps. They were:

a. Preparing: The teacher created the comfort situation and condition in teaching learning process. In teaching learning process was done by the teacher the first step namely: greeting by saying good morning then a chairman the class stand up and others students follow him.

b. Implementation: In explanation the singular nouns the English teacher done The first step, she give stimulation about the material time and write on white board. The second, English teacher explained about the time.

a quarter	: 15 menit
to	: Kurang
past	: Lebih
half	: 30 menit

in explanation of the materials, she sometimes used Indonesian language and English language. After English teacher finished to explain the material the times so, she asked to the students materials in writing that less clearly. Then the teacher make summary about the singular nouns.

c. Evaluation : To evaluate for the students in teaching nouns, the teacher gave exercises to the students. It was done in the class directly.

Exercises were:

Fill the blank of words below by using English language.

1. 07.00 =
2. 08.30 =
3. 05.15 =
4. 01. 45 =
5. 03.36 =

The teacher gave five numbers to doing in the class so they were bored in studying. The students finished to do exercises, their exercises book were collected on teacher's table. Then she corrected it directly. In fact, materials of the time did not difficult for the students. Because they only repeating of the material the fourth class. Almost the students got score 90 of 23 students. They only were five students got score 60.

In fact, the teacher found the problem for the students such as they did not understood in writing and pronunciation the singular nouns. To solve the problem the teacher ordered each the students brought an English dictionary.

3. Explanation of Plural Nouns

Based on the third observation on February 18th 2009 at 09.00-10.30am. In teaching nouns, the teacher has the third steps. They are:

a. Preparing: The teacher created a comfort situation and condition in teaching learning process. Activities that were done by the teacher such as the teacher present list the students firstly. Then the teacher opened the teaching learning activity by greeting then the students answered her greeting. The teacher prepared the material related to the taught this day.

b. Implementation: The teacher ordered the students opened this book page 44-45 on Erlangga. The plural were taught at the fifth grade like as example below.

FUNTION PARTS OF THE BODY

We see with our eyes
 We feel with our fingers
 We hear with our ears
 We smell with our nose
 We taste with our tongue
 We eat/drink with our mouth
 We touch with our hands or feet.

The sentences above, they have example in teaching plural nouns at SDN-9 Menteng Jekan Raya. After that, English teacher read the sentences three time and followed by her students. After that the teacher ordered the students to look for the difficult words. Then the teacher translated the text slowly and the student wrote down in their book. When the teacher taught, she always reward to the students who can translate the words. After the teacher finished to translate the text, she explained the text "function parts of the body, like:

Identification of plural nouns

1) It get to add alphabet "s or es" and of words.

2) It more one.

Identification of irregular plural

1) It is not mode of singular nouns.

2) It do not add alphabet "s or es" but it must be memorized like as: examples below.

Singular nouns	Irregular plural	Meaning
Foot	Feet	Kaki
Man	Men	Laki-laki
Toot	Teeth	Gigi
Child	Children	Anak-anak

In explanation identification the plural nouns, her student listened seriously. The class can be controlled and all of student followed activities in teaching learning process well. English teacher at the fifth grade gave an opportunity to the students to asking about unclear material. The teacher make summary the plural nouns.

c. Evaluation: The teacher asked one of them to mention five of sense and function it. In fact, he can answer the question. After that the teacher gave questions to the students to done it. Then their exercises were finished to done she ordered the students to collected and change with other friends to checked it. The teacher gave correction and told them when the students have the error in doing the exercises. In evaluation, the teacher waned to study and repeat at home. The teacher gave a home work.

C. The Analysis of the English Teachers Methods in Teaching Nouns and the Explanation of the English Teachers in Teaching Nouns at the Fifth Grade of Two Elementary Schools.

**1. The Analysis of the English Teachers Methods in Teaching Nouns at
Two Elementary Schools.**

No	Methods	Subject	Teachers
1.	Lecturing Method	It was used in teaching nouns in reading, listening, writing and speaking.	Mrs. Ind Mrs. Dev
2.	Question and answer method	It was used in teaching nouns writing, speaking, and listening.	Mrs. Dev
		It was used in teaching nouns in writing, speaking, listening.	Mrs. Ind
3.	Demonstration method	It was used in teaching nouns in reading and speaking.	Mrs. Dev
		It was used in teaching nouns in speaking and listening.	Mrs. Ind
4.	Drill method	It was used in teaching nouns in writing, speaking and pronunciation.	Mrs. Ind
5.	Memorizing method	It was used in teaching Vocabulary.	Mrs. Dev and Mrs. Ind

**2. The Analysis of the Explanation of English teachers at the Fifth Grade in
Teaching Concrete nouns, Singular Nouns and Plural Nouns for Students
of Two Elementary Schools of Jekan Raya Palangka Raya**

Concrete nouns

No	Dificulties	Solution	Subject
	The students got problems when they	The teachers repeated her explanation until three	SDN-9 and SDN - 5 Menteng

	were differentiate using the articles of materials nouns special by using the article " some, any, little and the " in the exercises that given by English teacher	time so the students understood using the articles of the material nouns. The teacher gave the description of what be talked in the explanation with environment.	
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Singular nouns

No	Difficulties	Solution	Subject
	The students got problem in pronouncing singular nouns most of them spelling like Indonesian language	Using picture dictionary media and.	SDN-5 Menteng SDN 9 Menteng

Plural Nouns

No	Difficulties	Solution	Subject
1.	The students got problem when they must wrote regular plural nouns especially in difference character form end in (s, x, z, ch, or ss) the plural nouns are formed by adding "es"	The teacher explained the plural nouns more clearly and giving the exercises to doing in class and at home . - Using media in the class	SDN-5 Menteng
2.	The students didn't know to arrange a good sentence by using the plural nouns	The teacher gave a text or sentences to read and followed by her students.	SDN-9 Menteng
3.	The students have not understand to difference irregular plural nouns	The students have to memorize the irregular plural nouns.	SDN-5 Menteng and SDN-9 Menteng

CHAPTER IV

CLOSING

A. Conclusion

Based on the result of research that have been explained in chapter III about the English teachers methods in teaching nouns at two Elementary Schools of Jekan Raya Palangka Raya in academic year 2008 / 2009. There were several conclusion to be taken, they were :

1. The English teachers methods in teaching nouns at the fifth grade of SDN 5 Menteng used lecturing method, answer and question method, demonstration method and memorizing method. At SDN 9 Menteng, Jekan Raya the English teachers method at the fifth grade in teaching nouns used lecturing method, answer and question method, drill method and demonstration method. The best method in teaching nouns was drill method. In choosing the methods of teaching nouns , the English teacher must consider the positive and negative sides that suitable with purposes of teaching the nouns.
2. The English teachers explained about the concrete nouns, singular nouns and plural nouns have the third steps, they are: preparing, implementation and evaluation. In explanation the concrete nouns by using Indonesia language because the students would find to difficulty if the teacher used the English language (tongue language). In teaching the singular nouns English teacher introduced the materials former to the students then

explanation about characteristics of the singular nouns and definition of the singular nouns by using tongue language and target language and the teacher gave many exercises of the singular nouns. In teaching the plural nouns the English teacher at the fifth grade gave the stimulation and definition the plural noun. After that, she explained the difference between singular and plural nouns clearly.

To remember irregular plural nouns and irregular plural nouns, the English teacher asked to the students memorize it.

The writer thought, the conclusion can answer of problems of the study through the fact research in the field at two the elementary schools of Menteng Jekan Raya Palangka Raya.

B. Suggestion :

There are some suggestions which are recommended to the teachers, they are:

1. The teacher should improve more creatively in choosing the methods.
2. The teacher should improve their ability to create an interesting teaching in order the students do not fell bored.
3. The teacher should motivate the students to study continuously in order they have a good spirit to accept materials well.
4. The teacher should apply appropriate technique, method, strategy, and media in teaching noun.

5. For school.

In supporting of English learning the school has important rule to prepare fund for English book.

6. Besides that, language laboratory is important in order to support students activity in teaching learning process.

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APPENDIXES

Observation Guide

1. English teaching learning process was done by English teacher the fifth grade student at two schools of Jekan Raya.
2. The situation and condition the two elementary schools.
3. Methods were used by English teachers in teaching nouns.
4. The application of suitable methods in teaching learning process.
5. Teacher's English book .

Documentation Guide

1. The number of the English teacher of two elementary schools of Jekan Raya Palangka Raya.
2. The English curriculum at the fifth grade students was at two elementary schools of Jekan Raya Palangka Raya.
3. Lesson plan was made by English teacher.

RESULT OF INTERVIEW DI SDN 5 MENTENG PALANGKA RAYA

1. Apa latar belakang pendidikan Ibu?

*Pendidikan saya:
SD lulusan Tahun 1997
SMP lulusan Tahun 2000
SMA lulusan Tahun 2003
FKIP lulusan Tahun 2008*

2. Berapa lama Ibu mengajar di SDN 5 MENTENG?

Kurang lebih 4 tahun.

3. Bagaimana perkembangan Bahasa Inggris di SDN 5 MENTENG setelah diajar oleh Ibu selama 4 tahun?

Perkembangan Bahasa Inggris cukup membanggakan setelah belajar mulai dari kelas 3 maka setelah mereka kelas 5, mereka sudah bisa membuat kalimat dengan menggunakan bahasa Inggris meskipun kalimat itu sangat sederhana.

4. Kenapa Bahasa Inggris diajarkan di Sekolah Dasar?

Karena Bahasa Inggris adalah Bahasa Internasional dan atas Instruksi Menteri Pendidikan Nasional No.22 Tahun 2006 dan No.23 tahun 2006 Tentang Standar Kompetensi Kelulusan maka Bahasa Inggris diajarkan di Sekolah Dasar sebagai Muatan Lokal.

5. Problem apa yang dihadapi Ibu dalam mengajar Bahasa Inggris?

Pengaturan murid-murid di kelas 5 yang sering ribut jika pelajaran Bahasa Inggris di mulai.

6. Apakah dalam mengajar Bahasa Inggris menggunakan metode?

Ya.

7. Langkah-langkah apa yang ditempuh dalam menerapkan metode?

- 1). Persiapan : *menciptakan kondisi belajar siswa.*
- 2) Pelaksanaan : *- penyajian, Tahap guru menyampaikan materi pelajaran.*
- memberi kesempatan pada siswa untuk

menghubungkan dan membandingkan materi yang telah diterimanya melalui metode Tanya jawab.

- Guru memberi tugas kepada siswa untuk membuat kesimpulan dari materi yang telah diberikan.

3) Evaluasi

: Guru memberi penilaian pada siswa mengenai bahan atau materi yang telah diterimanya melalui tes secara lisan atau tulisan.

8. Faktor-faktor apa yang dapat mempengaruhi dalam penerapan metode?

Tujuan Pengajaran:

- Kepandaian anak (student's intellegensi)*
- Situasi*
- Fasilitas*
- Guru*
- Waktu*
- Lingkungan*

9. Bagaimana minat siswa dalam pelajaran Bahasa Inggris?

Siswa sangat senang belajar Bahasa Inggris pada kelas 5.

10. Media apa yang dapat menunjang dalam penggunaan metode?

Gambar dan Puzzle.

11. Berapa lama waktu yang diperlukan untuk mengajar Bahasa Inggris dalam satu minggu?

35 x 2 menit.

12. Metode-metode apa saja yang digunakan Ibu dalam mengajar Bahasa Inggris?

- | | |
|-----------------------------|---|
| <i>- Metode Menghafal</i> | <i>: untuk mengajarkan pembendaharaan kata.</i> |
| <i>- Metode Demonstrasi</i> | <i>: untuk mengajarkan Reading.</i> |
| <i>- Metode Latihan</i> | <i>: untuk mengajarkan Writing.</i> |
| <i>- Metode Dicte</i> | <i>: untuk mengajarkan Listening.</i> |
| <i>- Metode Tanya Jawab</i> | <i>: untuk mengajarkan Speaking.</i> |

13. Apakah dengan metode-metode tersebut siswa bisa termotivasi untuk belajar Bahasa Inggris?

Ya, siswa sangat termotivasi untuk belajar Bahasa Inggris, buktinya mereka mempunyai nilai rata-rata kelas yang terus meningkat bagus dari tahun ke tahun.

14. Dari metode-metode mengajar tersebut, metode apa yang paling diunggulkan?

Metode Tanya jawab. Karena metode tersebut sangat efektif dan efisien untuk mengevaluasi siswa maupun pengajar setelah pelajaran diberikan.

15. Metode apa yang paling mudah dalam mengajar Noun dan Verb?

Semua metode mempunyai segi positif dan segi negative maka dalam menentukan metode guru harus selektif. Penggunaan metode harus sesuai dengan tujuan pembelajaran.

16. Bagaimana cara menilai Ibu terhadap siswa bahwa dengan menggunakan metode-metode tersebut siswa lebih mengerti dan paham terhadap pelajaran Bahasa Inggris khususnya Nouns?

Cara saya menilai adalah setelah saya selesai memberikan materi kepada siswa saya selalu mengadakan evaluasi setiap akhir pertemuan atau sub mata pelajaran tentang Nouns. Evaluasi bisa berupa tes tertulis dan lisan.

<i>Contohnya: Writing</i>	<i>= tes tertulis</i>
<i>Vocabulary</i>	<i>= tes tertulis</i>
<i>Speaking</i>	<i>= tes lisan</i>
<i>Reading</i>	<i>= tes lisan dan tes tertulis</i>
<i>Listening</i>	<i>= tes lisan dan tes tertulis</i>

17. Kesulitan apa saja yang dihadapi siswa dalam mempelajari Noun?

- a. Siswa sulit untuk mengucapkan Nouns (speaking) karena mereka tidak terbiasa mengucapkan kata-kata tersebut di sekolah ataupun di rumah.*
- b. Siswa sulit membedakan Plural Nouns (regular dan irregular nouns).*
- c. Siswa sulit untuk menghafal nouns, khususnya Singular dan Plural nouns serta cirri-cirinya.*

18. Berapa kali pertemuan Ibu mengadakan test harian untuk menguji keberhasilan Ibu dalam mengajar Nouns?

Tes harian saya berikan pada siswa setiap sub mata pelajaran selesai kadang bisa 1, 2 atau 3 pertemuan. Karena setiap sub mata pelajaran materi yang diberikan waktu tidak tentu tergantung tingkat kesulitan atau kemudahann materi yang diberikan. Jika materi itu kiranya sulit bagi siswa, saya bisa berulang-ulang kali menjelaskannya sampai siswa tersebut mengerti dan paham tentang Nouns.

**RESULT OF INTERVIEW
DI SDN 9 MENTENG PALANGKA RAYA**

1. Apa latar belakang Pendidikan ibu ?

Saya lulusan dari Diploma Bahasa Inggris di Banjar Baru.

2. Berapa lama ibu mengajar Bahasa Inggris di SDN 9 Menteng ?

Kira-kira 2 (dua) tahun

3. Bagaimana perkembangan Bahasa Inggris di sekolah ini setelah ibu mengajar selama 2 tahun ?

Mereka cukup membanggakan dan maju dari tahun-tahun yang lalu terutama dari segi materi dan buku-buku penunjang Bahasa Inggris

4. Problem apa yang dihadapi ibu dalam mengajar Bahasa Inggris ?

- a. Pengaturan murid-murid di kelas kadang sering rebut.*
- b. Mereka belum mengerti kosa kata dalam Bahasa Inggris.*
- c. Mereka sebagian besar belum bisa membuat kalimat.*

5. Apakah dalam mengajar Bahasa Inggris ibu menggunakan metode ?

Ya, pasti.

6. Metode-metode apa saja yang digunakan ibu dalam mengajar nouns ?

- a. Metode ceramah : Untuk mengajarkan Writing*
- b. Metode Demonstrasi : Untuk mengajarkan listening and speaking.*
- c. Metode tanya jawab : Untuk mengajarkan listening and writing*
- d. Metode latihan : Untuk mengajarkan writing*

7. Langkah-langkah apa yang ditempuh dalam menerapkan metode ?

a. *Persiapan* : *Menciptakan kondisi belajar siswa*

b. *Pelaksanaan* : *Penyajian materi :*

- *Memberikan kesempatan pada siswa untuk mengulang dan menghubungkan materi minggu yang lalu melalui tanya jawab.*
- *Guru membuat kesimpulan tentang materi yang telah diberikan.*

c. *Evaluasi* : *Guru memberikan evaluasi pada siswa mengenai materi nouns yang telah diberikan melalui tes, lisan, tertulis.*

8. Faktor-faktor apa saja yang mempengaruhi dalam penerapan metode ?

a. *Tujuan pengajaran*

e. *Kondisi siswa*

b. *Materi*

f. *Lingkungan*

c. *Waktu*

g. *Fasilitas belajar mengajar*

d. *Situasi dan kondisi kelas*

9. Media apa yang dapat menunjang dalam menerapkan metode ?

Gambar

10. Berapa jam tatap muka materi yang diperlukan untuk mengajar Bahasa Inggris dalam 1 (satu) minggu ?

35x2 menit (2 jam pelajaran)

11. Apakah dengan metode-metode tersebut siswa termotivasi untuk belajar Bahasa Inggris ?

Ya, siswa sangat termotivasi untuk belajar Bahasa Inggris buktinya mereka mempunyai nilai rata-rata yang lumayan bagus dari tahun ke tahun.

12. Dari metode-metode tersebut metode apa yang paling efektif dan tepat untuk mengajar nouns ?

Yaitu metode tanya jawab karena metode tanya jawab merupakan metode yang mudah dilakukan baik guru dan murid untuk mengevaluasi siswa tentang pemahaman materi yang telah diberikan.

13. Metode apa yang paling mudah untuk mengajar nouns ?

Semua metode mudah untuk diterapkan, guru harus bisa memilih metode yang tepat karena metode-metode itu mempunyai segi positif dan negatif.

14. Bagaimana ibu memberi penilaian pada siswa tentang nouns ?

Setelah saya selesai memberi materi pelajaran tentang nouns , saya selalu memberi penilaian pada siswa.

Contohnya : Writing : Tes tertulis

Speaking : Tes tertulis dan lisan

Listening : Tes lisan

Reading : Tes lisan dan tertulis

15. Kesulitan-kesulitan apa saja yang dihadapi ibu terhadap siswa kelas 5 dalam mengajar nouns ?

- *Kesulitan tersebut muncul ketika saya menyuruh anak didik untuk speaking dengan intonasi dan makna yang baik dan benar mereka tidak biasa, apabila lupa tentang kosa kata, tentang nouns yang diajarkan, mereka sulit untuk menghafal kata jamak yang tidak teratur (irregular plural nouns).*
- *Mereka juga masih bingung dengan penggunaan artikel.*

16. Bagaimana cara mengatasi masalah ketika mengajarkan nouns ?

- *Saya mengulangi penjelasan materi tentang nouns.*
- *Saya menyuruh mereka masing-masing untuk membawa kamus bergambar*
- *Memperbanyak latihan-latihan dan pemberian sedikit Pekerjaan Rumah (PR)*
- *Pemakaian media*
- *Penghapalan kosa kata dalam kata benda*

The Curriculum of English For the Fifth Grade Students of SDN 5 and SDN

9 Menteng Jekan Raya Palangka Raya

Standar Kompetensi	Kompetensi Dasar
1. Mendengarkan. Memahami intruksi dan informasi sangat sederhana baik secara tindakan dan bahasa dalam konteks sekolah.	1.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan sekolah. 1.2 Merespon intruksi sangat sederhana secara verbal.
2. Berbicara Mengungkapkan intruksi dan informasi sangat sederhana dalam context kelas.	2.1 Bercakap-cakap untuk menyertakan tindakan secara berterima yang melibatkan tindak tutur, memberi contoh melakukan sesuatu, aba-aba, dan petunjuk. 2.2 Bercakap-cakap untuk meminta dan memberi jasa/barang secara berterima melibatkan tindakan tutur: meminta bantuan, memberi bantuan, meminta barang dan memberi barang. 2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur, mengenalkan diri, meminta ijin, menyetujui dan tidak menyetujui. 2.4 Mengungkapkan kesantunan yang melibatkan ungkapan: do you mind ... dan shall we ...
3. Membaca Memahami text descriptive bergambar sangat sederhana dalam context sekolah dan kelas.	3.1 Membaca nyaring dengan ucapan, tekana intonasi secara tepat dan berterima

<p>4. Menulis</p> <p>Mengeja dan menyalin kalimat sangat sederhana dalam context sekolah dan kelas.</p>	<p>yang melibatkan kata, frase, dan kalimat sangat sederhana.</p> <p>3.2 Memahami kalimat, pesan tertulis dan text descriptive bergambar sangat sederhana secara tepat dan berterima.</p> <p>4.1 Mengeja kalimat sangat sederhana secara tepat dan berterima.</p> <p>4.2 Menyalin dan menulis kalimatg sangat sederhana secara tepat dan berterima seperti ucapan selamat, terima kasih dan menulis surat (undangan).</p>
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Lesson Plan of English Teaching in SDN 5 Menteng Palangka Raya

Lesson plan based on the first observation

Subject : English/reading

Topic : Concrete nouns/foods

School : SDN 5 Menteng

Day and date : Saturday, February 21st 2009

Time allocation : 35 x 2 Minutes

I. Standard Competence

Memahami text deskriptive bergambar sangat sederhana dalam kontek sekolah dan kelas.

II. Kompetensi dasar

- Membaca nyaring dengan ucapan, tekanan, intonasi secara tepat dan berterima yang melibatkan kata, frase dan kalimat sangat sederhana.

- Memahami kalimat, pesan tertulis, tek deskriptive sangat sederhana secara tepat dan berterima.

III. Media

- Papan tulis
- buku "Fun and happy wit English text book " for elementary school

IV. Method

- memorizing method
- Drawing method
- Speech method

V. Indikator

- Siswa dapat mengetahui dan mengerti tentang concrete nouns dalam text deskriptif
- Dapat menambah perbedaharaan kata khususnya concrete nouns
- Siswa dapat mengerti ciri-ciri concrete nouns

VI. Langkah-langkah kegiatan :

a. Kegiatan pendahuluan

- Memberi salam.
- Guru mengabsen siswa.
- Menyampaikan tujuan pembelajaran dan memberikan motivasi.

b. Kegiatan inti

- Guru memperkenalkan materi pelajaran tentang Deskriptive text.
- Guru membaca deskritive text dan di ikuti oleh siswa.
- Guru menunjukkan concrete nouns dan menjelaskan ciri-cirinya.

- Guru meminta pada siswa untuk menghafal concrete nouns 10 kata.
- Guru meminta siswa untuk membaca nyaring text di depan kelas.

c. Kegiatan penutup

- Menyimpulkan materi pelajaran.
- Memberi tugas.

VII. Evaluation

- Memorizing tes

Examples the material nouns were:

Words	Meaning
The café	Kopi
The water	Air
The sugar	Gula
The milk	Susu
The oil	Minyak
The sand	Pasir
The mud	Lumpur
The iron	Besi
The steel	Baja
The silver	Perak

:

Reading test : for example

Kinds of food and drink

Last Sunday, I went to my grandparents. They have a garden fruits. It has a apple tree, orange tree, and pear trees. I was very happy to visit my grand parents. My sister went to the Mulia supermarket. She bough a beef, cheeseburger, the chicken, the ham, hot dog, the salad, the fish, rice, egg, vegetable, sandwich, mustard, kechup, and sugar. My brother bought drinking. They are the fruit juice, coffee, cake, hot tea, and dessert.

My family has been planning, it will visit them two weeks again.

Lesson Plan based on the second observation

Subject : English / Speaking

Topic : Singular nouns

School : SDN 5 Mentemg

Day and date : Saturday, February 28th 2009

Time allocation : 35 x 2 Minutes

I. Standard Competence

- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks Kelas.

II. Kompetensi dasar

- Bercakap-cakap untuk menyertakan tindakan secara berterima yang melibatkan tutur, memberi contoh melakukan sesuatu, aba-aba dan petunjuk
- Bercakap-cakap untuk meminta dan memberi jasa/barang secara berterima melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang dan memberi barang.
- Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur, mengenalkan diri, meminta ijin, menyetujui dan tidak menyetujui.
- Mengungkapkan kesantunan yang melibatkan ungkapan: do you mind.....dan shall we

III. Media

- Papan tulis

- buku "Fun and happy with English grade 5"

IV. Method

- Demonstration method
- Question and answer method
- Memorizing method

V. Indikator

- Siswa dapat bercakap-cakap dengan kalimat sangat sederhana.
- Siswa dapat mengetahui tentang singular nouns dan ciri-cirinya.
- Siswa mengerti percakapan orang lain dengan menggunakan singular nouns.

VI. Langkah-langkah kegiatan :

- a. Kegiatan pendahuluan
 - Memberi salam.
 - Guru mengabsen siswa.
 - Menyampaikan tujuan pembelajaran dan memberikan motivasi.
- b. Kegiatan inti
 - Memperkenalkan materi speaking pada siswa dan diikuti murid muridnya.
 - Guru memberi contoh tentang singular nouns dalam speaking.
 - Guru meminta salah satu siswa untuk speaking di depan kelas.
 - Guru meminta siswa untuk mencari singular nouns yang ada dalam speaking.
 - Siswa di beri tugas.
- c. Kegiatan penutup

- Menyimpulkan materi pelajaran
- Memberi tugas

VII. Evaluation

- Speaking tes, for examples:

1. Seller : "Can I help you?"

Rudy : "I want to....., please".

Seller : "Here you are".

Rudy : "How much?"

Seller : "Two thousand rupiahs."

2. Seller : "Can I help you?"

Rudy : "I want to....., please".

Seller : "Here you are".

Rudy : "How much?"

Seller : "Three thousand rupiahs."

Answer keys:

1. A bar of chocolate

2. A glass of tea

Lesson Plan based on the third observation

Subject : English / listening

Topic : plural nouns

School : SDN 5 Mentemg

Day and date : Saturday, March 6th 2009

Time allocation : 35 x 2 Minutes

I. Standard Competence

- Memahami instruksi dan informasi sangat sederhana baik secara tindakan dan bahasa dalam konteks sekolah

II. Kompetensi dasar

- Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan sekolah.
- Merespon instruksi sangat sederhana secara verbal.

III. Media

- Papan tulis
- buku” Fun and happy wit English grade 5”

IV. Method

- Speech method
- Drill method
- Dictation method

V. Indikator

- Siswa dapat mengerti ciri-ciri plural nouns.
- Siswa dapat merespon matery listening secara oral.
- Siswa dapat merespon tindakan guru di depan kelas secara berterima.

VI. Langkah-langkah kegiatan :

a.Kegiatan pendahuluan

- Memberi salam
- Guru mengabsen siswa

- Menyampaikan tujuan pembelajaran dan memberikan motivasi

b. Kegiatan inti

- Guru memberi contoh-contoh tentang plural nouns.
- Guru menjelaskan tentang ciri-ciri plural nouns.
- Guru memberi latihan.
- Guru memberi kesempatan pada siswa tentang materi yang kurang jelas.

c. Kegiatan penutup

- Menyimpulkan materi pelajaran
- Memberi tugas

VII. Evaluation

- oral test

For examples:

1. I listen with my.....
2. My brother walks with her.....
3. Susan sees with her.....
4. Ahmad touches with his.....
5. They hold with their.....

Answer keys:

1. Ears
2. Feet
3. Eyes
4. Fingers
5. Foot

Lesson Plan based on the four observation

Subject : English / writing

Topic : plural nouns

School : SDN 5 Mentemg

Day and date : Saturday, March 13th 2009

Time allocation : 35 x 2 Minutes

I. Standard Competence

- Mengeja dan menyalin kalimat sangat sederhana dalam kotak sekolah dan kelas.

II. Kompetensi dasar

- Mengeja kalimat sangat sederhana secara tepat dan berterima.
- Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti ucapan selamat, terima kasih dan menulis surat(undangan).

III. Media

- Papan tulis
- buku” Fun and happy with English grade 5”

IV. Method

- Speech method
- Drill method
- Assignment method

V. Indikator

- Siswa dapat mengerti tentang plural nouns

- Siswa dapat menulis plural nouns
- Siswa dapat membedakan regular plural nouns and irregular plural nouns.
- Siswa memahami ciri-ciri regular plural nouns and irregular plural nouns.

VI. Langkah-langkah kegiatan :

a. Kegiatan pendahuluan

- Memberi salam
- Guru mengabsen siswa
- Menyampaikan tujuan pembelajaran dan memberikan motivasi

b. Kegiatan inti

- Guru memberi contoh contoh plural nouns, regular plural nouns and rregular plural nouns dalam kalimat.
- Guru menjelaskan tentang ciri-ciri plural nouns.
- Guru memberi kesempatan pada siswa untuk bertanya tentang materi yang kurang jelas.
- Guru memberi latihan-latihan

c. Kegiatan penutup

- Menyimpulkan materi pelajaran
- Memberi tugas

VII. Evaluation

- tes tertulis

Examples:

Singular nouns	Irregular plural nouns	Meaning
Foot	Feet
Tooth	Gigi
.....	Men
Child

Lesson Plan of English Teaching in SDN 9 Menteng Palangka Raya

Lesson Plan based on the first observation

Subject : English / speaking

Topic : Concret nouns/Introducing myself

School : SDN 9 Menteng

Day and date : Wednesday, January 27th 2009

Time allocation : 35 x 2 Minutes

I. Standard Competence

- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

II. Kompetensi dasar

- Bercakap-cakap untuk menyertakan tindakan secara berterima yang melibatkan tindak tutur, memberi contoh melakukan sesuatu, aba-aba dan petunjuk.
- Bercakap-cakap untuk meminta dan memberi jasa/barang secara berterima melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang dan memberi barang.
- Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur, mengenalkan diri, meminta ijin, menyetujui dan tidak menyetujui.

- Mengungkapkan kesantunan yang melibatkan ungkapan: do you mind.....dan shall we

III. Media

- Papan tulis
- Book " Mukarto Grow with English An English Course for the fifth Elementary School, Erlangga, 2006.

IV. Method

- Speech method
- Demonstration method
- Answer and question method

V. Indikator

- Siswa dapat mengerti ciri ciri concrete nouns
- Siswa dapat bercakap-cakap dengan teman mengenai diri mereka
- siswa dapat merespon pembicaraan teman
- Siswa dapat berbicara dengan memperkenalkan dirinya di depan kelas

VI. Langkah-langkah kegiatan :

a. Kegiatan pendahuluan

- Memberi salam
- Guru mengabsen siswa
- Menyampaikan tujuan pembelajaran dan memberikan motivasi

b. Kegiatan inti

- Guru memberi contoh tentang pengenalan diri.

- Guru menjelaskan materi pelajaran.
- Guru menanyakan kesulitan siswa tentang materi speaking.
- Guru meminta siswa untuk memperkenalkan diri mereka di depan kelas.

c. Kegiatan penutup

- Menyimpulkan materi pelajaran
- Memberi tugas
- Salam penutup

VII. Evaluation

- tes lisan

For examples:

What is your name?.....

How many class are you in elementary school?.....

How old are you?.....

Where do you come from?.....

What do you like favorite food?.....

How many are your brother and sister?.....

Lesson Plan based on the second observation

Subject : English / writing

Topic : Singular nouns/ Expressing of time

School : SDN 9 Mentemg

Day and date : Wednesday, February 11th 2009

Time allocation : 35 x 2 Minutes

I. Standard Competence

- Mengeja dan menyalin kalimat sangat sederhana dalam kotak sekolah dan kelas.

II. Kompetensi dasar

- Mengeja kalimat sangat sederhana secara tepat dan berterima.
- Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti ucapan selamat, terima kasih dan menulis surat(undangan).

III. Media

- Papan tulis
- Picture
- Book " Mukarto Grow with English An English Course for the fifth
Elementary School, Erlangga, 2006.

IV. Method

- Speech method
- Drill method
- Answer and question method

V. Indikator

- Siswa dapat memahami tentang waktu dengan tulisan Inggris.
- Siswa dapat menulis tentang waktu dengan tulisan Inggris.
- Siswa dapat menulis kegiatan sehari-hari dengan memakai bahasa Inggris yang benar.

VI. Langkah-langkah kegiatan :

- a. Kegiatan pendahuluan

- Memberi salam.
 - Guru mengabsen siswa.
 - Menyampaikan tujuan pembelajaran dan memberikan motivasi
- b. Kegiatan inti
- Guru menulis dan memberi contoh tentang waktu.
 - Guru menjelaskan materi pelajaran.
 - Murid di beri kesempatan untuk bertanya tentang materi.
 - Guru menjelaskan tentang singular nouns dalam materi.
 - Guru memberi latihan-latihan.
- c. Kegiatan penutup
- Menyimpulkan materi pelajaran.
 - Memberi tugas.
 - Salam penutup

VII. Evaluation

- tes tertulis

For example:

Fill the blank of words below by using English language.

1. 07.00 =

2. 08.30 =

3. 05.15 =

4. 01. 45 =

5. 03.36 =

Answer keys:

1. seven o'clock
2. A half past eight
3. A quarter past five
4. A quarter to two
5. Thirty six past three

Lesson Plan based on the third observation

Subject : English / reading

Topic : Plural nouns/Parts of the body

School : SDN 9 Mentemg

Day and date : Saturday, February 18th 2009

Time allocation : 35 x 2 Minutes

I. Standard Competence

Memahami text deskriptive bergambar sangat sederhana dalam kontek sekolah dan kelas.

II. Kompetensi dasar

- Membaca nyaring dengan ucapan, tekanan, intonasi secara tepat dan berterima yang melibatkan kata, frase dan kalimat sangat sederhana.
- Memahami kalimat, pesan tertulis, text deskriptive sangat sederhana secara tepat dan berterima.

III. Media

- Papan tulis
- Book " Mukarto Grow with English An English Course for the fifth Elementary School, Erlangga, 2006.

IV. Method

- Demonstration method
- Answer and question method
- Speech method

V. Indikator

- Siswa dapat menyebut bagian-bagian tubuh(plural nouns).
- Siswa dapat menyebut fungsi tubuh.
- Siswa dapat menyebut lima panca indera.
- Siswa memahami tentang pesan tertulis deskriptive text.

VI. Langkah-langkah kegiatan :

a. Kegiatan pendahuluan

- Memberi salam
- Guru mengabsen siswa
- Menyampaikan tujuan pembelajaran dan memberikan motivasi

b. Kegiatan inti

- Guru memberi contoh text deskriptif.
- Guru membaca text dengan nyaring.
- Guru menjelaskan text (plural nouns)dan ciri-cirinya.
- Guru bertanya tentang kesulitan siswa pada materiy.
- Guru memberi latihan-latihan.

c. Kegiatan penutup

- Menyimpulkan materi pelajaran
- Memberi tugas

- Memberi salam penutup

VII. Evaluation

Reading test

We see with our.....

We feel with our.....

We hear with our.....

We smell with our.....

We taste with our.....

We eat/drink with our.....

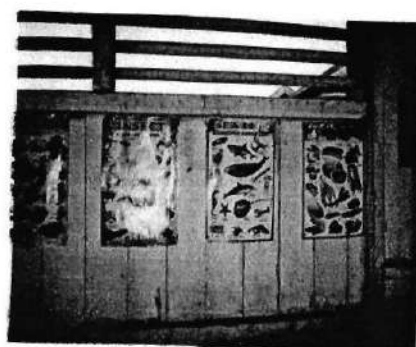
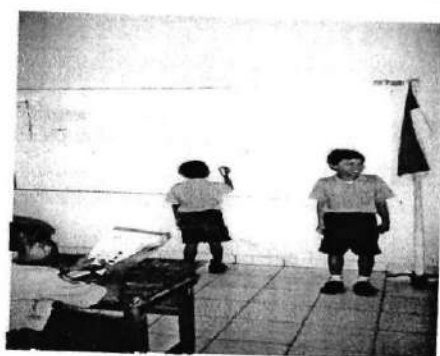
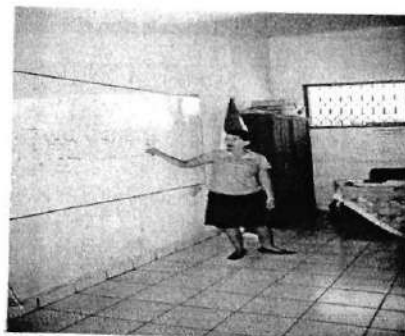
We touch with our hands or.....

Answer keys:

1. Eyes
2. Fingers
3. Ears
4. Nose
5. Tongue
6. Mouth
7. Hands or feet

DOCUMENTATION

**THE DOCUMENTATION OF OBSERVATION AND INTERVIEW
(JANUARY 21st – MARCH 12th 2009)**





PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH DASAR NEGERI - 5 MENTENG

Alamat : Jalan Tamengung Tilung, No. 60 Telp. (0536) 3235254
PALANGKA RAYA

FORMAT PENILAIAN RAPORT

NAMA SEKOLAH : SDN. 5 MENTENG
KELAS : V B
MATA PELAJARAN : BAHASA INGGRIS
SEMESTER : 1 (SATU)

NO	NAMA SISWA	ULANGAN HARIAN					JLH	RATA-RATA	NILAI TUGAS / PR					JLH	RATA-RATA	UTS	UAS	JLH	RATA-RATA	NILAI RAPORT	KET
		1	2	3	4	5			1	2	3	4	5								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	IRMAYASARI	8,00	7,50	-	-	-	15,50	7,75	7,70	7,80	-	-	-	15,50	7,75	7,50	7,60	30,6	7,65	8	
2	IRWANTO	-	6,70	-	-	-	6,70	6,70	6,70	7,00	-	-	-	13,70	6,85	6,00	6,00	25,55	6,38	6	
3	M. EDI WIRANTO	7,50	6,00	-	-	-	13,50	6,75	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,75	6,18	6	
4	RENI ELISA	6,50	6,00	-	-	-	12,50	6,25	6,50	6,00	-	-	-	12,50	6,25	6,00	6,00	24,50	6,12	6	
5	ADELIA FALENTINA	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,00	6,00	6	
6	NOVIA JUNIASI	7,00	6,50	-	-	-	13,50	6,75	7,00	6,70	-	-	-	13,70	6,85	7,00	7,00	27,60	6,90	7	
7	RAHMA DANIATI	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,00	6,00	6	
8	RAHMAT DWISANTOSO	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,00	6,00	6	
9	SRI MUSTIKA	7,50	6,50	-	-	-	14,00	7,00	7,20	7,00	-	-	-	14,20	7,10	7,60	7,70	29,40	7,35	7	
10	SURENDRA	7,70	6,50	-	-	-	14,20	7,10	7,50	7,00	-	-	-	14,50	7,25	7,80	7,50	29,65	7,41	7	
11	AHMAT SALIBUL	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,00	6,00	6	
12	DINA MARJANI	8,20	6,70	-	-	-	13,38	6,69	8,50	7,70	-	-	-	16,20	8,10	7,50	7,50	29,79	7,60	8	
13	ANISA ROSALIA	7,80	7,00	-	-	-	14,80	7,40	7,80	7,80	-	-	-	15,60	7,80	7,00	6,50	28,70	7,17	7	
X	JULIADI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
15	ALI ALIMA PUTRA RAMADAN	7,80	7,00	-	-	-	14,80	7,40	7,50	7,00	-	-	-	-	-	-	-	-	-	-	
16	MUNTIARA	8,20	7,00	-	-	-	15,20	7,60	8,50	8,00	-	-	-	16,50	8,25	7,80	7,70	31,35	7,83	8	
17	SELVIA	7,50	7,70	-	-	-	15,20	7,60	7,50	7,40	-	-	-	14,90	7,45	7,00	7,00	29,05	7,26	7	
18	KIKI KARMEIA	7,50	6,70	-	-	-	14,20	7,10	7,20	7,40	-	-	-	14,60	7,30	6,80	7,00	28,20	7,05	7	
19	JEPRIANTO	6,80	6,50	-	-	-	13,30	6,65	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,65	6,16	6	
20	TRI WATI LESTARI	6,70	6,00	-	-	-	12,70	6,35	6,50	7,00	-	-	-	13,50	6,75	6,50	6,70	26,30	6,57	6	

21	AYU KARTIKA PUTRI	6,00	6,00	-	-	-	12,80	6,40	6,50	6,00	-	-	-	12,50	6,25	6,50	6,00	25,15	6,28	6	
22	M. INSANI GHIFAR	8,00	7,50	-	-	-	15,50	7,75	8,50	8,00	-	-	-	16,50	8,25	7,70	7,00	30,7	7,67	8	
23	RESNU EDWINATAE	8,00	7,00	-	-	-	15,00	7,50	8,40	8,00	-	-	-	16,40	8,20	7,70	7,00	30,4	7,60	8	
24	RANGGASKI YOAN VIANUS	8,00	7,70	-	-	-	15,70	7,85	8,60	8,20	-	-	-	16,80	8,40	7,80	7,00	31,05	7,76	8	
25	JANN I. DULIN	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,00	6,00	6	
26	GALIH GERHANA PUTRA	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	-	-	-	12,00	6,00	6,00	6,00	24,00	6,00	6	
27																					
28																					
29																					
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34																					
35																					
36																					
37																					
38																					
39																					
40																					

Pengawas TK/SD Wilayah Gugus V (Lima)

Kepala Sekolah

Palangka Raya, 2008

Guru Bidang Studi,

MASURAI TAMBUANG, S. Pd.
NIP : 130 393 288

NAWIS T. DEHEN, S. Pd.
NIP : 130 853 180


DEVIANA, S. Pd.
NIP.

PERSETUJUAN DESAIN PROPOSAL

Judul : "ENGLISH TEACHER'S METHODS IN TEACHING NOUN
AT THE FIFTH CLASS STUDENTS OF TWO ELEMENTARY
SCHOOLS OF JEKAN RAYA SUBDISTRICT PALANGKA
RAYA (ACADEMIC YEAR 2008/2009)".

Nama : HANIK NUR AISIAH

NIM : 060 112 0271

Jurusan : Tarbiyah

Program : Tadris Bahasa Inggris

Telah selesai konsultasi dengan pembimbing I dan II tentang judul
skripsi tersebut di atas.


Demikian surat pernyataan ini dibuat untuk diketahui
sebagaimana mestinya.

Palangka Raya, 25 September 2008

Mengetahui

Pembimbing I

Pembimbing II


Drs. H. ABDUL OODIR, M.Pd
NIP 150 244 629


SIMINTO, M. Hum
NIP 150 321 413

Ketua Jurusan Tarbiyah


Dra. HAMDANAH HMI, M.Ag.
NIP 150 246 243


CATATAN HASIL SEMINAR

Penyaji / NIM : Hanik Nur Aisiah / 060 112 0271
Jurusan / Prodi : Tarbiyah / TBI
Judul : English Teacher Methods in Teaching
Noun at the Fifth Class Students
of Two Elementary Schools of
Jekan Raya Subdistrict P. Raya
(Academic Year 2008/2009)
Pananggap Utama : Sabarun, M.Pd
Pembimbing : 1. Drs. H. Abdul Qodir, M.Pd
2. Siminto, M. Hum

CATATAN PERBAIKAN:

1. Revise the title from "English Teacher Methods" into "English Teacher's Methods".
2. Revise the foot note in page 1.
3. Revise the foot notes in page 2.
4. Don't use the Number of Population in page 6.
5. Revise "The Prosedur Analysis Data" in page 10 into "The Data Analysis Procedure".

Palangka Raya, 11 Sept' 2008
Moderator


Agus Handi S.
NIP.

BERITA ACARA DAN CATATAN HASIL UJIAN SKRIPSI MAHASISWA
JURUSAN TARBIYAH STAIN PALANGKA RAYA
SEMESTERTAHUN AKADEMIK

ini Kamis Tanggal 3 Bulan Des Tahun Dua ribu sembilan telah

kan ujian skripsi dengan judul :

Effect Teachers' Method in Teaching Nouns at the Fifth
and Students at the Elementary School of
Palangka Raya

Nama : Hanik NUR Aisiah
Tempat/Tanggal Lahir : Praya, 10-10-1979
N I M : 0601110291
Jurusan/Prodi : Tarbiyah/...T.B.I.

guji : Tanda Tangan

: Halimah, M.Pd. ()
barun, M.Pd. ()
s. H. Abdul Qodir, M.Pd. ()
MINTO, M.Hum. ()

CATATAN HASIL UJIAN SKRIPSI

in title should be revised by "plene form". tendons"
11 Method X question and answer method
12 method in your guide, should be found on
13 method applies.
14 12-53 should be inserted in apparatus -

Palangka Raya, 3-12-2009
Sekretaris

(Siminto, M.Hum.)
NIP. 1975 07 07 2002121004



PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH
RAGA

Alamat : Jl.R.A. Kartini Telp. (0536) - 3222372 Fax. (0536) - 3221654.

Palangka Raya, 24 Januari 2009

Surat : 420 / 230 / 870 - Um. Peg / I / 2009.
Jenis : Biasa.
Materi : -
Isi : Ijin Mengadakan Observasi/Penelitian

Kepada,
Yth. Dekan STAIN Palangka Raya
Di
PALANGKA RAYA

Menanggapi Surat dari Pembantu Ketua I Sekolah Tinggi Agama Islam Negeri Palangka Raya, Nomor : Sti.15.8/TL.00/152/ 2009 Tanggal 20 Januari 2009 perihal Ijin Mengadakan Observasi/Penelitian, kepada mahasiswa ;

Nama : Hanik Nur Aisiah
NIM : 0601120271
Jurusan/Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI).
Lokasi Penelitian : SDN 5 Menteng
SDN 9 Menteng
Jenjang : Strata Satu (S 1)
Judul Skripsi : "ENGLISH TEACHER'S METHODS IN TEACHING NOUN
AT THE FIFTH CLASS STUDENTS OF TWO
ELEMENTARYSCHOOLS OF JEKAN RAYA SUBDISTRICT
PALANGKA RAYA (ACADEMIC YEAR 2008 / 2009).
Metode : Interview, Observation, Documentation

Pada Prinsipnya dapat kami setujui dan diberikan ijin untuk Mengadakan Observasi/Penelitian di SDN 5 Menteng dan SDN 9 Menteng di Palangka Raya, dengan pertimbangan bahwa sebagai syarat wajib ditempuh bagi mahasiswa dalam rangka menyelesaikan study.

Dengan ketentuan sebagai berikut :

1. Pelaksanaan diatur dengan Kepala SDN 5 Menteng dan SDN 9 Menteng di Palangka Raya, agar kegiatan tersebut tidak mengganggu proses belajar mengajar.
2. Surat ijin ini berlaku sejak tanggal 25 Januari 2009 s/d 25 Maret 2009 selama 2 (dua) bulan .
3. Setelah selesai pelaksanaan kegiatan Observasi/Penelitian, agar membuat laporan tertulis kepada Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kota Palangka Raya.
4. Surat Ijin mengadakan Observasi/Penelitian ini tidak dapat dipergunakan untuk kegiatan lain.

Demikian Surat Ijin Mengadakan Observasi/Penelitian ini diberikan agar dapat dipergunakan sebagaimana mestinya.



GUNTUR TALAJAN, SH, M.Pd.
Pembina Tingkat I
NIP. 050 059 026

Disampaikan kepada Yth:

Walikota Palangka Raya (sebagai laporan)
Dekan STAIN Palangka Raya di palangka Raya
Kepala SDN 5 Menteng di Palangka Raya
Kepala SDN 9 Menteng di Palangka Raya
bersangkutan untuk dilaksanakan



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 20 Januari 2009

Nomor : Stt.15.8/TL.00/ 152/2009.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala Dinas Pendidikan Nasional Kota
Palangka Raya
di -
Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : Hanik Nur Aisiah
NIM : 0601120271
Jurusan/Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI).
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : SDN 5 Menteng
SDN 9 Menteng
Judul Skripsi : "ENGLISH TEACHER'S METHODS IN TEACHING
NOUN AT THE FIFTH CLASS STUDENTS OF
TWO ELEMENTARY SCHOOLS OF JEKAN RAYA
SUBDISTRICT PALANGKA RAYA (ACADEMIC
YEAR 2008/2009)"
Metode : interview, Observation , Documentation
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 25 Januari s/d
25 Maret 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Perwakilan
Drs. H. ABUBAKAR, H.M., M.Ag.
NIP. 195501011960010001
Palangka Raya

embusan :

Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
Yth. Kepala SDN 5 Menteng Palangka Raya
Yth. Kepala SDN 9 Menteng Palangka Raya
Arsip.



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.009/1557/2007

Palangka Raya, 30 Oktober 2007

Hal : Persetujuan Judul dan
Penetapan Pembimbing

Kepada
Yth. Sdr. **Haik Nur Asiah**
NIM. 0601120271

Assalamu'alaikum Wr, Wb.

Setelah membaca, menelaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"The Ability in Using Noun at the Fifth Class Students of Four Elementary Schools of Jekan Raya Subdistrict"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
2. Siminto, M.Hum sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
3. Yth. Siminto, M.Hum sebagai Pembimbing II



NOMOR STATISTIK SEKOLAH

101146002025

PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH DASAR NEGERI – 9 MENTENG
Alamat : JL RTA. Milono Km. 4,5 Telp(0536) 3245276
PALANGKA RAYA

Palangka Raya, 20 Maret 2009

Nomor : 46/II.421/SDN.9 Mntg/kr/Ket/2009 ,
Lampiran :
Hal : Keterangan Penelitian

Kepada Yth.
Ketua STAIN
Palangka Raya
di -

Palangka Raya

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : IGIM ANARANG, S.Pd
Jabatan : Kepala Sekolah SDN 9 Menteng Palangka Raya

Menerangkan bahwa :

Nama : HANIK NUR AISIAH
NIM : 060120271
Jurusan : Tarbiyah / TBI
Jenjang : Strata I (SI)

Telah melakukan Penelitian di SDN 9 Menteng, Jekan Raya, Palangka Raya selama 2 bulan terhitung sejak Tanggal 25 Januari sampai 25 Maret 2009.

Danikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dapat di gunakan
Sebagaimana mestinya.



Kepala SDN 9 Menteng.

IGIM A. NARANG, S.Pd
NIP. 130 393 635



PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH DASAR NEGERI - 5 MENTENG

Alamat : Jalan Tamanggung Tilung, No. 60 Telp. (0536) 3235254
PALANGKA RAYA

Palangka Raya, 07 April 2009

or : 420/401/II.421/SDN 5 Mtg/Jkr/IV/2009
iran : 1 (Satu)
: Keterangan Penelitian

Kepada Yth.
Ketua STAIN Palangka Raya
di-
Palangka Raya

an Hormat,

Bertanda tangan di bawah ini :

a : NAWIS T. DEHEN, S.Pd
an : Kepala Sekolah SDN 5 Menteng Jekan Raya Palangka Raya

erangka bahwa :

a : **Hanik Nur Aisiah**
: 0601120271
an : Tarbiyah / TBI
ng : Strata I (S-1)

melakukan penelitian di SDN 5 Menteng Jekan Raya Palangka Raya selama 2 Bulan terhitung tanggal 25 Januari sampai 25 Maret 2009.

kian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dapat di pergunakan jaimana mestinya.



CURRICULUM VITAE

The Writer's Identity

Name : HANIK NUR AISIAH

Place and date of Birth : Sragen, January 10th 1979

Sex : Female

Address : Jln. G.Obos 19B No.138

Education Background : MIN Saren (1993)

MTsN Gondang Rejo (1996)

SMK Muhammadiyah (1999)

ABA Harapan Bangsa Surakarta (2006)

Hobby : Writing, Traveling

Status : Married

The Parent's Identity

Father

Name : H. Muhyidin

Job : Farmer

Address : Wonosari, Sragen, Jawa Tengah

Mother

Name : Hj. Qomariyatun

Job : Housewife

Address : Wonosari, Sragen, Jawa Tengah