

**THE ENGLISH LANGUAGE TEACHING OF
THE FIFTH GRADE STUDENTS OF
CIPUTRA ELEMENTARY SCHOOL SURABAYA**

A THESIS

**As Partial Fulfillment of the Requirements for
The Sarjana Pendidikan Degree in
English Language Teaching Faculty**



By:

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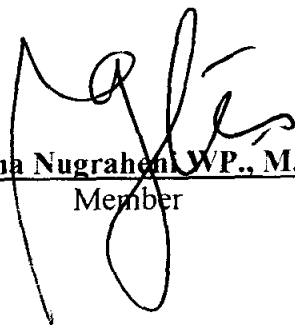
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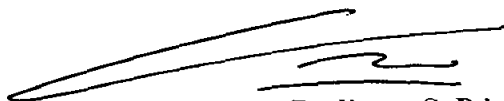
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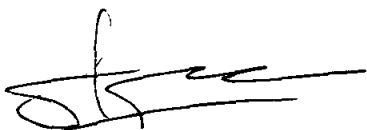


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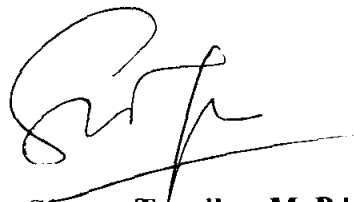


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The writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
ABSTRACT	viii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objective of the Study	4
1.4 Significance of the Study	5
1.5 Scope and Limitation	5
1.6 Definition of Key Terms	6
1.7 Organization of the Thesis	7

CHAPTER II	REVIEW OF RELATED LITERATURE	9
2.1	Language Teaching Learning Theory	9
2.2	Some Principles of Young Learners' Language Learning	10
2.3	Teaching English As a Foreign Language to Young Learners	12
2.3.1	The Use of Media in Teaching English	15
2.3.2	Kinds of Media	17
2.4	The Roles of a Teacher	19
2.4.1	The Teacher as Organizer	19
2.4.2	The Teacher as Assessor	20
2.4.3	The Teacher as Resource	21
2.4.4	The Teacher as Tutor	21
2.4.5	The Teacher as Motivator	22
2.5	Classroom Interaction	23
CHAPTER III	RESEARCH METHOD	26
3.1	Research Design	26
3.2	Subjects of the Study	27
3.3	Instruments	27
3.4	The Data	28
3.5	Procedures of Data Collection	29
3.6	Data Analysis Procedures	30

CHAPTER IV	FINDING AND DISCUSSIONS	31
4.1	Finding	31
4.2	Discussions of the Finding	39
4.2.1	The discussion of the way the expatriate teaches English to grade five students.....	40
4.2.2	The discussion of the expatriate's roles during the teaching learning process.....	45
CHAPTER V	CONCLUSION AND SUGGESTIONS	50
5.1	Conclusion	50
5.2	Suggestions	53
5.2.1	Suggestion for the English Teachers	53
5.2.2	Suggestion for further research	54
BIBLIOGRAPHY	56
APPENDIXES	59
Appendix I	: The English Lesson Plan	59
Appendix II	: The Pictures of the English Language Teaching in the Fifth grade of Ciputra	61
Appendix III	: The Results of the Fifth Grade Students' Assignments	75

ABSTRACT

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English has become an international language that is well appreciated by people. Nowadays, English is learned and taught either formally or informally in many parts of the country. It is taught as a compulsory subject in schools and universities in an environment where it is not used for daily communication. Even it has been taught to the children in elementary school, and in kindergarten.

Teaching English to children as early as possible is based on the consideration of the fact that children learn language easily when they are in their critical period which begins at two years old. However, teaching English to children is different from teaching it to adults. Because children's thinking is grounded on something concrete, teaching English to them should be created as concrete as possible. Children need to be motivated, and they need to be engaged in the teaching learning processes actively. Active involvement in learning is important in teaching a second language to children. In other words, they learn it effectively by doing.

This study is a qualitative research in which the writer presents an observation on how the English language teaching is carried out in Ciputra Elementary School. This study is designed as an attempt to give description of the implementation of the English language teaching conducted at Ciputra where the students are motivated to be involved in the teaching learning process actively.

Having done the observation and taken the pictures of the teaching learning activities in the fifth grade in Ciputra elementary school, the writer can conclude that learning is an experience, to understand a concept, the students have to experience it. Therefore, in teaching English, Ciputra's

English teacher engages the students to experience it through activities that involve the students themselves. This way is succeeds in engaging the students to participate in the teaching learning process. The students are the subjects of their own learning, as they are actively involved in the teaching learning process. The teacher is no longer the one who does everything but the students are. The English teacher has been great in doing his role as the teacher. He is a good organizer and motivator in planning and creating the activities. He is also an excellent assessor for his students, because besides giving corrections and suggestions to his students, he also praises them for their good efforts and accomplishments. He is also a good tutor and resource in guiding his students to accomplish the assignments. The pictures that the writer has taken provide the evidence of how the students are involved in the teaching learning process actively. They also show teacher's roles in conducting the teaching learning activities.

Since this study is a qualitative research, the writer suggests that other students do the quantitative one about more or less the same topic. The research can be comparing Ciputra's technique and the conventional way. The conventional way is for instance when a teacher teaches grammar, the teacher explains the form of the grammar, and then writes the questions on the blackboard, the students write them in their books, later on they check it together. In which the study is aimed to see whether the use of the technique that Ciputra applies affects the students' English achievements significantly or not.